

KS4 Curriculum Overview (GCSE Art, Craft and Design)

Year 1

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Introduction to the coursework theme (this is different each year) • Visual mind-map exploring the theme. • Effective use of annotation using a subject specific vocabulary. • Good sketchbook habits and presentation of information • Effective visual and written research which is personalised and relevant to the theme. • Using the writing framework for analysis • Drawing from primary and secondary sources • Introduction to printmaking • Stretching paper and preparing surfaces for paint • Painting skills • Effective use of the formal elements (Line, tone, shape, form, colour, pattern and texture). • How to annotate using a specialist vocabulary 	<ul style="list-style-type: none"> • Divergent thinking skills • Creative presentation skills • Evaluative and analytical writing • Developing visual literacy • Independent research skills 	<ul style="list-style-type: none"> • All jobs in the creative industries require good drawing and recording skills. • Understanding how artists and designers create work
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Contextual referencing (putting their own work into the context of famous artists) • Use of the "Writing about Art" framework to analyse artists relevant to the theme. • Drawing from direct observation • Combining printmaking, painting, and drawing skills • Drawing using arrange of different techniques such as: continuous line drawing, tonal drawing and special awareness focussing on positive and negative space. • Observational drawing using a viewfinder and measuring techniques to establish the correct proportions and scale. • Planning and preparing for first personalised outcome based on the theme. 	<ul style="list-style-type: none"> • Knowledge and understanding of the ways in which artists, designers and crafts persons develop and refine a creative idea. • Documenting a creative journey • Use of a specialist vocabulary to analyse key works of art. This results in analytical writing which is relevant across the curriculum. 	<ul style="list-style-type: none"> • Looking at a range of artists and designers work highlights these as a career option. • Media experimentation- students learn about techniques and processes and what is deemed good professional practice
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> ▪ Creating a personal response to the theme ▪ Large scale charcoal drawing ▪ Observational drawing focussing on negative space as an introduction to abstraction ▪ Refining and developing an idea. ▪ Visual research on the most appropriate artistic movement relevant to the theme. 	<ul style="list-style-type: none"> ▪ Students are taught that there are many ways to record ideas. ▪ A wide range of drawing, printmaking and painting skills are taught. 	<ul style="list-style-type: none"> ▪ Working and thinking like a professional artist/designer
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<ul style="list-style-type: none"> Transferring images using emulsion-based techniques Exploration of a range of techniques and processes How to plan a composition 	<ul style="list-style-type: none"> Reproduction skills Visual awareness and aesthetic understanding 	
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Preparing a surface to work on: stretching and priming paper or canvas. Drawing out personal idea which will be carefully planned in a sketchbook. Application of a basecoat in a colour which has been selected for its expressive power. Use of the sketchbook to help support the development of the outcome 	<ul style="list-style-type: none"> Understanding and applying the formal elements in art and design. Following an idea through to a high-quality outcome. Understanding the need to be flexible as ideas develop 	<ul style="list-style-type: none"> Students are encouraged to value themselves as unique human beings by personalising their work and adding favourite quotations.
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Continue to produce a sustained and personalised outcome using their sketchbooks to refine and develop ideas. Continued planning to evidence how the outcome evolves. Experimentation with a range of materials, processes, and techniques to support the creative journey. Summer project is set 	<ul style="list-style-type: none"> Analytical and communication skills Artistic and aesthetic skills Importance of rigorous planning Time-management 	<ul style="list-style-type: none"> Individual liberty: Students are given the opportunity to express individuality through individually tailored projects. They are given regular opportunities to make own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries which need to be respected.

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Year 2

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> Personalising the theme to suit individual interests. Personalising use of materials and techniques to suit individual strengths. Creation of a mood-board to provide inspiration. Setting up a Pinterest account and creating folders to pin inspirational images. Drawing from direct observation Drawing from secondary sources. 	<ul style="list-style-type: none"> Students should understand and explore a range of skills in the development of their personal work informed by first hand experiences and appropriate 	<ul style="list-style-type: none"> Democracy: students are taught to be aware of and consider the views and values of others, particularly when working collaboratively. Votes may be taken, and discussions held when making

	secondary sources. <ul style="list-style-type: none"> • Appropriate use of social media to support studies. • Demonstrate the characteristics, properties, and effects of using different media, materials, techniques, and processes. 	decisions about their work, and collaborative projects.
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Refine and develop personal outcome. • Research artists who have produced work based on the same theme. • Produce transpositions and written analysis of work by the artists who have most inspired the student's response. • Mock examination (this is a 10-hour session used to complete and formalise outcomes) • Mount and present work 	<ul style="list-style-type: none"> • Producing a portfolio • Learning to sustain an idea over a long period of time 	<ul style="list-style-type: none"> • Producing a portfolio exposes students to wide ranging creative careers including architecture, web design, marketing, graphic design and gallery work.
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • The ESA (externally set assignment) is issued at the beginning of this term. It is an exam paper containing seven questions set by the examination board (AQA). Students select one question to respond to. The students have at least ten weeks to plan and prepare a personal response with teacher support. Students must start working in a new sketchbook for this component. • Produce a visual mind-map exploring the theme. • Produce copious visual and written research of artists listed on the examination paper. • Begin to develop ideas in sketchbooks 	<ul style="list-style-type: none"> • Time management • Organisational skills • Creative thinking when making decisions on how to personally interpret a theme. 	<ul style="list-style-type: none"> ▪ Responding to a brief introduces the students to the design process undertaken by artists in the creative industries
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • Refine and develop ideas using a range of media. • Recording experiences and observations using a sketchbook • Finalise ideas for examination outcome 	<ul style="list-style-type: none"> • A range of recording skills such as drawing, annotation, photography and visual diagrams will be taught, 	<ul style="list-style-type: none"> • Working to a client brief and following a design process introduces students to practice in the creative industry.
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<ul style="list-style-type: none"> • 10-hour examination. During this time students will produce an outcome which realises their intentions. • Mount and prepare work for exhibition. • External moderation 	<ul style="list-style-type: none"> • Realising ideas to produce an outcome 	<ul style="list-style-type: none"> • Tolerance: Students are taught to be tolerant of different beliefs and cultures by supporting each other on their creative journeys.