

Subject overview: KS4 Art & Design

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Art and design develops the students' passion and artistic skills to express themselves creatively and confidently through the medium of art. The curriculum encourages students to think critically, imaginatively and fosters an empathetic, intercultural understanding and commitment to diversity.

Additional details

We believe secondary art and design builds on the skills and knowledge pupils have already learnt at primary school. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as art, product design, food technology and engineering, with its core always encompassed around creativity and imagination. Over the year, students will build their confidence in using such machines and techniques to take forward into their own independent learning. **Under the sea**

The key aim is to help students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values, and enabling students in making links through transferable skills in other subjects. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

YEAR 10

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Exploring media, processes and techniques: Identity project</p> <ul style="list-style-type: none"> • Observation & recording skills through the exploration of a range of primary and secondary sources • Drawing techniques with a variety of mediums, techniques and processes. • Manipulation of the formal elements to suggest form and texture • critical and contextual, knowledge - the work of others • Skills of analysis • Use of art terminology and vocabulary 	<p>Personal Portfolio: Identity</p> <p>During the first term, students will be introduced to the GCSE project theme, 'identity' and begin to develop a personal portfolio of experimentations, recordings and observations from a range of primary and secondary sources.</p> <p>Students will demonstrate their confidence and ability to explore a variety of materials techniques and processes by building on skills from prior learning, such as;</p> <ul style="list-style-type: none"> • Creative development of ideas / ongoing • Refining skills when recording - working with media, techniques and processes / ongoing • Analysing areas for development • Understand and apply Art terminology and Vocabulary through speaking and writing. <p>New skills</p> <ul style="list-style-type: none"> • Developing successful compositions and perspectives through photography and digital editing. • Experimentation of multi layered Mono printing and block printing techniques and processes. 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>
Term 1:2	<p>Exploring media, processes and techniques: Identity project</p> <ul style="list-style-type: none"> • Observation & recording skills through the exploration of a range of primary and secondary sources 	<p>Personal Portfolio: Identity</p> <p>Students will be stretched and challenged to produce higher quality works and further develop their critical thinking and practical skills from their prior learning in KS3. Students will have a deeper understanding of relevant art movements and Artists and will</p>	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p>

	<ul style="list-style-type: none"> ● Drawing techniques with a variety of mediums, techniques and processes. ● Manipulation of the formal elements to suggest form and texture ● critical and contextual, knowledge - the work of others ● Skills of reflection and analysis ● Use of art terminology and vocabulary 	<p>experiment with a wide range of materials, techniques, and processes to produce creative responses to their research.</p> <p>Skills built on from prior learning;</p> <ul style="list-style-type: none"> ● Producing high quality and detailed responses to a minimum of three Artists in relation to their theme. ● Development of watercolour, Gestural and textured painting skills. ● Mixed media responses- related to primary sources ● Refining skills when recording - working with media, techniques and processes / ongoing ● Analysing areas for development ● Understand and apply Art terminology and Vocabulary through speaking and writing. 	<p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>
<p>Term 2:1</p>	<p>Exploring media, processes and techniques: Identity project</p> <ul style="list-style-type: none"> ● Observation & recording skills through the exploration of a range of primary and secondary sources ● Drawing techniques with a variety of mediums, techniques and processes. ● Manipulation of the formal elements to suggest form and texture ● critical and contextual, knowledge - the work of others ● Skills of reflection and analysis ● Use of art terminology and vocabulary 	<p>Personal Portfolio: Identity</p> <p>During the Second term, students will record a collection of observational drawings, paintings and/or three dimensional artworks. They will focus on the formal elements of art, such as; line, shape, colour, value, texture, form, space and composition, to produce visually realistic outcomes in response to their contextual research and primary photographs.</p> <p>Students will refine their direct observational drawing skills in a variety of mediums and techniques with skills from prior learning:</p> <ul style="list-style-type: none"> ● Creating visually interesting compositions and perspectives ● Proportionate drawing and measurements ● Tonal drawing and effective blending with pencil and graphite ● Controlled continuous line drawings ● Detailed tonal, ballpoint pen drawing with the use of cross hatching/ stippling and scumbling ● Watercolour painting and coloured pencil techniques ● Colour mixing and Acrylic painting ● Colour mediums and application techniques 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>

