

# KS4 Long Term Plan

## Subject: Art



### Statement of Intent

*The curriculum is designed to maximise the students opportunity to achieve their full potential at GCSE, giving them the opportunity to build a portfolio of work that explores a wide range of media and technique over a sustained period of time, allowing them the opportunity to refine their work as it progresses, develop their own ideas and realise these in a refined and skilled way.*

### Statement of Implementation

The Art curriculum has been designed around the assessment objectives for AQA GCSE. These are embedded throughout the two-year curriculum. In each year visits take place to ensure that the students are able to take a greater appreciation of art and the world around them and these are directly linked to the topics covered at that point.

Teacher assessment is continual, and all progress is tracked on a department tracker for each student that is a shared and open document.

### Lesson content and structure

All schemes of work are created by the individual class teacher but follow the set theme for two terms. So for example all year 10 students will learn about the Art and Craft individual world culture and this will be linked to a visit to the British Museum or V&A in the autumn term, the department staff have the freedom and creativity to introduce the students to a range of different artists and techniques within this scheme of work.

Lessons are structured in a similar way but will of course vary dependant on the practical task being undertaken. So students will come into the room and the class tracker will be displayed on the board. The teacher will recap on previous learning and then discuss the lesson objectives. Students collect their own sketchbooks and resources and the practical part of the lesson will begin. During the lesson the teacher will undertake 1:1 reviews with the students to guide them through.

At the end of the lesson the students are responsible for clearing away and storing work.

### Marking & homework

Homework tasks are set during the 1:1 review and can be personal to each student or whole class tasks added to insight. At the same time marking occurs and grades are added or adjusted on the class tracker.

Term	Topics Covered	Why now? & Why?	Assessment
Yr. 10 Autumn 1	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on the Art and Craft of a relevant culture of the world</li> <li>- Creating transcriptions in a range of different media</li> <li>- Visit to either The British Museum or V&amp;A</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Students are working on their first GCSE unit using a process should be familiar to them as it is a methodical approach that we have been training them in since year 7. The students are new to course and enthusiastic about taking on some of the ownership of the work by selecting their own cultures to base the work upon. The visit in the Autumn term enables them to see art and craft first hand and to collect a range of different resources to support their independent research work. From this they will need to create a research page as a direct response to seeing art and craft work first hand.</p> <p><b><u>Why?</u></b></p> <p>To introduce them to the AO1 assessment objectives for GCSE where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media.</p>	Teacher assessment
Yr. 10 Autumn 2	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Creating a range of Observational pages based around different themes related to the students selected culture negotiated with the teacher.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Following on from the school visit the students will have seen a lot of different objects and artefacts related to their culture, they will have also collected a lot of visual information from their personal research. So they are now ready to create their own drawing of A range of themes in a range of different materials to demonstrate their skills with handling a range of media and producing observational drawings for purpose.</p> <p><b><u>Why?</u></b></p> <p>To give them an opportunity to further develop AO2 where they refine skills using a range of different media. And to allow the students the opportunity to show their use of AO3 through photograph, drawing, painting and annotation.</p>	Teacher Assessment
Yr. 10 Spring 1	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Create a range of development and experimentation pages, including a range of printing techniques.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To ensure the students have developed their own ideas interdependently and fully explored other possibilities and techniques. To demonstrate a range of skills that grown in refinement.</p> <p><b><u>Why?</u></b></p> <p>To support students in developing their own ideas to ensure that they are creating sufficient evidence to fulfil all of the assessment objectives.</p>	Teacher Assessment
Yr. 10 Spring 2	<p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Creation of the final piece</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Students have been practising the skills required on their final pieces over the past two terms and are now ready to demonstrate these on their final pieces.</p> <p><b><u>Why?</u></b></p> <p>To demonstration a realisation of intentions for AO4.</p>	Teacher assessment.

