



# KS4 Curriculum Overview

## Subject: Fine Art

### Curriculum Intent

- We feel passionately that our students should know the value and context of Fine Art; that art and cultural production are a reflection of our society. It is important for our students to participate in creating original artwork to become part of this narrative.
- Our Curriculum is designed to enable students to become proficient in a range of selected Fine Art disciplines such as drawing and painting, print-making, digital media and sculpture through more in-depth study.
- We want our students to establish a fluent understanding of visual language and use visual communication sensitively to document their artistic journey and fully support their outcomes.

### How does the KS4 curriculum build on that from KS3?

The four strands delivered in KS3 Art (drawing, experimentation, artists and consolidation) are built upon and expanded in our KS4 curriculum. There is greater emphasis on personal thematic working which allows for a more individual approach and sustained study. Students will:

- develop and explore ideas through contextual influences
- select and experiment with appropriate media, materials, techniques and processes
- record ideas, observations and insights through drawings and other forms
- present personal and meaningful responses.

### What do students *do* with this knowledge or these skills?

We equip our students with insightful, academic knowledge of context and visual language to inform their visual interpretation of the world around them. We aspire for our art students to develop into technically accomplished, skilled young artists to become part of and understand the narrative of Art. The curriculum is designed to allow critical review and refinement so that students can make progress in becoming intuitive, perceptive and focused in their creative intentions. Students will find their voice to use their artwork to communicate powerful and inspired messages and meanings. Our KS4 Art curriculum will prepare our students to be the creative leaders in whatever field they go into and be able to show real innovation and critical thinking.

### How does the KS4 curriculum align to the National Curriculum?

The Department of Education sets out the GCSE subject content with which we are aligned by following the Edexcel Fine Art GCSE specification. Our chosen pathway of Fine Art may be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning. Our students work on a body of practical research and development leading to the creation of a personal response relevant to our set theme through their Unit 1 personal portfolio (60%) and Unit 2

externally set exam (40%) Our curriculum aligns with the National Curriculum to provide students with opportunities to make a personal, artistic journey, processing initial ideas through visual and contextual research to a resolution to a theme.

What new knowledge or skills are students taught?		
Term	Year 10	Year 11
Autumn	<p><b>Induction period: embed knowledge, understanding and skills</b></p> <ul style="list-style-type: none"> <li>An initial focus on observation and visual recording through drawing; Critical and accurate as well as explorative and experimental.</li> <li>Exploring and experimenting with drawing materials, printing processes and techniques.</li> <li>Recording practical and written observations</li> <li>Researching and investigating contextual sources</li> <li>Painting induction: Properties of colour and light such as hue, tint, saturation and tone.</li> </ul>	<p><b>Students continue working on Unit 1 personal portfolio to refine outcomes.</b></p> <ul style="list-style-type: none"> <li>Undertake sustained development, review and refinement of ideas</li> <li>Demonstrate skilful use of the formal elements and visual dynamics.</li> <li>Record evidence of their progress, in an on-going critical and analytical review</li> <li>Respond to a theme, stimulus or ideas</li> <li>Make connections between their investigations and creative intentions</li> <li>Realise intentions</li> <li>Produce and present outcome(s).</li> </ul>
Spring	<p><b>Unit 1 Personal Portfolio: thematic response project on 'Order and Disorder'</b></p> <ul style="list-style-type: none"> <li>Increased focus characteristics of media and materials such as wet and dry, malleable, resistant and digital.</li> <li>The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media, the use of digital and/or non-digital applications.</li> <li>Lino printing/etching</li> <li>Composition.</li> <li>Critical review</li> <li>Critical and contextual knowledge and understanding.</li> </ul> <p>Students development of knowledge and skills based on the 4 assessment objectives:</p> <ul style="list-style-type: none"> <li>Developing and exploring ideas</li> <li>Researching primary and contextual sources</li> <li>Experimenting with media, materials, techniques and processes</li> <li>Presenting personal response(s)</li> </ul>	<p><b>Unit 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>Paper released 2 January</li> <li>Preparatory period begins in January and students start work on their preparatory studies in response to the theme</li> <li>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</li> <li>Students complete all preparatory studies before the start of the period of sustained focus</li> <li>The 10-hour period of sustained focus during which students produce their final response(s) to the theme</li> </ul>

<b>Summer</b>	<p>Proposal for final personal practical work in a Mock Exam</p> <ul style="list-style-type: none"> <li>• Contextual connections</li> <li>• Media, materials and techniques</li> <li>• Critical review</li> <li>• Sustained outcome</li> <li>• Refinement</li> </ul>	<p><b>Students complete the Externally Set Assignment</b></p> <p>Students finish their Personal Portfolio and select work for submission. During the 10–hour period of sustained focus students will produce their final outcome(s) responding to the Externally Set Assignment theme, based on their preparatory studies.</p>
<b>Rationale for this sequencing</b>	<p>Students spend the majority of Year 10 reinforcing knowledge and building skills in a range of Fine Art media, techniques and processes. We place significant emphasis on exploring drawing as a way of visual thinking and understanding of what we see. Drawing is at the heart of expression in every medium and it establishes visual confidence and is therefore a fundamental in our induction and throughout.</p> <p>There is more time in the curriculum for genuine refinement through trial and error, development and increased proficiency. Students build up a more informed and broader awareness of contextual influences to understand how Art shapes and informs our society today. Artists taught inform their development of practical skills and promote critical analysis of visual language.</p> <p>Once students are equipped with a higher skills set and the ability to make judgements on suitability they then can work more independently to the Unit 1 coursework theme to create their own personal portfolio of work for coursework. They create their own art work to become part of the visual narrative of the world in which we live. They learn the power and significance of what their own work can communicate. The four Assessment Objectives are intended to be integrated to form a coherent personal and sustained artistic journey that illustrates the students’ research, reflections, ideas, planning and resolution in response to set theme(s).</p> <p>The Unit 2 Externally set exam response represents the culmination of the GCSE course. Delivery of this component is planned with appropriate guidance during the preparatory period, encouraging student independence in the development of ideas, intentions and response(s).</p>	