

## Curriculum Map – Subject: KS4 Art

**Aim** – To give all pupils the opportunity to develop their understanding of artists, art movements, techniques/skills in a broad variety of media. Pupils will then use this knowledge to refine and experiment with a range of materials and composition styles. They will record their study work through their sketchbook, annotating and analysing where appropriate. Pupils are expected to produce a final piece of work at the end of each topic which clearly demonstrates the learning journey and critical thinking.

| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Cycle 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Learning Cycle 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Learning Cycle 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning Cycle 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Learning Cycle 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Learning Cycle 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| AQA Unit Awards – Artist study/illustration.<br><b>Baseline Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | AQA Unit Awards – Collage, mixed media and collage.<br><b>Formal Assessment – Completion of final piece. Self-evaluation (WWW) Pupil Voice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | AQA Unit Awards – Studying the Natural Form. Interior Design.<br><b>Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | AQA Unit Awards – Artist Study/Land Art. Photography/Nature.<br><b>Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | AQA Unit Awards<br><b>Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | AQA Unit Awards<br><b>Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <u>Intent – Artist Study</u><br><br>Pupils will look at the artist Jon Burgerman and study his style before using it to influence their own studies.<br><br><u>Implementation</u> –<br>AO1 – Develop - Pupils to critically respond to the work of Jon Burgerman by observing a variety of examples of his artworks. Identifying key components of composition, tone, colour, technique and meaning. Describing activities.<br><br>Pupils to look at the cultural context of Burgerman’s work and develop an understanding of the place it has in contemporary art. Watch interviews with Burgerman.<br><br>Research artwork and select a particular piece they respond to the most. Work in the style of Jon Burgerman, picking out specific sections to enlarge and draw. | <u>Intent – Collage</u><br><br>Pupils will understand the term collage and learn to investigate and develop new ideas with a focus on surface pattern and texture.<br><br><u>Implementation</u> –<br>AO1<br>Introduction to collage, developing collage techniques with a focus on colour and texture.<br><br>AO2<br>Using a range of materials including inks, watercolours and different tools, create papers showing textures suitable to create for example – A collage bird.<br><br>Paying attention to contrasting/harmonious colours, colour runs etc. Develop mosaic patterns. Slicing and weaving patterned papers and created papers.<br><br>Create templates of e.g. bird ready to take textural papers. | <u>Intent – Textiles</u><br><br>Pupils will study textile artists and learn various printing and textile techniques. They will collect materials (with a focus on locally found natural stimuli) to experiment with.<br><br><u>Implementation</u> –<br>Focus on natural forms and include a range of textile and 3D art.<br><br>Artists include –<br>William Morris<br>Lucienne Day<br>June Lee<br>Deidre Adams<br>Michael Brennan Wood<br><br>AO1<br>Developing, drawing by responding to the local environment and natural form using different techniques.<br><br>Discussing natural form and textile art.<br><br>Photographing (macro) textures from local environment. Sketching and | <u>Intent – Land Art</u><br><br>Pupils will study the work of land artists and learn the term ‘ephemeral’ art. They will learn the importance of recording their temporary artwork.<br><br><u>Implementation</u> –<br><br>Artist – Andy Goldsworthy<br><br>AO1<br>Discuss the concept of ephemeral art and photography as a method of recording.<br><br>Research Andy Goldsworthy and collect images.<br><br>Identifying the nature of the materials used (all natural and not manmade).<br><br>AO2<br>Nature walks to photograph and collect found materials. Paying attention to – shapes, texture, form and colour.<br><br>Rock balancing | <u>Intent – Personal Study</u><br><br>Pupils will choose the style, techniques, artist or movement they have enjoyed the most and want to develop further.<br><br><u>Implementation</u> –<br><br>Use knowledge and techniques learnt from previous units and apply to personal topic of interest.<br><br>This must include –<br><br>Research of artist who work within the given discipline.<br><br>Materials relevant to the subject area.<br><br>Show recall of learnt techniques.<br><br>Finished artwork.<br><br>Analysis of completed artwork.<br><br>Record for sketchbooks. | <u>Intent – Driffield Show Preparation</u><br><br>Pupils will respond to pre-set topic titles within given craft categories.<br><br><u>Implementation</u> –<br><br>Artwork created to comply with Driffield Show categories in 2d/3d. This could involve photography, drawing/ painting, or sculpture.<br><br>Plan and work to a deadline and produce a finished piece of work that responds to the initial intention.<br><br><u>Impact</u> – Pupils will have produced a finished artwork that gives consideration to the viewer. They will have responded appropriately to a given starting point. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>AO2 Refine &amp; Experiment – Using materials (felt/paint pens, acrylic, black liners etc.) create own characters in the style of Burgerman. Can be based on the pupil themselves or someone they know. This can be developed into a series of characters on a theme and different scales.</p> <p>Taking a line for a walk. Various materials.</p> <p>Describe character to a ‘blind’ peer for them to draw. Critique own work. What worked well? What would I improve?</p> <p>AO3 - Record Ext – Develop 2D characters in 3D. Materials could include soft felt cushion models or polymer clay.<br/>AO4 – Present Final Piece. Written evaluation of character. Completion of evaluation sheet.</p> <p>Further development &amp; extension – Animate final character.</p> <p><u>Impact</u> – Pupils will have completed an artist study through visual analysis and experimentation to produce an imaginative and successful final piece.</p> | <p>Note health and safety when handling cutting tools.</p> <p>Assembling templates to form 3D object.</p> <p>Illustrate surface design onto finished collage bird.</p> <p>AO3<br/>Record evidence for sketchbooks.</p> <p>AO4<br/>Develop pupil’s analysis of their own artwork through evaluation questions that show higher level thinking and responses. Pupils to reflect on the techniques used in the project.</p> <p><u>Impact</u> – Pupils will have created a final piece (collage bird/or similar idea) which will reflect the use of new techniques learnt during this topic.</p> | <p>rubbings collected in sketch books.</p> <p>AO2<br/>Experiment with different textile techniques including –</p> <p>Stitching as line and shade – Range of stitch techniques using ‘How to Guides’.</p> <p>Felt work – Developing further skills in textiles, creating samples based on natural form.</p> <p>Create lino print samples based on abstraction of natural forms using a variety of materials.</p> <p>Batik – Plan batik designs.</p> <p>AO3 &amp; 4: Recording and Analysis<br/>Record, analyse and evaluate the experimentation of different textile samples leading to the final piece, showing links with inspiration from other artists and strong understanding of materials and techniques.</p> <p><u>Impact</u> – Pupils will have produced a 2d/3d completed textile design using extensive study/experimental ideas.</p> | <p>Sand drawing</p> <p>Twig weaving</p> <p>Paper plate/leaf layering</p> <p>Cracking clay</p> <p>Mud faces</p> <p>Challenge card activities.</p> <p>AO3<br/>Decide on the chosen materials after experimenting ready for final piece, Use all new techniques to create.</p> <p>AO4<br/>Photographing all artwork and creating a permanent record.</p> <p><u>Impact</u> – Pupils will have learnt that the processes involved in the making and recording of art are just as important as the final completed piece.</p> | <p><u>Impact</u> – Pupils will have developed a deeper understanding of their chosen artist/movement/techniques and presented a meaningful and personal response.</p> <p><u>Please also see SOW entitled ‘Hands’ designed for new pupils who have not completed previous units or would like to choose this as an alternative option.</u></p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|