		<ul style="list-style-type: none"> ● Analysing areas for development ● Understand and apply Art terminology and Vocabulary through speaking and writing. <p>New skills;</p> <ul style="list-style-type: none"> ● Monochromatic painting techniques ● Higher level skills in digital software editing <p>Exploring and applying three dimensional materials and techniques.</p>	
Term 2:2	<p>Developing and refining ideas through Research and Experimentations: Identity Project</p> <ul style="list-style-type: none"> ● Developing ideas through investigations informed by contextual and other sources linked to their identity theme. ● Knowledge - the work of others ● Skills of analysis when exploring the work of artists and craft makers ● Use of an art Terminology and vocabulary ● Recording ideas, observations and insights through experimentations of mixed media, photography and digital techniques. ● Experimenting with media, techniques & processes 	<p>Personal Portfolio: Identity</p> <p>This term students will be supported to carry out a personal investigation of experimentations to produce a unique body of work. Students will reflect and analyse previous works and start to communicate their initial ideas, related to their theme, artist research and previous works.</p> <p>Skills built on from prior learning:</p> <ul style="list-style-type: none"> ● Composition / ongoing ● Painting skills / ongoing ● Observational drawing skills/ ongoing ● Creative development of ideas / ongoing ● Refining skills when recording - working with media, techniques and processes / ongoing ● Analysing areas for development ● Understand and apply Art terminology and Vocabulary through speaking and writing. 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>
Term 3:1	<p>Developing and refining ideas through Research and Experimentations: Identity Project</p> <ul style="list-style-type: none"> ● Developing ideas through 	<p>Personal Portfolio: Identity</p> <p>Students will start to establish their ideas and realise developmental outcomes that consolidate their knowledge, skills and understanding</p>	<p>Ongoing assessment of Personal Portfolio against</p>

	<p>investigations informed by contextual and other sources linked to their identity theme.</p> <ul style="list-style-type: none"> ● Knowledge - the work of others ● Skills of analysis when exploring the work of artists and craft makers ● Use of an art Terminology and vocabulary ● Recording ideas, observations and insights through experimentations of mixed media, photography and digital techniques. ● Experimenting with media, techniques & processes 	<p>in response to their personal investigation in relation to their ideas and theme,</p> <p>Skills built on from prior learning:</p> <ul style="list-style-type: none"> ● Composition / ongoing ● Painting skills / ongoing ● Observational drawing skills/ ongoing ● Creative development of ideas / ongoing ● Refining skills when recording - working with media, techniques and processes / ongoing ● Analysing areas for development ● Understand and apply Art terminology and Vocabulary through speaking and writing. <p>New skills;</p> <ul style="list-style-type: none"> ● Creating larger scale compositions ● Demonstrating links with ongoing personal investigations. 	<p>Assessment Objectives 1 - 4.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>
<p>Term 3:2</p>	<p>Final piece preparation- Identity Project</p> <ul style="list-style-type: none"> ● The importance of in-depth preparation ● Evaluating work in progress and selecting aspects for further development (review and refine) ● The ability to present skilful, creative, personal outcomes ● Practical examination - 10 hours 	<p>Personal Portfolio and Mock Exam: Identity</p> <p>Students will be supported in creating an ambitious final outcome, to be developed under examination conditions. Students will understand the importance of in-depth preparation and, as a result, be able to present a large-scale, skilful outcome while demonstrating confidence in their ability to work independently.</p> <p>Skills built on from prior learning:</p> <ul style="list-style-type: none"> ● Composition / ongoing ● Creative development of ideas / ongoing ● Refining skills when recording - working with media, techniques and processes / ongoing ● Realising personal outcomes / ongoing ● Creating larger scale compositions ● Demonstrating links with ongoing personal investigations. 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>

