Key Stage 4 Curriculum

Fine Art

In Year 10 Students will study:

THE WINSFORD ACADEMY

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement The AQA Art and Design specification selected has been designed to allow students to develop knowledge and understanding, through a variety of learning experiences and approaches, including engagement with sources; both subjects offered at the Winsford Academy, (Fine Art and Photography) will allow students to explore, create and communicate their own ideas within a variety of contexts. ***"Students will learn through practical experimentation that will allow them to demonstrate knowledge and understanding of sources, encouraged to reflect critically upon their creative journey and its effectiveness to generate personal responses to a given title or theme; demonstrating this through a range of media including drawing and written reflections."***			
Content	**Term 1** **Experimentation and Practical Application of Media**	**Term 2** **Project development Distortion and Symbolism relating to the topic Beauty and Decay.**	**Term 3** **Portfolio** **Presenting personal response**
	The unit will focus and deepen knowledge of the formal elements of art covered in KS3 (A03 **record**): Greater focus on presentation of personal response- *significant deepening of intent from previous units.* **The project starting point:** *Inside on the Outside* Human anatomy, specifically the human skull will be used as the stimulus for this unit to allow pupils to explore mark making of a specific purpose and to refine drawing from various sources. Observational drawing and experimentation with a range of media will broaden the portfolio, building from knowledge of the Day of the Dead introduced in year 9,	The unit will develop from 2D mixed media experimentation in unit 1, into 2D digital responses and low relief. Students will be introduced to other artists that cover the idea of the life cycle such as **Gerrard King** and **Vanitas** artists. Pupils will deconstruct and decode work of selected artists, and in doing so add narrative to their own responses. The unit of work will focus on symbolism and colour psychology, which pupils will use to support aesthetic and contextual intent. Pupils will experiment with the tone, texture, colour, and composition to emulate aspects of the artists' work, combining of	The unit will require pupils to independently research their own contextual references, emulating the selected style; followed by the development and refinement of their own personal response to the concept of **inside on the outside** and **Beauty and Decay.** By the end of the unit the pupils will compose their own artist statement which will track their creative journey to their final realisation at the end of year 10. Students will demonstrate their understanding of the formal elements through artists analysis, annotations and practical responses. Students will demonstrate their understanding of visual language to personalise their work.

	(Summer half term 2), in a different context. The practical application of • colour • line • form • tone • composition • scale will be developed in unit two when pupils investigate their own artists relating to the *theme inside on the outside*. As pupils are introduced to the assessment objectives more explicitly, they will apply the knowledge of the three areas of focus to a contextual reference point. This unit looks at experimentation and documentation of ideas (AO1 and 3).	ideas into a personal response. Pupils will develop sketch books and boards to demonstrate a development of ideas and refinement through drawing, painting, relief, and annotation. The unit will cover the formal elements of design: ➢ colour ➢ line ➢ form ➢ tone ➢ composition ➢ scale (AO1 develop/AO2 refine /AO3record/AO4 Present) As part of pupils' independent exploration of this theme, a range of artists will be selected from in which pupils will investigate. This investigation will support the combining of ideas in unit 3.	**Mock Assignment** Start of five weeks of preparation for actual 5- hour mock to generate a personal response to a set brief, leading to planning for self- directed elements of the year 10 unit of work. (A01/2/3/4):
Homework	Pupils are expected to carry out their own independent sketchbook work based on either their own personal interest project or to develop their personal response to the themes **Beauty and Decay** & **Inside on the Outside** Pupils select tasks from a bank of suggested starting points to personalise and take ownership of their project work. Homework is used to fulfil the course requirement of additional work that is carried out independently by the student. Completion of work which maybe started on the lesson will be an on-going expectation when completing the course.		
Wider Curriculum Offer	**Cultural Capital** Human anatomy/science Mexican Day of the Dead festival-starting point only **Careers** Print and surface pattern designer **Cross Curricula** **Science-**human anatomy		
Assessment	**Documentation of ideas in sketchbook and boards.** (AO1 Develop/AO2 refine) ***Knowledge***	**Development of ideas in sketchbook and boards.** (AO1 Develop/AO2 refine/AO3 record)) ***Knowledge***	**Presentation of whole project** (AO1 /AO2 / AO3 and AO4) Presenting a personal response that encapsulates the project title of . This will comprise all sketchbook,

	• *Experimental mark making* • *Tonal Value* • Colour Theory • Compositional balance. • Experimental mark use. ***Skills*** Appropriately explore: ➢ drawing ➢ painting ➢ mixed media	• ***Gerrard King*** – Digital artist • Refinement of both digital collage and paper manipulated collage. • The context of the work produced will be set up by the critical analysis aspect of the project in term 1 • The ways in which meanings, ideas and intentions relevant to fine art can be communicated • abstraction, stylisation, simplification, expression, exaggeration and interpretation. • ***Day of the Dead*** • ***David Hockney*** • ***Vanitas paintings 1600's*** ***Skills*** Appropriately explore: • drawing • painting • mixed media • Use of Photo Shop	board work development, artist statement, extended writing and outcome. ***Knowledge*** • ***Vanitas paintings 1600's*** • ***Day of the Dead*** • ***Gerrard King*** • ***David Hockney*** • ***Other Contemporary Vanitas artist of pupils choice.*** ***Suggested independent artist to study.*** • ***Patricia Ariel****- portrait artists linking human form, pattern and insects.* • ***Nunzio Paci*** *-Portrait artist, links to human anatomy, flowers* • ***Penoy Yip -*** *Portrait artist, links to insect, cycle of life, geometrics* • ***Alexander McQueen*** – *fashion designer links skulls and insects* • ***Trisha Thompson****-Adams-artist, anatomy, flora & fauna* • ***Kari Herer-*** *flowers, insects, animal skulls* ***Skills*** Appropriately explore: ➢ drawing ➢ painting ➢ mixed media ➢ Use of Photo Shop

