

## Key Stage 4: Year 10 Fine Art

### Overall Curriculum Goals

**Knowledge and Understanding:** Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry. Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions. Students must learn how sources inspire the development of ideas. For example, drawing on: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>Training Unit</b></p> <p>Training unit which introduces the KS4 requirements and aims to quickly develop skills that apply to the four assessment objectives. Focussing on research, observation and experimenting skills with a strong emphasis on drawing. Revisiting key knowledge around drawing/recording from observation and how to set sketchbooks out.</p>	<p><b>MAN V NATURE PROJECT</b></p> <p>Completion of artist research phase. Producing Primary observations that are relevant to the project. This can take the form of photographs, drawings and written work. Completion of a large-scale piece based on primary sources collected by pupils.</p>	<p><b>MAN V NATURE PROJECT</b></p> <p>Completion of observation phase. Experimenting with ideas, materials, colours, processes, in order to develop a final design plan.</p>	<p><b>MAN V NATURE PROJECT</b></p> <p>Completion of refining of ideas phase. Completing a conclusive, final piece or pieces for the project.</p>	<p><b>A SENSE OF PLACE</b></p> <p>Completion of artist research, developing research pages in sketchbooks including practical responses from a choice of artists or from artists that are personal choice of the pupil. Completion of a large analytical artwork taken from one of the artists that the pupil has chosen.</p>	<p><b>A SENSE OF PLACE</b></p> <p>Completion of artist research phase. Producing Primary observations that are relevant to the project. This can take the form of photographs, drawings and written work. Completion of a large-scale piece based on primary sources collected by pupils.</p>
<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>	<b>Key Vocabulary/Concepts/Ideas</b>
Research, develop, observe, experiment, refine.	Record ideas, observations and insights relevant to intentions as work progresses.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Investigate, research and analyse critical sources	Record ideas, observations and insights relevant to intentions as work progresses.

### CIAG and Co Curricular

Through the very nature of the projects in Fine Art, pupils are exposed to a wide range of artists, craftspeople and designers which gives opportunities to discuss career options within the creative industries. WE also have strong links with Oldham College Foundation Course and given the number of past pupils on creative degree pathways we try to include them in our CIAG by sharing creative social media platforms or having them in to run workshops relating to their specialism when possible.

Manchester Trip- Gallery and Urban Environment visit to inspire Coursework.

## Key Stage 4: Year 11 -Fine Art

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Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p><b>A SENSE OF PLACE</b></p> <p>Completion of observation phase. Experimenting with ideas, materials, colours, processes, in order to develop a final design plan.</p>	<p><b>A SENSE OF PLACE</b></p> <p>Completion of refining of ideas phase. Completing a conclusive, final piece or pieces for the project</p>	<p><b>THE EXTERNALLY SET TASK</b></p> <p>Completion of artist research, developing research pages in sketchbooks including practical responses from a choice of artists or from artists that are personal choice of the pupil. Completion of a large analytical artwork taken from one of the artists that the pupil has chosen. Producing Primary observations that are relevant to the project. This can take the form of photographs, drawings and written work. Completion of a large-scale piece based on primary sources collected by pupils.</p>	<p><b>THE EXTERNALLY SET TASK</b></p> <p>Completion of observation phase. Experimenting with ideas, materials, colours, processes, in order to develop a final design plan. Completion of refining of ideas phase. Completing a conclusive, final piece or pieces for the project.</p>	<p><b>THE EXTERNALLY SET TASK</b></p> <p>Completion of refining of ideas phase. Completing a conclusive, final piece or pieces for the project. INCLUDING THE TIMED PIECE.</p> <p>Any remaining time after the exam day is for portfolio building and refining coursework before hand in.</p>	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Investigate, research and analyse critical sources Record ideas, observations and insights relevant to intentions as work progresses.</p>	<p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
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