



The Grey Coat Hospital

Key Stage Four Curriculum Plan - ART:



Year 10

Half Term (HT)	Topic Area / Focus
HT1	Through KS4 <u>EVERY lesson</u> starts with a “do now” drawing A5, 5-10 minutes. Portfolio – Induction Project – “Twisting” 6 weeks Deepening and refining of skills focussing on basic elements learnt in KS3. Observational recording and investigative drawing of natural forms. Developing a range of mark making skills in pencil focussing on line, tone, shape, texture, proportion and perspective. Small scale 3D making to photograph and draw from. Exploratory work into studies of forms, leading to a collection in the form of a made sketchbook. Layout and page composition taught and practised. <u>Formal Elements/vocabulary:</u> Line, tone, texture, form, shape, proportion, perspective, negative and positive space, etc. <u>Processes/techniques:</u> Various drawing, e.g. pencil, charcoal, fineliner, etc. Observational and experimental. Students will also learn book layout, craft and photography skills. Small scale 3D making and formal elements. <u>Outcomes and assessment focus:</u> Within this project all students are to: Be introduced to drawing as a tool and how it has been used for different purposes by artists to develop ideas, investigate and record. Focus is on expressive, observational work around the theme of “twisting” (AO1) Make an A5 landscape sketchbook from work so far. Student work documents key elements and vocabulary visually (AO2 & AO3) Produce a sculpture and sketchbooks on the work of Richard Deacon and the theme of twisted that will provide a 5-week portfolio unit and introduction to the course. (AO4) The two books can be combined or two separate books.
HT2	‘Still Life’ Project Potential National Gallery visit/workshop. Gallery led, about still life and symbolism Developing research into the theme; exploring concepts, issues and approaches, whilst addressing techniques and skills through workshops. Start with objects/rules of composition, contextual studies, painting techniques (close up Cezanne copy) colour mixing theory. Proportion, colour balancing. Brush markmaking, colour layering and underpainting. To enable students to develop their own interpretation and to undertake independent research and resolve their investigations.



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	Students will be taught different means of laying out sketchbook by looking at successful past examples. Students have explained to them how they are being assessed against the AQA criteria <u>Processes/techniques:</u> Painting, e.g. acrylic, watercolour <u>Outcomes and assessment focus:</u> Within this project all students are to: A01: Be introduced to various artists who have painted contemporary and historic still life works – still life, Cezanne, Euan Uglow Be introduced to different ways of developing ideas, e.g. 10 ideas in 10 minutes, mind streaming, think/pair/share Copy from artists’ work to develop painting and brushwork techniques. Select a theme from a list and develop an individual response. Investigate the qualities of paint. A02: Learn how to use paint – colour, texture creating samples documenting this in their book Make a small compositional study A03 Draw objects, e.g. Natural forms, bottles, fruit, fabric etc Document and signpost all their work in their sketchbook clearly and successfully in chronological order A04 Well taken studio photos of their still life set ups. Develop an A4 painting relating to the theme of still life. Select from 4 given themes. Natural forms, kitchen utensils, bathroom bits, reflections.... Select from artists relating to the themes and find one independently.
HT3	A02/A03 Continue to study colour and painting techniques, whilst students develop and trial their still life paintings, ready to complete the paintings in lessons after the half term break.
HT4	A04 A4 final outcome over 2-3 weeks <u>Week 4 of HT3 - Start sustained Project</u> <u>Portraiture project</u> Flemish Portraits – Historic context, style etc Henrick Kerstens, contemporary Pastiche. Photography – styling “Flemish” portraits using school digital cameras. A photoshoot per child. Study Girl with a Pearl Earring. Reading and notemaking /interpretation exercise Drawing in a variety of techniques – at least one drawing every lesson A01/A032/A03 Inspired by Flemish portraiture, student will develop individual photoshoots and drawings. Developing skills in tone - ink and cross hatching. Students learning and practicing Study of Rembrandt self-portraits, painting and etching (in biro for students)



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	Lucian Freud paint techniques. They will then go on to produce experimental and resolved pieces in any medium. Formal Elements/vocabulary: Line, tone, texture, form, shape, proportion, negative and positive space, mark making etc. Processes/techniques: A further developed photoshoot over Easter
HT5	Various drawing and painting, e.g. pencil, biro, drypoint, collage, photography. Experiment with their own captured imagery to select from given themes. • Distortion • Conceal • Viewpoints/ Foreshortening Outcomes and assessment focus: Learn how to use the digital camera, including macro settings and how to upload and edit photos. Learn how to use the photography set up, lights and backdrop. Hannah Hoch etc.. Students will work with drawing, collag, painte and photography. Students will be introduced to the work of Freud and Rembrandt and their use of mark making within their portraits. Students will complete a series of photoshoots and drawings/collages exploring their own individual themes. Students will research artists independently and will evaluate and analyse the work. Study Mark Powell techniques and produce concertina over half term break.
HT6	More work on gridding from photos, proportion, taking quality photos and mark making in biro to prepare Exam in June: A2 ink or biro portrait response to project so far. Over the summer students will receive a check list and be expected to finish off any coursework.
Year 11	
Half Term (HT)	Topic Area / Focus
HT1	SUSTAINED PROJECT First 3 weeks, developing print making from year 10 summer work Week 4 experimental stitch into prints and developing individua themes. Learn how to create a dry point using plastic and metal and to learn how to ink up and use the printing press. A04 Develop an A4 lino from photos taken exploring themes. Explore themes independently/hw whilst working on print in lessons.



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	Work into a few linos with embroidery, exploring them. Week 4+ developing individual outcomes from themes. Focus on A01/A02 – Develop and Experiment
HT2	Distort, conceal, Viewpoints. Explore and experiment A01/A02 Developing independent research and experimentation into final piece on the theme of a non-figurative self-portrait. Student-directed investigations and finished outcome as project culmination. Additional workshops to explore a variety of techniques, such as dry point etching/ textiles techniques, photography, collage as well as drawing and painting. <u>Trials and Mock ups for End of Coursework outcome in December exam</u> Mock Exam (Dec) A04 Create an outcome to the Portraiture Project using appropriate materials in response to project exploration. (10 hours) END of COURSEWORK
HT3	Exam papers given out first lesson of term. Students taken through exam paper and select their theme. Commit to it first week. Photoshoots/research . Observational drawing where appropriate Guidance working at approx. 4 A4 sides per week of experimentation and contextual analysis per week (depending on materials and scale).
HT4	Experimentation ,Mock ups and evaluation Tracking against assessment criteria GCSE exam last week of term- 2 days/10 hours END of TEACHING
HT5	No further content – students revising for other subjects
HT6	No further lessons take place



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