In Year 11 Students will study:

	Winter Term	Spring Term	Summer Term
Curriculum Intent Statement A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study. A selection of further work resulting from activities such as trials and experiments based on a personal area of interest. This is a unit of work will give students the opportunities to make contextual and symbolic links alongside further experimentation with media and abstraction.			
Content	**Term 1** **Insect Project** **Close up**	**Term 2** **Personal response to externally set assignment (Component 2)**	**Term 3** **Personal response to externally set assignment (Component 2)**
	The project starting point: *Distortion through close- up abstraction and pattern.* **Insect Project**- This project initially based around the artist/ architect Seguy. Pupils will study his repeat pattern interpretations of insects and the patterns created from enlarged sections of wings. Developing the realistic into an abstract interpretation. **Project development** Combining digital collage with painting and drawing to support intent. This is a unit of work that develops 2D and 3D compositional awareness and develops tonal gradation skills using a range of materials. The unit introduces pupils to organic and geometric pattern. (AO1 Develop/AO2 refine) **Half Term 2** **Presentation of whole project**	Areas of study Personal response to externally set assignment (Component 2) Actual exam questions presented to pupils as close to Jan 2nd as possible according to AQA guidelines. AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.	**Personal response to externally set assignment (Component 2)**

	(AO1 /AO2 / AO3 and AO4) Presenting a personal response that encapsulates the project title of close up. This will comprise all sketchbook, board work development, extended writing and personal responses demonstrating links with Prior work completed in the sustained portfolio of work from Year10. ***Knowledge*** Eugène Séguy – French entomologist and artist • Refinement of both digital collage and paper manipulated collage. • The context of the work produced will be set up by the critical analysis • The ways in which meanings, symbolism ideas and intentions relevant to fine art can be communicated • Symbolism links with Vanitas, day of the dead and previous work completed in sustained project. • abstraction, stylisation, simplification, expression, exaggeration and interpretation. ***Skills*** Compositional skills when drawing and sculpting when using a variety of materials and techniques. Colour blending, tonal gradation and abstraction of an image using focal points and compositional rules • Drawing • Oil pastels	Approximately six weeks of preparatory work begins in preparation for ten hours of unaided/ invigilated controlled assessment. Students may discuss their starting points with the teacher. • Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, digital portfolio • Students must stop work on their preparatory studies as soon as the first period of supervised time starts • There is no restriction on the scale of work, media or material used.	

	• Ink • Collage • painting • sculpture • photography • printmaking • mixed media ***Suggested independent artist to study.*** • ***Kari Herer*** • ***Fabian Pena*** • ***Damien Hirst*** • ***Abby Diamond*** • ***Ana Santos*** • ***Christopher Marley*** • ***Jan Fabre*** • ***Mike Libby***		
Homework	Pupils are expected to carry out their own independent sketchbook work based on either their own personal interest project or to develop their personal response to the theme **Close Up- development of concepts related to Beauty and Decay.** Pupils select tasks from a bank of suggested starting points to personalise and take ownership of their project work. Homework is used to fulfil the course requirement of additional work that is carried out independently by the student. This is a personal interest unit of work.	Pupils will work on developing a body or work independently in response to the chosen externally set question. During this time pupils can opt to carry out independent work in the department after school to access technical equipment in addition to the regular extra- curricular after school clubs	Pupils will work on developing a body or work independently in response to the chosen externally set question. During this time pupils can opt to carry out independent work in the department after school to access technical equipment in addition to the regular extra- curricular after school clubs Work will be submitted and internally marked during half term 5.
Wider Curriculum Offer	**Cross Curricular links:** Science – entomologist, anatomy Photography – digital manipulation Textiles – fashion Numeracy – symmetry, enlargement **Cultural Capital/ SMSC** When art exhibitions are appropriate to the course of study or to support preparation with the exam question selected; the department will arrange trips to the Tate Liverpool, which also allows for, the production of additional phot shoots on the docks. **Career Links** Fashion		

	Pattern/surface print designer Sculpture Illustrator		
Assessment	**Half Term 1** **Documentation of ideas in sketchbook and boards.** (AO1 Develop/AO2 refine) ***Knowledge*** • *Experimental mark making* • *Visual Language* • *Tonal Value* • Colour Theory • Compositional balance. • Experimental mark use. ***Skills*** Appropriately explore: ➢ drawing ➢ painting ➢ mixed media ➢ 2D/3D modelling ➢ Digital manipulation	**Half Term 2** **Presentation of whole project** (AO1 /AO2 / AO3 and AO4) ***Knowledge*** • Presenting a personal response that encapsulates the project title of close up. This will comprise all sketchbook, board work development, artist statement, extended writing and outcome. ***Skills*** Appropriately explore: ➢ drawing ➢ painting ➢ mixed media ➢ 2D/3D modelling ➢ Digital manipulation	**Half Term 3-5** Preparatory period followed by 10 hours of supervised time. • 96 marks • 40% of GCSE **Personal response to selected controlled assessment question*/GCSE unit 2.*** AO1 /AO2 / AO3 /AO4 Internally marked and moderated according to AQA guidelines.