

KS4 and 5 Curriculum Map for Art and Design:

Exam board AQA for both GCSE and A-Level.

Component 1 60%: A portfolio of work made up of more than one project.

*Component 2 40%: An externally set task where students produce an independent project in response to a starting point chosen from those set by the exam board.

At KNGS students in Year 10 begin GCSE ART and Design with a foundation course of skills workshops following the theme of Natural Forms. The aim is to interleave materials, techniques and processes covered at KS3 and introduce students to new ways of working. Workshops help students to identify areas that they enjoy and feel most confident in order create a specialism pathway.

The main coursework project is introduced in the summer term of Year 10, entitled *Women in Art*. *Women in Art* is a broad area for students to explore in order to develop independent ideas and autonomy in direction. Research is either based on portraits of women or the work of female artists working in a particular genre.

Assessment at KS4 and 5 covers 4 objectives, all of equal weighting. AO1: Developing ideas, AO2: refining ideas, AO3: recording ideas and AO4: presenting ideas.

Visual examples of past students' work are used to illustrate the standards; in addition, work on display around the department and school helps to inspire and motivate.

Smaller class sizes at KS4 ensures one to one support and feedback happens every lesson.

Differentiated support for SEN students and those who are less confident includes bespoke projects designed to harness the student's strengths, bite-sized tasks, lesson and homework menus.

More able and most confident students are stretched and challenged to pursue ambitious outcomes.

Key: **Context.** **Artist research and analysis.** **2D skills, techniques and processes.** **3D Skills, techniques and processes.** **Photography.** **Assessment.**

Year 10	Year 11	Year 12	Year 13
<p>Autumn / Spring Term</p> <p>Foundation skills project: Natural Forms Building upon skills learned in KS3. A range of workshops in different materials, techniques and process, interleaving those learnt and KS3 and introduction to those not covered at KS3. The workshops help students identify an area/s of expertise to later specialise in.</p> <p>Tasks covered (though not entirely exclusive) Observational drawing Bleach and ink drawing Ink and stick Printmaking: dry-point etching, lino cut and mono-type Water colour, Acrylic/ oil painting Ceramics – hand building / slab work Photography Written Analysis of Artists Thumbnails /drawings for design Artist responses Development of compositions ideas Completion of final outcome</p> <p>Artist/contextual research homework tasks help to inform the development of ideas for each stage of the foundation project: Illustration: Eugene Seguy, Georg Ehret. Printmaking: Timorous Beasties design company 3D artists, students select from: Alice Ballard, Heather Knight, Kate Macdowell, Peter Randall Page</p> <p>Assessment: Verbal feedback during one to one tutorials, bullet-points are recorded for reference (WWW and HTI). Peer/self-assessment in lessons. Mid-point and summative assessments cover all 4 assessment objectives and working at grades are awarded.</p> <p>Summer Term Women in Art: Project introduction by PPT, introducing students to the work of a range of artists who either focus on portraits of women or the work of female artist. Reference is made to historical and contemporary artists, western and non-western. Previous students' work shared and discussed to illustrate what a successful Component 1 looks like.</p> <p>Phase 1: students decide on their chosen direction supported by their teacher. Artist and contextual research and analysis. Observations, photography, trials and media experimentation in response to artist research. 2D or 3D</p> <p>Phase 2: Further development of ideas informed by artists/ contextual research and analysis. Observations, photography, trials and media experimentation in response to artist research. 2D or 3D</p> <p>Phase 3: Refining ideas and developing an outcome- a conclusion to the project in the form of a final piece/s</p>	<p>Autumn term:</p> <p>Women in Art continued. Phase 3 of the project is now well underway.</p> <p>Assessment: Verbal feedback during one to one tutorials, bullet-points are recorded for reference (WWW and HTI). Peer/self-assessment in lessons. Mid-point and summative assessments cover all 4 assessment objectives and working at grades are awarded.</p> <p>*CHANGES TO GCSE 2020 due to COVID-19:</p> <p>No Component 2 (externally set task).</p> <p>This time will be used to recover time lost during lockdown, to complete and refine Component 1.</p>	<p>Autumn term 1:</p> <p>Foundation skills project following the transition holiday homework theme. A range of workshops in different materials, techniques and process, interleaving those learnt at KS4 and those not covered by external students. 2D and 3D The workshops help students identify an area/s of expertise to later specialise in.</p> <p>Verbal and written feedback Diagnostic assessment forms first COTTA.</p> <p>Autumn Term 2:</p> <p>Component 1, personal investigation planning. Previous students' work shared and discussed to illustrate what a successful Component 1 looks like. Initial research, observations, media trials and experimentation commence. 2D/3D/ Photography/Textiles/ Digital media. Assessment: Verbal feedback during one to one tutorials, bullet-points are recorded for reference (WWW and HTI). Peer/self-assessment/ group critiques.</p> <p>Spring term.</p> <p>Phase 1: In-depth artist and contextual research and analysis. Observations, photography, trials and media experimentation in response to artist research. 2D or 3D. Personal response to the context or theme. Assessment: Verbal feedback during one to one tutorials, bullet-points are recorded for reference (WWW and HTI). Peer/self-assessment/ group critiques. Mid-point and summative assessments cover all 4 assessment objectives and working at grades are awarded.</p> <p>Summer Term.</p> <p>Phase 2: Further development of ideas informed by artists/ contextual research and analysis. Observations, photography, trials and media experimentation in response to artist/ context research. 2D or 3D.</p> <p>Personal response to the context or theme.</p>	<p>Autumn Term:</p> <p>Component 1 continued. Phase 3: Realising intentions. Drawing inspiration from the body of research, observations and media experimentation produced so far, students commence ambitious outcomes.</p> <p>Written element (1000-3000 words) to accompany the practical element. This is essential to passing the course. Bibliography must be included.</p> <p>*CHANGES TO A-Level 2020 due to COVID-19:</p> <p>No Component 2 (externally set task).</p> <p>This time will be used to recover time lost during lockdown, to complete and refine Component 1.</p>

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