

KS4 Curriculum Plan 2024-25

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	LP1	LP2	LP3	LP4	LP5
TOPIC	LP1 Music - Workshops	LP2 Music - Subculture	LP3 Hybrid Anatomy - Anatomy	LP4 Hybrid Anatomy – Natural Forms	LP5 Hybrid Anatomy - Hybrid
Year 10	<p>Students will begin a thematic project investigating the theme of Music.</p> <p>Shattered composition from observation will provide a starting point for the project. Students will then explore a broad range of technical and creative processes. Students will investigate historical and contemporary artists and take creative autonomy over the use of some media and investigations into artists.</p> <p>Students will begin to record, develop and refine ideas through purposeful experimentation. This will allow students the opportunity to become increasingly independent and take more control over their project, with the support of their teacher.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Suzanne Clarke •Philippe Guillem •Paul Chenoweth •Paul Jackson •Jenny Armitage •Juan Gris •Debra Hurd •Eric Waugh •Chris Gilmour 	<p>Exploration into music sub-cultures and genres, visual representation of sub-groups and varying identities through advertising, fine art and visual imagery.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Vivienne Westwood •Marcus Coates •Haus-Rucker-Co •Cindy Sherman •Deadmau5 •SBTRKT 	<p>Students make an in-depth exploration of the theme Hybrid Anatomy. Students will investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing, printing, painting and photography. Work will demonstrate an understanding of the formal elements and creative skills, including mark-making.</p> <p>Students will develop their analytical skill and critical understanding of other artists work and develop their ideas and generate work that is relevant and reflective of themselves.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Leonardo Da Vinci •Noel Badges Pugh •Juan Gatti •Emeric Chantier •Bedelgeuse •Juana Gomez •Nunzio Paci •Dan Hillier •Collin Elder •Ian Michael Anderson 	<p>Students will build on the foundation of skills (from LP1-3) and apply this to the development of their own ideas as they explore them within their boards.</p> <p>Students will complete sustained analysis in both visual and written form.</p> <p>Students will present information from a gallery visit which will inform their ideas.</p> <p>Observational studies of natural forms in a variety of media and sizes.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Peter Randall Page •Hitomi Hosono •Andy Goldsworthy •Barbara Hepworth •Nicholas Newcomb and Mai Thomas. •Kate Malone •Lucy Unwin •Carol Alleman •Yayoi Kusama •Henry Moore 	<p>Students will reflect on their ideas and use their boards and supporting materials to plan a developmental piece that reflects their ideas.</p> <p>Students will complete a developmental piece in a media of their choice and most appropriate to their researched context to assist them in developing a personal response.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Leonardo Da Vinci •Noel Badges Pugh •Juan Gatti •Emeric Chantier •Bedelgeuse •Juana Gomez •Nunzio Paci •Dan Hillier •Collin Elder •Ian Michael Anderson
	<p>Exploring and Creating</p> <ul style="list-style-type: none"> •Drawing from observation •Awareness of proportion •Explore the use of line. •Develop awareness of composition •Understand colour mixing techniques including tints, shades and hues •Understand and be able to apply effects of colour to create atmosphere, distance and audience reaction. •Drawing for purpose •Using sculpture media to create texture, form and shape •Understand the colour wheel and how to use colour theory appropriately and effectively. •Develop understanding of applied Art and Art for purpose •Using wet and dry media to explore mark-making. Explore the use of line •Drawing from imagination •Awareness of proportion •Using wet and dry media to explore mark-making. •Explore the use of line • Drawing from imagination <p>Understanding and analysing</p> <ul style="list-style-type: none"> •Develop critical thinking •Develop a subject specific vocabulary •Identify and make links with contemporary and traditional artists. •Use investigation and research skills •Present research in a range of forms •Develop analytical thinking 				
	<p>Key Vocab</p>	Objective, Criteria, Review, Refine, Development, Composition, Realise, Intentions, Culture, Context, Typography, Composition	Objective, Criteria, Review, Refine, Development, Composition, Realise, Intentions, Culture, Context, Sub-culture, Genre, Graphic communication, Visual Communication	Construction, Tone, Form, Shade, Light, Texture, Composition, Scale, Ceramics, Mixed Media, Experiential, Formal element, Etching.	Nature, Botany, Naturalism, Naturalist, Flora, Fauna, Decay, Decompose, Landscape.

		LP1	LP2	LP3	LP4	LP5
TOPIC		LP1 Refinement - Portfolio	LP2 Personal Response	LP3 Externally Set Assignment	LP4 Externally Set Assignment	
Knowledge		Within this Learning Programme students will develop their ideas and review and refine their work in response to their stimuli (Music/ Anatomy) Students will reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.	Within this Learning Programme students will produce the summative piece for their coursework portfolio in response to feedback and workshops.	Within this Learning Programme students will receive their Externally set Assignment themes provided by AQA and will develop their ideas in response to their chosen theme. Students will develop ideas through investigations, demonstrating critical understanding of sources. Students will refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will record ideas, observations and insights relevant to intentions as work progresses and present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Within this Learning Programme students will receive their Externally set Assignment themes provided by AQA and will develop their ideas in response to their chosen theme. Students will develop ideas through investigations, demonstrating critical understanding of sources. Students will refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will record ideas, observations and insights relevant to intentions as work progresses and present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
Year 11	Skills	<p>Exploring and Creating</p> <ul style="list-style-type: none"> •Drawing from observation •Awareness of proportion •Explore the use of line. •Develop awareness of composition •Understand colour mixing techniques including tints, shades and hues •Understand and be able to apply effects of colour to create atmosphere, distance and audience reaction. •Drawing for purpose •Using sculpture media to create texture, form and shape •Understand the colour wheel and how to use colour theory appropriately and effectively. •Develop understanding of applied Art and Art for purpose •Using wet and dry media to explore mark-making. Explore the use of line •Drawing from imagination •Awareness of proportion •Using wet and dry media to explore mark-making. •Explore the use of line • Drawing from imagination <p>Understanding and analysing</p> <ul style="list-style-type: none"> •Develop critical thinking •Develop a subject specific vocabulary •Identify and make links with contemporary and traditional artists. •Use investigation and research skills •Present research in a range of forms •Develop analytical thinking 				
Key Vocab		Line, Tone, Form, Colour, Pattern, Composition, Mood, Media.	Geometric, Organic, Substantial, Productive, Form, Presentation, Annotation, Context.	Describe, Relate, Analyse, Interpret, Evaluate, Personal, Response, Intentions	Allocation, Supervised, Presentation, Exhibition, Portfolio, Response, Personalisation, Curation.	Observation, Natural