YEAR 11

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Term 1:1	<p>Identity:</p> <ul style="list-style-type: none"> • Developing ideas through investigations informed by contextual and other sources • Knowledge - the work of others • Skills of analysis • Use of an art vocabulary • Recording ideas, observations and insights • Experimenting with media, techniques & processes 	<p>Personal Portfolio: Identity:</p> <p>Students are able to draw on prior learning and refine acquired skills as they develop personal, ambitious work in connection with the theme Identity. Previous work ensures that pupils have gained the confidence and independence to creatively engage with multiple ideas and work with a range of media to refine their sketchbook and produce a final piece outcome.</p> <p>Research into the work of others informs students' understanding of both traditional and contemporary Artists and media.</p> <p>Skills build on from prior learning: In year 7 & 8 - Year 9 Unit Food Glorious Food & The Unconscious mind</p> <ul style="list-style-type: none"> • Creative development of ideas / ongoing • Refining skills when recording - working with media, techniques and processes / ongoing • Realising personal outcomes / ongoing 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p> <p>Internal moderation.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p>
Term 1:2	<p>Identity:</p> <ul style="list-style-type: none"> • Evaluating work in progress and selecting aspects for further development (review and refine) • The ability to present skilful, creative, personal outcomes 	<p>Personal Portfolio: Identity:</p> <p>To create opportunities for students to apply their understanding and refine skills as they develop ideas in connection with their personal coursework (Sketchbook / Folder) on Identity while producing their final outcome and refining their coursework as well as preparing for their ESA in January.</p>	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Judgements are</p>

		<p>To support pupils as they undertake final preparations, ensuring they are able to secure success when working under timed conditions.</p> <p>Skills built on from prior learning:</p> <ul style="list-style-type: none"> • Creative development of ideas / ongoing • Refining skills when recording - working with media, techniques and processes / ongoing • Realising personal outcomes / ongoing 	<p>informed by the GCSE Assessment framework and knowledge of expected standards.</p> <p>Internal moderation.</p> <p>Recorded in pupils sketchbook and teacher spreadsheets.</p>
Term 2:1	<p>Introduction to / preparation for Externally Set Assignment</p> <ul style="list-style-type: none"> • Knowledge - the work of others • Skills of analysis • Use of an art vocabulary • Developing ideas that have been informed by contextual and other sources • Recording Ideas, observations and insights • Experimenting with media, techniques & processes 	<p>To support students as they evaluate and analyse the work of traditional and contemporary artists whilst using a specialist art vocabulary.</p> <p>To support students as they embark with the initial exploration of personal ideas informed by personal research.</p> <ul style="list-style-type: none"> • Refining skills when recording - working with media, techniques and processes. <p>Skills built on from prior learning:</p> <ul style="list-style-type: none"> • Creative development of ideas / ongoing • Refining skills when recording - working with media, techniques and processes / ongoing 	<p>GCSE Assessment framework and knowledge of expected standards.</p>
Term 2:2	<p>Preparation for Externally Set Assignment:</p> <ul style="list-style-type: none"> • Knowledge - the work of others • Skills of analysis • Use of an art vocabulary • Developing ideas that have been informed by contextual and other sources • Recording Ideas, observations and insights • Evaluating work in progress and 	<p>To support students as they review and refine personal ideas in connection with the Externally Set Assignment.</p> <p>To support students as they undertake preparatory studies to ensure work addresses the 4 Assessment Objectives.</p> <ul style="list-style-type: none"> • Creative development of ideas / ongoing • Refining skills when recording - working with media, techniques and processes / ongoing • Realising personal outcomes / ongoing 	<p>Ongoing assessment of Personal Portfolio against Assessment Objectives 1 - 4.</p> <p>Judgements are informed by the GCSE Assessment</p>

	<p>selecting aspects for further development (review and refine)</p> <ul style="list-style-type: none"> • The ability to present skilful, creative, personal outcomes 		<p>framework and knowledge of expected standards.</p> <p>Internal moderation.</p> <p>c</p>
Term 3:1	<p>Externally Set Assignment:</p> <ul style="list-style-type: none"> • Presenting a personal and meaningful response that demonstrates analytical and critical understanding. 	<ul style="list-style-type: none"> • ESA: 10 hour practical examination • Realising personal outcome 	<p>Internal Moderation</p> <p>Assessment made against the 4 Assessment Objectives.</p> <p>Judgements are informed by the GCSE Assessment framework and knowledge of expected standards.</p>
Term 3:2	External Moderation	External Moderation	External Moderation