

### 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	<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 Krugar &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> <li>relevant information about social issues.</li> <li>Developing designs in the sketchbook</li> </ul>	.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 <a href="#">Protest &amp; Survive</a> Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: <a href="#">Protest and Survive   Frieze</a> Checklists
Autumn 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>	Issues based approach to creating artwork Basic ceramic construction techniques Clay decoration techniques Slipware	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="#">Protest and Survive   Frieze</a> Checklists

<p>Spring 1</p>	<p><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></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Application of prior learning</li> </ul> <p><b>Skills</b></p> <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>	<p>Developing independent responses to tasks set.</p>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Protest &amp; Survive</a></p>
<p>Spring 2</p>	<p><b>Time and Place</b>  <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></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Experimental drawing focusing on Landscape</li> <li>• Proportions of the Figure</li> <li>• Understanding work in "En Plein Air"</li> <li>• Understanding the work of David Hockney, George Shaw, Pilar Lopez Baez, Hurvin Anderson, Peter Doig, John Virtue</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Control of the formal elements</li> <li>• Drawing from observation (location drawing/painting in the woods)</li> <li>• 'Scaling up' work</li> <li>• Printmaking-Collagraph</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>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Time and Place</a></p>
<p>Summer 1</p>	<p><b>Time and Place</b>  <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></p>	<p><b>Knowledge:</b></p> <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> <p><b>Skills</b></p> <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>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website <a href="#">Time and Place</a>            Materials provided in school.            Checklists</p>

Summer 2	<b>Time and Place</b> <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>	<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; Impasto)</li> </ul> <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>	<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> <ul style="list-style-type: none"> <li><b>Students go on to develop an independent response to end this project</b></li> </ul>	Students meet requirements of the assessment objectives.	Department website Time and Place Materials provided in school. 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, Screen-printing 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 <u>Past, Present &amp; Future</u> 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 personal outcome.</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 <u>Past, Present &amp; Future</u> Checklists
Spring 1	<b>Revisiting Time:</b> <i>Students revisit "Movement" "Past Present and Future" and their "Word" units to</i>	<b>Skills</b> <ul style="list-style-type: none"> <li>Consider different presentation formats for slideshow.</li> <li>Understand how to photograph and</li> </ul>	<ul style="list-style-type: none"> <li>Working from direct observation</li> <li>Mixed media</li> <li>Research into artists</li> <li><b>Personal Outcome</b></li> </ul>	Students meet requirements of the assessment objectives.	Department website Checklists

	<p><i>ensure all are complete, and annotated.</i></p> <p><b>Externally Set Assignment</b></p> <p><i>An independent project set by the exam board.</i></p>	<p>present Art work</p> <ul style="list-style-type: none"> <li>• Reflect upon work as it progresses in order to refine ideas and annotate your work</li> <li>• <b>Students write their own “Creative Statement” outlining the entire coursework journey.</b></li> </ul> <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>• <b>Research into artists- writing formally about artist’s work, developing a critical language.</b></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>			
<p>Spring 2</p>	<p><b>Externally Set Assignment</b></p> <p><i>An independent project set by the exam board.</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</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>• <b>Personal Outcome</b></li> </ul>	<p>Students meet requirements of the assessment objectives.</p>	<p>Department website Checklists</p>

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Summer 2					