<p>Yr. 10 Summer 1</p>	<p><b><u>Previous exam paper</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on a student selected starting point.</li> <li>- Creating transcriptions in a range of different media</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Students are working on their second GCSE unit using the same methodical approach that we have been training them in since year 7. By using a previous exam paper we are getting them familiar with examination language and expectations. As with the previous unit they begin with focussing on researching suitable artists related to their selected theme.</p> <p><b><u>Why?</u></b></p> <p>To introduce them to the AO1 assessment objectives for GCSE where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media.</p>	<p><b>Teacher assessment</b></p>
<p>Yr. 10 Summer 2</p>	<p><b><u>Previous exam paper</u></b></p> <ul style="list-style-type: none"> <li>- Create a mood board/spider chart of ideas based around the personal research already undertaken. Creating a range of Observational pages based around different themes identified on their mood boards negotiated with the teacher.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Following on from their personal research, students are encouraged to think creatively in the form of an annotated mood board/spider chart with images and drawings. They are now ready to create their own drawing in a range of themes in a range of different materials to demonstrate their skills with handling a range of media and producing observational drawings for purpose.</p> <p><b><u>Why?</u></b></p> <p>To give them an opportunity to further demonstrate AO1 developing ideas, AO2 where they refine skills using a range of different media. And to allow the students the opportunity to show their use of AO3 through photograph, drawing, painting and annotation.</p>	<p><b>Teacher assessment</b></p>
<p>Yr.11 Autumn 1</p>	<p><b><u>Previous exam paper</u></b></p> <ul style="list-style-type: none"> <li>- Create a range of development and experimentation pages, including a range of printing techniques.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>To ensure the students have developed their own ideas interdependently and fully explored other possibilities and techniques. To demonstrate a range of skills that grown in refinement.</p> <p><b><u>Why?</u></b></p> <p>To support students in developing their own ideas to ensure that they are creating sufficient evidence to fulfil all of the assessment objectives.</p>	<p><b>Teacher assessment</b></p>
<p>Yr. 11 Autumn 2</p>	<p><b><u>Previous exam paper</u></b></p> <ul style="list-style-type: none"> <li>- Creation of the final piece in a timed exam</li> <li>- Completing and improving any outstanding coursework ready for submission at Christmas.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Students have been practising the skills required on their final pieces over the past two terms and are now ready to demonstrate these on their final pieces. Coursework needs to be completed now so that after Christmas students can focus on their externally set assignment.</p> <p><b><u>Why?</u></b></p> <p>To demonstration a realisation of intentions for AO4. To enable students to then focus on the externally set assignment.</p>	<p><b>Teacher assessment</b></p>

<p>Yr. 11 Spring 1</p>	<p><b><u>Externally set assignment</u></b></p> <ul style="list-style-type: none"> <li>- Research work undertaken on a student selected starting point.</li> <li>- Creating transcriptions in a range of different media</li> <li>- Create a mood board/spider chart of ideas based around the personal research already undertaken.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Paper release date 2nd January 2023. Students are working on their Externally set assignment using the same methodical approach as their coursework. Because they have work on a previous exam paper in the last coursework unit they are familiar with examination language and expectations. As with the previous unit they begin with focussing on researching suitable artists related to their selected theme.</p> <p><b><u>Why?</u></b></p> <p>To ensure that they fulfil the AO1 assessment objectives for GCSE where they are gaining an understanding of the work of others. And AO2 where they begin to refine skills using a range of different media. As well as AO3 where they begin to develop their own ideas that will lead them into observational drawings.</p>	<p><b>Teacher assessment</b></p>
<p>Yr. 11 Spring 2</p>	<p><b><u>Externally set assignment</u></b></p> <ul style="list-style-type: none"> <li>- Creating a range of Observational pages based around different themes identified on their mood boards negotiated with the teacher.</li> <li>- Create a range of development and experimentation pages, including a range of printing techniques.</li> </ul>	<p><b><u>Why now?</u></b></p> <p>Following on from their personal research, students are now ready to create their own drawing in a range of themes in a range of different materials to demonstrate their skills with handling a range of media and producing observational drawings for purpose. This visual work they create will then be used to develop their own unique response to the work of the artist that they have been studying. The journey of this will be illustrated through their development and experimentation pages.</p> <p><b><u>Why?</u></b></p> <p>To give them an opportunity to further demonstrate AO1 developing ideas, AO2 where they refine skills using a range of different media. And to allow the students the opportunity to show their use of AO3 through photograph, drawing, painting and annotation.</p>	<p><b>Teacher assessment</b></p>
<p>Yr. 11 Summer 1</p>	<p><b><u>Externally set assignment</u></b></p> <p>Sit 2 day exam</p>	<p><b><u>Why now?</u></b></p> <p>To allow time to collect in for assessment and moderation before 31<sup>st</sup> May deadline.</p> <p><b><u>Why?</u></b></p> <p>Examination board deadline</p>	<p><b>Teacher assessment</b></p>