

Art, Craft and Design KS4 Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Component One: Personal Portfolio In Key Stage 3, pupils have mastered knowledge about art processes and context as well as skills of generating ideas, making and evaluating art craft and design. During an introductory project in year 10, pupils are introduced to aspects of the course working with a diverse range of materials and techniques in drawing, painting and sculpture workshops.	Edexcel / GCSE Art and Design / Art, Craft and Design / ADO					
	Component One: Personal Portfolio Theme: Collections					
	Line and Sculpture <ul style="list-style-type: none"> Knowledge Content Formal Elements: line Context: Pupils select own contextual influence, examples could include, Katharine Morling, Martin Senn, Michael Craig Martin, Lisa Milroy Processes: drawing, photography, sculpture Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Key Stage 3 core knowledge of line and sculpture skills Enquiry Question: Why do artists collect and hoard objects?	Texture and Printing <ul style="list-style-type: none"> Knowledge Content Formal Elements: texture Context: Pupils select own contextual influence, examples could include, Giorgio Morandi, Henry Moore, Vincent Van Gogh, Peter Randall-Page, Jasper Johns Processes: drawing, photography, printing, paper craft Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Key Stage 3 core knowledge of texture and printing skills Enquiry Question: Why might a scribble have value?	Tone and Drawing <ul style="list-style-type: none"> Knowledge Content Formal Elements: tone Context: Pupils select own contextual influence, examples include, Karl Blossfeldt, Susannah Blaxhill, Jim Dine, Jan Groover, Florence Henri Processes: drawing, painting, photography Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Key Stage 3 core knowledge of tone and drawing skills Enquiry Question: How does contrast help establish the illusion of distance?	Colour and Painting <ul style="list-style-type: none"> Knowledge Content Formal Elements: colour Context: Pupils select own contextual influence, examples could include, Fauvism (1900-1935), Pop Art (1950's – 1960's) Colour Field (1950's and 1960's), Sarah Graham, Liz Jones, Audrey Flack, Vanitas (1600's) Processes: drawing, painting, photography Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Key Stage 3 core knowledge of colour and painting skills Enquiry Question: Is it possible to always describe how artwork makes us think, feel or act?		
Curriculum Skills	<ul style="list-style-type: none"> Develop ideas through investigations informed by selecting and critically analysing sources Apply understanding of relevant practices in the creative and cultural industries to own work Refine ideas as work progresses through experimenting with media, materials, techniques and processes Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses Use visual language critically as appropriate to their own intentions and chosen area(s) of study through effective and safe use of media, materials, techniques, processes and technologies. Use drawing skills for different needs and purposes, appropriate to the context Realise personal intentions through sustained application of the creative process 					
Year 11 Component One: Personal Portfolio & Component Two: Externally Set Assignment Pupils in Year 10 began to create a single project, which reflects a sustained and in-depth period of study. In Year 11, pupils are given ownership of the theme Collections and an emphasis is placed on developing individual directions and building independent work practices, whilst relating their work to that of other artists and designers in both a contemporary, cultural and historical context. In response to the externally set exam paper, pupils will be able to approach the timed sustained focus with a clear plan of how they will realise their intentions, demonstrate understanding of visual language and ultimately 'seize their greatness.'	Component One: Personal Portfolio Theme: Collections Personal Response <ul style="list-style-type: none"> Knowledge Content Formal Elements: line, tone, texture, colour, shape, form Context: pupils independently select their own influence (s) Processes: pupils independently select their own processes Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Draws together all the knowledge, understanding and skills developed in the Component One Introductory Project Enquiry Question: What is my personal response to the theme Collections?	Component One: Personal Portfolio Theme: Collections Personal Response <ul style="list-style-type: none"> Knowledge Content Formal Elements: line, tone, texture, colour, shape, form Context: pupils independently select their own influence (s) Processes: pupils independently select their own processes Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Draws together all the knowledge, understanding and skills developed in the Component One Introductory Project Enquiry Question: How do I present a personal and meaningful response to realises my intention(s)?	Component Two: Externally Set Assignment Theme: Paper released 2 nd January <ul style="list-style-type: none"> Knowledge Content Formal Elements: line, tone, texture, colour, shape, form Context: pupils independently select their own influence (s) Processes: pupils independently select their own processes Concepts: develop, refine, record, present <ul style="list-style-type: none"> Link to Prior Learning Draws together all the knowledge, understanding and skills developed in Component One Paper released 2 nd January	Component Two: Externally Set Assignment Exam The 10-hour period of sustained focus during which pupils produce their final response(s) to the theme.		
	Curriculum Skills	<ul style="list-style-type: none"> Develop ideas through investigations informed by selecting and critically analysing sources Apply understanding of relevant practices in the creative and cultural industries to own work Refine ideas as work progresses through experimenting with media, materials, techniques and processes 				



- Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use visual language critically as appropriate to their own intentions and chosen area (s) of study through effective and safe use of media, materials, techniques, processes and technologies
- Use drawing skills for different needs and purposes, appropriate to the context
- Realise personal intentions through sustained application of the creative process