

Beths Grammar School KS4 Art and Design Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Year 10 Observational Skills (Still Life) Term 1	Project Title: <i>It's Life Jim but not as we know it</i> Still Life Studies - Fruit and Vegetables in different media, presented on an A2 sheet. A2 Still life drawing – 3 objects posed in an interesting composition, recorded in charcoal and chalk. Mark Powell research – Artist research - <i>A combination of information about the artist/artists and the student's response to the work.</i> A2 light grounds drawings – <i>Biro drawings on light backgrounds. Taking inspiration from their artist research.</i> Crisp packet drawing – Mid Term assessment using colour pencil and white pens. Rubbish still life – Initial ideas and photographs, planning for a final piece. Rubbish Still life – A2 final piece in acrylic.	- To demonstrate their initial understanding of composition and identify the characteristics of media used. - To be able to use appropriate subject specific language in relation the formal elements of art. - Exploring different ways to create drawings. - To be able to use different weight of pencil. - To be imaginative with layout and presentation of their work. - To develop knowledge of drawing materials and explore new ways of applying marks with charcoal, especially when holding the charcoal or creating textures. - To be able to take first hand imagery and use this as a basis for their art practice. - To be able to identify relevant areas for research. - To be able to observe and record the work of various artists. - To understand how to apply finer lines with a biro pen, learning how to respond to changing pressure by leaving fine/faint lines to very bold and solid lines. - Exploring different grounds (papers, canvas etc) on which to create work.	Weekly homework Classwork Marked Peer and self-assessment Mid Project assessment End of project assessment (Final Piece)

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		• Mid project piece – demonstrating different mark making techniques (hatching, cross hatching, stippling, and scribbling) • To show experimentation and selection of the most successful results when creating initial ideas for a final still life painting. • To incorporate hierarchy, overlap and proportion when explore still life compositions. • Learning about different types of paint, brushes and surfaces. • To create a still life final piece, focusing on the elements of colour, value, pattern and emphasis when using acrylic paints. • To understand how to use and paint with acrylic paints.	
	Sustainability	Consumer Culture and Environmental Impact Discussion Point • How much packaging do we throw away each week? • How long is the packaging used compared to how long it remains in the environment? • Could some of these materials be recycled or avoided altogether? <i>So how do combat consumerism? Here are some simple steps that we can try:</i> Rethink – your choices Refuse – Single use items Reduce – What you buy new Reuse – Everything Refurbish – Old belongings, technology, tools, equipment etc Repair – Before you replace with new Repurpose – Create something new with an old object or product, maybe even re-invent it	

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		Recycle – Last option Task: At the end of the term, students produce a still life composition using recycled fast-food packaging, encouraging them to transform everyday waste into art.	
Year 10 Portraits (Inside Out) Mock Exam (Inside Out) Term 2 and 3	Title: Inside Out Drawing – Facial Features Photoshop workshop – Saturation sheet Acrylic painting –Background preparation and Saturation Portrait German Expressionism - Lino Printing and experiments. Giacometti – Research and ceramic sculptures Title: Inside Out Introduction – <i>Initial research on the theme of Inside Out. Title page, introduction, mind map, sketches and image bank.</i> Artist Research – <i>A combination of information about the artist/artists and the student's response to the work.</i> Development 1 and 2– <i>selecting ideas, visual elements, compositions and techniques from initial work and using them in new ways.</i> Refinement – Final Piece Plan <i>Improvement of development ideas. Making small changes that improve the idea in some way.</i> Final Piece – <i>Completed under exam conditions</i>	• To understand what a portrait and a self-portrait are and how they differ. • To identify and practice the proper placement and representation of facial features such as eyes, hair, and skin tone. • To recognize and draw edges, spaces, and proportions in a portrait. • To tell light from shadow and draw soft edges in a portrait. • To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing and painting. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece

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		To create a final piece that has been developed and refined from their studies and link to the topic studied.	
Year 11 Landscapes (Far and Wide) Term 1	Project Title: Landscapes – Far and Wide Teacher Led: Introduction – Initial research on the theme of spaces and places. Title page, introduction, mind map, sketches and image bank. Observational Drawing - Drawing different landscape compositions and en plein air studies around the school site. Charcoal Drawing – Exploration of Mark Making techniques before building up a landscape with layers of paper and charcoal. John Piper – Research and produce studies of John Pipers work. Creating a response using mixed media from a local building (Sr Mary’s Church in Bexley) Student Led Title page – Student led Sketches x 3 – practicing working with different compositions. Artist research (Chosen by the student) - Artist research - A combination of information about the artist/artists and the student’s response to the work.	- To be able to use a sketchbook to gather, collect, experiment with and reflect on ideas. - To learn how to introduce a project and record thoughts and ideas. - To be able to identify the key features of a landscape and different type of landscape composition (S shape, L shape, Cross shape etc.) - To be able to identify relevant areas for research. - To be able to observe and record the work of various artists. - To expand upon knowledge of working with mixed media. - To be able to work in the style of an artist. - To explore different watercolour techniques, practice using them and develop a familiarity and confidence in the media. - To build upon existing mark making skills in pen. - To transfer mark making skills to different media such as paint. - To continue to practice and refine compositional skills when drawing and painting. - To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. - To be able to take first hand imagery and use this as a basis for their art practice. - To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece)

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	Development – <i>selecting ideas, visual elements, compositions and techniques from initial work and using them in new ways.</i> Refinement – Final Piece Plan <i>Improvement of development ideas. Making small changes that improve the idea in some way.</i> Mock-up <i>A plan for what the final piece might look like, working how to implement these ideas as a final piece.</i> Final Piece – <i>Completed under exam conditions.</i>	• To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied.	
Year 11 Term 2 and 3 Exam	Exam Title: TBC Introduction – <i>Initial research on the theme of spaces and places. Title page, introduction, mind map, sketches and image bank.</i> Artist Research – <i>A combination of information about the artist/artists and the student's response to the work.</i> Development – <i>selecting ideas, visual elements, compositions, and techniques from initial work and using them in new ways.</i> Refinement – Final Piece Plan <i>Improvement of development ideas. Making small changes that improve the idea in some way.</i> Mock-up <i>A plan for what the final piece might look like, working how to implement these ideas as a final piece.</i>	• To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing and painting. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied.	Weekly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece)

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	Final Piece – Completed under exam conditions		
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