

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<b>Movement</b> <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. Final piece: painting</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Experimental drawing</li> <li>Proportions of the Figure</li> <li>Understanding the key principles of the Futurists and Cubists</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Control of the formal elements</li> <li>Drawing from observation</li> <li>'Scaling up' work</li> <li>Hockney photo-collage process</li> <li>Colour mixing acrylic</li> <li>Mixing skin tones</li> <li>4 different Painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>Work is refined in the sketchbook at different points.</li> <li>Mono-printing</li> <li>Using a breadth of 2D media</li> <li>Observational Drawing</li> <li>Proportion of the face/figure</li> <li>Research into artists- writing formally about artist's work</li> <li>Exploring Contemporary artists' practice.</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Movement</a> Summer Tasks and presentations Materials sent home to Year 9 students in July 2020 (sketchbook, paints, brush, pencil, pen)
Autumn 2	<b>Movement</b> <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. Final piece: painting</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Colour Theory</li> <li>Experimental Mark Making</li> <li>Understanding of different painting techniques (Flat colour, Sgraffito, Translucent Layering &amp; Impasto)</li> <li>Develop understanding of composition</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Colour mixing acrylic</li> <li>Mixing skin tones</li> <li>4 different Painting techniques</li> </ul>	<ul style="list-style-type: none"> <li>Ability to adapt and refine work as appropriate.</li> <li>Research into artists- writing formally about artist's work</li> <li>Exploring Contemporary artists' practice.</li> <li>Application of acrylic paint</li> <li>Colour Mixing</li> <li>Painting techniques</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Movement</a> Materials provided in school. Checklists
Spring 1	<b>Movement</b> <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements,</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Embedding knowledge regarding colour mixing mark making.</li> <li>Appropriate use of different painting techniques (Flat colour, Sgraffito, Translucent Layering &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Ability to adapt and refine work as appropriate.</li> <li>Application of acrylic paint</li> <li>Colour Mixing</li> <li>Painting techniques</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Movement</a> Materials provided in school. Checklists

	<i>media and processes. Final piece: painting</i>	Impasto) <b>Skills</b> <ul style="list-style-type: none"> <li>• Effective use of composition</li> <li>• Colour mixing acrylic</li> <li>• Mixing skin tones</li> </ul>			
Spring 2	<b>Protest &amp; Survive</b> <i>Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Issues based artwork particularly work that examines social issues and forms of protest.</li> <li>• Appropriating existing imagery / text to create new artwork / message. Eg Barbara Kruger &amp; Grayson Perry 'Nokia bird' plate.</li> <li>• Public protest art: Banksy</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Research into artists- writing formally about artist's work, developing a critical language</li> <li>• Develop collage techniques</li> <li>• Understanding stencil printing</li> <li>• Application of acrylic paint</li> <li>• Colour Mixing (monochrome)</li> </ul>	<ul style="list-style-type: none"> <li>• Work is refined in the sketchbook at different points.</li> <li>• Research into artists- writing formally about artist's work</li> <li>• Exploring Contemporary artists' practice particularly in relation to protest.</li> <li>• Appropriating existing imagery</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Protest &amp; Survive</a> Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: <a href="https://frieze.com/article/protest-and-survive-0">https://frieze.com/article/protest-and-survive-0</a> Checklists
Summer 1	<b>Protest &amp; Survive</b> <i>Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>• Appropriation of text: process and techniques used by Tom Phillips in 'The Humament'</li> <li>• Conveying an opinion through artwork: Thomas Toft &amp; Grayson Perry plates and pots</li> <li>• The significance of banners as a form of protest: union banners and Jeremy Deller</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• Using 2D mixed media appropriately to edit text (Humament)</li> <li>• Basic ceramic techniques: slab, slipware, sgraffito, embossing,</li> </ul>	<ul style="list-style-type: none"> <li>• Issues based approach to creating artwork</li> <li>• Basic ceramic construction techniques</li> <li>• Clay decoration techniques</li> <li>• Slipware</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Protest &amp; Survive</a> Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: <a href="https://frieze.com/article/protest-and-survive-0">https://frieze.com/article/protest-and-survive-0</a> Checklists

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		<ul style="list-style-type: none"> <li>moulding, piercing etc.</li> <li>Research techniques to gather relevant information about social issues.</li> <li>Developing designs in the sketchbook</li> </ul>			
Summer 2	<b>Protest &amp; Survive</b> <i>Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Application of prior learning</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Embed ceramic construction and decoration techniques.</li> <li>Coil Pot construction</li> <li>Decorative Clay surface techniques: emboss, engrave, glaze etc.</li> </ul>	<ul style="list-style-type: none"> <li>Developing independent responses to tasks set.</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Protest &amp; Survive</a> Exhibition at the Whitechapel gallery in 2001 for context of the theme: <a href="https://frieze.com/article/protest-and-survive-0">https://frieze.com/article/protest-and-survive-0</a> Checklists
<b>Yr11 (KS4)</b>	<b>Topic Area</b>	<b>Knowledge/Skills that are taught</b>	<b>Knowledge/Skills revisited</b>	<b>What does good look like?</b>	<b>Resources/support at home</b>
Autumn 1	<b>Past, Present &amp; Future</b> <i>An independent project which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a personal outcome.</i>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>How to develop independent/personal responses to briefs set</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>Printmaking: relief, mono-printing, lino and collograph</li> <li>Planning developments through negotiating tasks with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Printmaking</li> <li>Mixed media</li> <li>Research into artists</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Past, Present &amp; Future</a> Checklists
Autumn 2	<b>Past, Present &amp; Future</b> <i>An independent project which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a</i>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Synthesising previous research, experimentation etc to develop a personal response to the theme.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Processes and techniques dependent on direction taken by individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Printmaking</li> <li>Mixed media</li> <li>Research into artists</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website <a href="#">Past, Present &amp; Future</a> Checklists

	<i>personal outcome.</i>				
Spring 1	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing.</li> <li>Research into artists- writing formally about artist's work, developing a critical language.</li> <li>Reflect upon work as it progresses in order to refine ideas.</li> <li>Select and organise information that is relevant to personal interests.</li> <li>Processes and techniques dependent on direction taken by individual students.</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists
Spring 2	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Working in a gallery context</li> <li>Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing.</li> <li>Research into artists- writing</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li>Review and refine work / ideas</li> <li>Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists

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		<p>formally about artist's work, developing a critical language.</p> <ul style="list-style-type: none"> <li>● Reflect upon work as it progresses in order to refine.</li> <li>● Select and organise information that is relevant to personal interests.</li> </ul>			
Summer 1	<p><b>Revisiting Time:</b>  <i>Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</i></p>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● Consider different presentation formats for slideshow.</li> <li>● Understand how to photograph and present Art work</li> <li>● Reflect upon work as it progresses in order to refine ideas and annotate your work</li> <li>● Students write their own "Creative Statement" outlining the entire coursework journey.</li> </ul>	<ul style="list-style-type: none"> <li>● Working from direct observation</li> <li>● Mixed media</li> <li>● Research into artists</li> <li>● Review and refine work / ideas</li> <li>● Personal Outcome</li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists