

Fine Art Curriculum Sequence – Key Stage 4

	KS3 prior learning	By the end of the term, students can:	Year 10 Term 1 1a-PORTFOLIO WORK NEA Sealife Ceramics Project 1b-PORTFOLIO WORK NEA Poly and mono printmaking Colour/Pencil Manipulation natural forms	Year 10 Term 2 PORTFOLIO WORK NEA 2a-Karl Blossfeldt black & white drawing/photography skills 2a -Colour Paint, Natural Forms, Georgia O’Keeffe 2a -Portrait 2b-PERSONAL SUSTAINED PROJECT NEA	Year 10 Term 3 PERSONAL SUSTAINED PROJECT NEA FOCUS AO1, AO2, AO3	Year 11 Term 1 PERSONAL SUSTAINED PROJECT NEA FOCUS ON AO1, AO2, AO3, AO4	Year 11 Term 2 EXTERNALLY SET ASSIGNMENT ESA AQA FOCUS ON ALL AOS	Year 11 Term 3 EXTERNALLY SET ASSIGNMENT AND ALL COURSE IS COMPLETE MID MAY
<p>GCSE Fine Art promotes and allows for knowledge and understanding through a variety of learning experiences and approaches. Students are encouraged to identify, select, explore and communicate their own ideas in a personal way.</p> <p>On completion of this course students will be qualified to go on to further study or embark on An apprenticeship or full time career in the creative industries. Although there are many transferable skills in this course.</p> <p>What we want our students to know and remember</p>	<p>KS3 develops the understanding of the visual elements of art and introduces learners to different types of art, craft and design, 2D and 3D, western, non-western, painting drawing, printmaking, mixed media processes and techniques printmaking and digital media skills. Further developing evaluation and annotation skills. It allows for students to understand and question the place and purpose of art, craft and design and photography in our global society providing opportunities for them to form their own opinions in the value of the visual arts. It gives the ideal foundation for students to further develop these skills in a much more personalised way in order to develop their own journey though the Fine Art course.</p>	<p>Define the key tier 3 vocabulary:</p>	<p>1a Observe, creative, detail, Design, scale, record, tone, form, blend, watercolour, paintbrush, highlight, mixed media, cross-hatch, layer, shape, materials, research, annotate, refine, pattern define, independent, sculpture, pottery, vessel, ceramics, colour, pencil crayon, inks, complementary, harmonious, colour wash, develop, experiment, commission, sculptor, Sealife, texture, fire, glaze, coil, slab, pinch, guide sticks, incised decoration, applied decoration, modelling tools, score, slip, kiln, fire, smooth, sponge, kidney, Kate Malone, Yellana James, research, articulate, contemporary, whirler, pottery needle</p> <p>1b Monoprint, Poly print, brazier, roller, printing ink, carve, layers, background, composition, transfer, refine, develop, improve, colour, complementary, harmonious, develop,</p>	<p>2a Karl Blossfeldt/Georgia O’Keeffe, colour theory, monotone, harmonious, mix, blend, paint, control, accuracy, acrylic, gouache, Mexico, contrast, light, line, shape, tone, form, pattern, colour, abstract, review, modify, improve Observe, creative, detail, Design, scale, record, tone, form, blend, watercolour, paintbrush, highlight, mixed media, cross-hatch, layer, shape, materials, research, Photograph, DSLR (Digital Single Lens Reflex) camera, , Leading Lines, Symmetry, Proportion, Asymmetrical, Rule of Thirds, Space, Mirroring, Cropping, Aspect Ratio, Fill the Frame, Framing, Aspect Ratio, Fill the Frame, Framing, Simplify, Pattern, Texture, scale, Centred, Diagonals, Negative Space, Isolate, Depth of Field, Juxtaposition, Golden Ratio, Fibonacci Spiral, Processed, Manipulation, Balance, Vantage point, Zoom</p> <p>Portrait, measured, grid, features, abstract, precise, proportion,</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, clay, acrylic, gouache, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, complementary, design, record, develop, present, visual language, Identity, new, old, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil crayon, pencil, scale, paintbrush</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, clay, acrylic, gouache, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, complementary, design, record, develop, present, visual language, Identity, new, old, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil crayon, pencil, scale, paintbrush</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, clay, acrylic, gouache, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, complementary, design, record, develop, present, visual language, Identity, new, old, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil crayon, pencil, scale, paintbrush</p>	<p>Exceptional, creative, investigative, mature, explorative, engaging, intentional, extended, engaging, intentional, unique, original, independent, exciting, refined, skilful, sustained, personal, analytical, expressive, insightful, intuitive, in-depth, critical, sophisticated, mixed media, clay, acrylic, gouache, collage, layers, texture, colour, shape, line, form, pattern, tone, balance, harmony, complementary, design, record, develop, present, visual language, Identity, new, old, fantasy, reality, feelings, portfolio, relevant, draw, photograph, skill, control, theme, research, style, replicate, mood board, pencil crayon, pencil, scale, paintbrush</p>

			experiment, line, shape, form, tone, colour, pattern, texture 1b Karl Blossfeldt , tone, line, shape, form, pattern, texture, photograph, Botany, record, accuracy, monotone, shadow, contrast	detail, subtle, accurate, line, shape, form, colour, pattern, texture, Chuck Close, Mark Powell, Agnes Cecile, develop				
		Recall the knowledge:	CERAMICS PROJECT -Recall and follow instructions on clay making techniques from yr 8. -Recognise clay modelling materials and equipment. -Recall how to make a successful design for making from clay recalling knowledge of restrictions and rules needed when using clay. -Develop and learn practical skills using a of equipment. -Understand the correct storage of clay work so that it doesn't dry out until completed. -Recall the chemistry of clay and build on this knowledge. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence -Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence -Recall tone, form, line, shape, texture visual elements knowledge from KS3 to develop	- BLOSSFELDT DRAWING/PHOTOGRAPHY PROJECT -Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about Karl Blossfeldt and Georgia O'Keeffe, her skills reasons for creating her art. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence -Know how to take photographs with a phone camera and a DSLR to show various shape, form and shadow. -Recall tone, form, line, shape, texture visual elements knowledge from KS3 to develop further, drawing and recording skills.	PERSONAL SUSTAINED PROJECT Recall all previous knowledge from the visual elements and other projects studied to create their own personal sustained project from a selection of themes. Recall understanding of all assessment objectives. Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence	PERSONAL SUSTAINED PROJECT Recall all previous knowledge from the visual elements and other projects studied to create their own personal sustained project from a selection of themes. Recall understanding of all assessment objectives. Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence	ESA-EXTERNALLY SET ASSIGNMENT Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence	ESA-EXTERNALLY SET ASSIGNMENT Evaluating progress against assessment objectives. - Recall the Assessment objectives linking their work to these to show understanding of the specification. Recall previous colour theory knowledge from KS3. -Recall key facts about artists understand their skills, processes and reasons for creating their art. -Develop and learn practical skills using a of equipment. -Recall the Assessment objectives linking their work to these to show understanding of the specification. -Evaluating progress against assessment objectives. -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence

			further, drawing and recording skills. PRINTMAKING PROJECT -Improve confidence and ability to work independently. Importance of cultural/artist/maker influence -Know about printmaking techniques and processes. Be able to recall the knowledge and skills.	PERSONAL SUSTATINED PROJECT				
What we want our students to do	<p>The GCSE is a 2-year pathway, year 10, terms 1a,b and 2a focus on building theory, a wide range of two and three dimensional Fine Art practical skills and knowledge. This is called Portfolio work and contributes to the 60% coursework grade.</p> <p><i>Term 2b Yr 10 to the end of Yr 11 Term 1 focuses on the 60% of final grade sustained independent project.</i></p> <p><i>Term 2 and 3 Yr 11 is set by AQA exam board. This is 40% of final grade ESA, externally Set Assignment.</i></p> <ul style="list-style-type: none">• Externally Set Assignment takes all lessons from 2nd January to the final 10 hour timed outcome assessment.• 40% of GCSE <p>In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as those listed below:</p> <ul style="list-style-type: none">• drawing• painting• sculpture• installation• lens-/light-based media• photography and the moving image• printmaking• mixed media	Demonstrate excellence in these skills:	<p>Component 1: Portfolio</p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include:</p> <p>A selection of further Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.</p> <p>Range of practicals:</p> <ul style="list-style-type: none">-Ceramics sculpture techniques-Ceramics glazing techniques-Design developmentObservational accurate drawing skills-Creating effective backgrounds	<p>Component 1: Portfolio</p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include</p> <p>A selection of further Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.</p>	<p>Component 1: Portfolio</p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include</p> <p>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.</p>	<p>Component 1: Portfolio</p> <p>The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.</p> <p>Each student must select and present a portfolio representative of their course of study. The portfolio must include</p> <p>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.</p>	ESA Externally set assignment by exam board Component 2: Externally set assignment 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.	ESA Externally set assignment by exam board Component 2: Externally set assignment 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.

	<ul style="list-style-type: none">land art. <p>They may explore overlapping areas and combinations of areas.</p>		<p>-Creating printmaking composition</p> <p>-Create monoprint</p> <p>-Create poly print</p> <p>Poly printing process</p> <p>Monoprinting process</p> <p>-Control and skill with a variety of drawing materials.</p> <p>-Excellent understanding of how artists inform their own work through art appreciation work.</p>					
Key assessment questions:	<p>Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate</p>		<p>Assessments</p> <p>Peer, self, teacher, group assessment takes place during each of the 4 stages of each project. Work is assessed against the course criteria.</p> <ul style="list-style-type: none">AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (24 Marks)AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (24 Marks)AO3: Record ideas, observations and insights relevant to intentions as work progresses. (24 Marks)AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (24 Marks) <p>How it's assessed</p> <p>100% classroom based course</p> <p>60% coursework made up from a portfolio of work and the sustained project.</p>	<p>3hr practical during school assessment fortnights to complete a major piece of the current project.</p> <p>Assessments</p> <p>Peer, self, teacher, group assessment takes place during each of the 4 stages of each project. Work is assessed against the course criteria.</p> <ul style="list-style-type: none">AO1: Develop ideas through investigations, demonstrating critical understanding of sources. (24 Marks)AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (24 Marks)AO3: Record ideas, observations and insights relevant to intentions as work progresses. (24 Marks)AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 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(24 Marks)	<p>Work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student’s specific role in any group work undertaken.</p> <p>The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.</p>	<p>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.</p> <p>The extended creative response must explicitly evidence students’ ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p> <p>Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own.</p> <p>Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way.</p> <p>A preparation period which can begin on or</p>	<p>Final preparation for GCSEs</p> <p>Supervised time – 10 hours</p> <p>Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.</p> <p>The first two hours of supervised time must be consecutive.</p> <p>Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion.</p> <p>Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions.</p> <p>Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed.</p> <p>Work produced in the supervised time must be clearly identified as such.</p> <p>Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time</p>

	<p>personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>						<p>after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.</p> <p>Preparatory period – from 2 January</p> <p>Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January.</p> <p>Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work.</p> <p>Students may discuss their starting points with the teacher.</p> <p>Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations.</p> <p>Students must stop work on their preparatory studies as soon as the first period of supervised time starts.</p> <p>There is no restriction on the scale of work, media or material used.</p>	<p>must be clearly identified as such.</p> <p>Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.</p> <p>Students must not have access to the internet during the 10 hours of supervised time.</p> <p>All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time.</p> <p>Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.</p> <p>The supervised time must take place under the guidelines set out in the document <i>JCQ Instructions for the conduct of examinations</i>.</p> <p>GCSE Examinations</p> <p>Dates: TBC</p>
Disciplinary Rigour		What makes your subject different to other subjects?	<p>This course is 100% practical and classroom based, with no written final GCSE exam.</p> <p>Students are provided with a wide range of opportunities to develop skills, understanding of processes, knowledge of</p>					

			<p>Fine Art and it’s place in the world, including careers, the social context, political, for pleasure, cultural links mental wellbeing. From these experiences, they choose how they want to create their sustained project, personally moving the development forwards to create their own final conclusion.</p> <p><u>COMPONENT 1</u> <u>PORTFOLIO 60% OF</u> <u>FINAL GRADE</u></p> <p>The Fine Art GCSE is an exciting and creative course which focuses on students creating a practical portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained personal project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.</p> <p><u>COMPONENT 2</u> <u>EXTERNALLY SET</u> <u>ASSIGNMENT 40% OF</u> <u>FINAL GRADE</u></p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.</p>					
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