

KS4 FINE ART

Yr10 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Protest & Survive <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>	Knowledge: <ul style="list-style-type: none"> Issues based artwork particularly work that examines social issues and forms of protest. Appropriating existing imagery / text to create new artwork / message. Eg Barbara Krugar & Grayson Perry 'Nokia bird' plate. Public protest art: Banksy Skills: <ul style="list-style-type: none"> Research into artists- writing formally about artist's work, developing a critical language Develop collage techniques Understanding stencil printing Application of acrylic paint Colour Mixing (monochrome) relevant information about social issues. Developing designs in the sketchbook 	.Work is refined in the sketchbook at different points. Research into artists- writing formally about artist's work Exploring Contemporary artists' practice particularly in relation to protest. Appropriating existing imagery	Students meet requirements of the assessment objectives.	Summer Tasks and presentations Materials sent home to Year 9 students in July 2022 (sketchbook) Department website Protest & Survive Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: Protest and Survive Frieze Checklists
Autumn 2	Protest & Survive <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>	Knowledge <ul style="list-style-type: none"> Application of prior learning Skills <ul style="list-style-type: none"> Embed ceramic construction and decoration techniques. Coil Pot construction Decorative Clay surface techniques: emboss, engrave, glaze etc. 	Issues based approach to creating artwork Basic ceramic construction techniques Clay decoration techniques Slipware	Students meet requirements of the assessment objectives.	Department website Protest & Survive Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: Protest and Survive Frieze Checklists

Spring 1	Protest & Survive <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>	Knowledge <ul style="list-style-type: none"> Application of prior learning Skills <ul style="list-style-type: none"> Embed ceramic construction and decoration techniques. Coil Pot construction Decorative Clay surface techniques: emboss, engrave, glaze etc. 	Developing independent responses to tasks set.	Students meet requirements of the assessment objectives.	Department website <u>Protest & Survive</u>
Spring 2	Time and Place <i>Students work is based around the theme of "Time and Place". Students focus on a place in landscape that has an important memory for them and combine this with figurative work to produce a painting project about a memory or memories</i>	Knowledge: <ul style="list-style-type: none"> Experimental drawing focusing on Landscape Proportions of the Figure Understanding work in "En Plein Air" Understanding the work of David Hockney, George Shaw, Pilar Lopez Baez, Hurvin Anderson, Peter Doig, John Virtue Skills: <ul style="list-style-type: none"> Control of the formal elements Drawing from observation (location drawing/painting in the woods) 'Scaling up' work Printmaking-Collagraph Colour mixing acrylic Mixing skin tones 4 different Painting techniques 	<ul style="list-style-type: none"> Work is refined in the sketchbook at different points. Mono-printing Using a breadth of 2D media Observational Drawing Proportion of the face/figure Research into artists- writing formally about artist's work Exploring Contemporary artists' practice. 	Students meet requirements of the assessment objectives.	Department website Time and Place
Summer 1	Time and Place <i>Students work is based around the theme of "Time and Place". Students focus on a place in landscape that has an important memory for them and combine this with figurative work to produce a painting project about a memory or memories</i>	Knowledge: <ul style="list-style-type: none"> Colour Theory Experimental Mark Making Understanding of different painting techniques (Flat colour, Sgraffito, Translucent Layering & Impasto) Develop understanding of composition Skills <ul style="list-style-type: none"> Colour mixing acrylic Mixing skin tones 	<ul style="list-style-type: none"> Ability to adapt and refine work as appropriate. Research into artists- writing formally about artist's work Exploring Contemporary artists' practice. Application of acrylic paint Colour Mixing Painting techniques 	Students meet requirements of the assessment objectives.	Department website Time and Place Materials provided in school. Checklists

		<ul style="list-style-type: none"> 4 different Painting techniques 			
Summer 2	Time and Place <i>Students work is based around the theme of "Time and Place". Students focus on a place in landscape that has an important memory for them and combine this with figurative work to produce a painting project about a memory or memories</i>	Knowledge: <ul style="list-style-type: none"> Embedding knowledge regarding colour mixing mark making. Appropriate use of different painting techniques (Flat colour, Sgraffito, Translucent Layering & Impasto) Skills <ul style="list-style-type: none"> Effective use of composition Colour mixing acrylic Mixing skin tones 	<ul style="list-style-type: none"> Ability to adapt and refine work as appropriate. Application of acrylic paint Colour Mixing Painting techniques <ul style="list-style-type: none"> Students go on to develop an independent response to end this project 	Students meet requirements of the assessment objectives.	Department website Time and Place Materials provided in school. Checklists
Yr11 (KS4)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Past, Present & Future <i>An independent project which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a personal outcome.</i>	Knowledge: <ul style="list-style-type: none"> How to develop independent/personal responses to briefs set Skills: <ul style="list-style-type: none"> Printmaking: relief, mono-printing, Screen-printing and collograph Planning developments through negotiating tasks with the teacher 	<ul style="list-style-type: none"> Working from direct observation Printmaking Mixed media Research into artists Personal Outcome 	Students meet requirements of the assessment objectives.	Department website <u>Past, Present & Future</u> Checklists
Autumn 2	Past, Present & Future <i>An independent project which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a personal outcome.</i>	Knowledge <ul style="list-style-type: none"> Synthesising previous research, experimentation etc to develop a personal response to the theme. Skills <ul style="list-style-type: none"> Processes and techniques dependent on direction taken by individual students. 	<ul style="list-style-type: none"> Working from direct observation Printmaking Mixed media Research into artists Review and refine work / ideas Personal Outcome 	Students meet requirements of the assessment objectives.	Department website <u>Past, Present & Future</u> Checklists

Spring 1	<p>Revisiting Time: <i>Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated.</i></p> <p>Externally Set Assignment <i>An independent project set by the exam board.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> Consider different presentation formats for slideshow. Understand how to photograph and present Art work Reflect upon work as it progresses in order to refine ideas and annotate your work Students write their own "Creative Statement" outlining the entire coursework journey. <p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine ideas. Select and organise information that is relevant to personal interests. Processes and techniques dependent on direction taken by individual students. 	<ul style="list-style-type: none"> Working from direct observation Mixed media Research into artists Personal Outcome 	Students meet requirements of the assessment objectives.	Department website Checklists
Spring 2	<p>Externally Set Assignment <i>An independent project</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work 	<ul style="list-style-type: none"> Working from direct observation Mixed media Research into artists 	Students meet requirements of the assessment objectives.	Department website Checklists

	set by the exam board.	<p>produced by fine artists and understand the differences in their methods, approaches, purposes and intentions.</p> <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine. Select and organise information that is relevant to personal interests. 	<ul style="list-style-type: none"> Review and refine work / ideas Personal Outcome 		
Summer 1	<p>Externally Set Assignment</p> <p><i>An independent project set by the exam board.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine. Select and organise information that is relevant to personal interests 	<ul style="list-style-type: none"> Working from direct observation Mixed media Research into artists Review and refine work / ideas Personal Outcome 	Students meet requirements of the assessment objectives.	Department website Checklists

Summer 2					
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