



**St George's School**  
**ART**  
**KS4 Curriculum**

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| <p><b>PRIOR KNOWLEDGE</b><br/> <i>Knowledge and skills developed in KS3</i></p>           | <p>At GCSE we do not expect you to be the ‘finished article’ as a young artist. Rather we wish to build on skills that have been begun at KS3 and ENJOY being a developing creative practitioner!<br/> Skill building will include areas such as:</p> <ul style="list-style-type: none"> <li>● Aesthetic awareness and the ability to refine art work accordingly.</li> <li>● Contextual research.</li> <li>● The ability to understand the art work of others and to articulate this understanding in both verbal and written form.</li> <li>● Practical skills in Observation drawing.</li> <li>● Painting skills.</li> <li>● Composition of sketch book pages and other sheets.</li> <li>● Sculptural skills.</li> </ul> |
| <p><b>COURSE DELIVERY &amp; STRUCTURE</b><br/> <i>How the curriculum is delivered</i></p> | <p><b>Lessons:</b> You will have 5 one hour lessons per fortnight.</p> <p><b>Grouping:</b> All GCSE groups are mixed ability. We aim to do art work that allows all abilities to achieve exceptional results.</p> <p><b>Structure:</b> GCSE Art entails a series of projects that are completed over time (normally a term) and aim to build skills that fulfil the exam board specification. A typical project will include; drawing, artist study work, mixed media, painting and an outcome.</p> <p><b>Prep:</b> Students will be set one homework assignment per week. This will normally be a continuation of class work.</p>  |
| <p><b>QUALIFICATION</b><br/> <i>Exam Board, aim and objectives</i></p>                    | <p><b>AQA Fine Art</b><br/> Assessment objectives and aims:</p> <p>DEVELOP ideas through investigations, demonstrating critical understanding of sources.</p> <p>EXPLORE media and refine work by exploring ideas and experimenting with appropriate media materials and techniques.</p> <p>RECORD ideas, observations and insights relevant to intentions.</p> <p>PRESENT a personal response that realises intentions and demonstrates understanding of visual language.</p>  |
| <p><b>ASSESSMENT</b><br/> <i>Internal monitoring and final assessment</i></p>             | <p><b>Internal Assessment:</b><br/> Normally there will be one to one verbal feed back on art work every week.<br/> Art work will normally be assessed on completion; a grade given together with targets for improvement.<br/> Students will complete a mock exam in year 10 and 11.</p> <p><b>Final assessment:</b><br/> Year 11’s will complete an Externally set exam in the summer term of year 11. Preparation for this will begin in the January of year 11.<br/> Students are assessed on two components:<br/> Personal portfolio (All the work completed over the two years.)<br/> Externally set exam. (This is just like another ‘project’)</p>  |
| <p><b>BREADTH</b><br/> <i>Opportunities, trips, wider reading, cultural capital</i></p>   | <p>Year 10 Art trip to Tate Britain.<br/> Self directed gallery visits.<br/> Extensive research of other artists, designers, craftspeople, cultural groups and movements from history and contemporary life. Each student on an individual journey of discovery. Students are creating issues based work and work exploring personal and meaningful subject matter. Specific context given to post-colonial Britain and our place/history relating to the Arts generally and global culture. Teacher knowledge and expertise guiding students in an appropriate way- with sensitivity.</p>  |

|                   | <b>SUBJECT KNOWLEDGE</b><br><i>Overview of topics</i>               | <b>SKILLS &amp; STRATEGIES</b><br><i>Procedural knowledge</i>   |
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| <b>Autumn Y10</b> | Themed project: (Such as; Food, animals, landscape, natural forms). | <p><b>The same skills pertain to all the themed projects. Students will progressively refine their dexterity and ability in these areas over the duration of the course.</b></p> <p><b>Drawing.</b> Developing observation skills. Developing composition skills. Using dexterous line. Creating a rich contrast of tone. Developing blending skills with tone.</p> <p><b>Contextual research.</b> Planning a strong A2 composition. Visually responding to other artists. Understanding and articulating the concepts and methods of other practitioners.</p> <p><b>Painting.</b> Colour mixing and blending. Dexterous mark making. Developing tonal hand colour contrast.</p> <p><b>Development of ideas.</b> Generating a variety of ideas for an outcome. Researching relevant artists. Gathering secondary and primary source material. Developing and articulating a conceptual narrative.Planning a composition.</p> <p><b>Final piece development.</b> Planning for a final piece. Developing a strong composition. Working on an ambitious scale. Utilising primary and secondary sources.</p> <p><b>Final outcome</b> Executing final composition / building armature (if doing sculpture). Referencing primary or secondary images.</p> |
| <b>Spring Y10</b> | Themed project: Year 10 drawing exam. Animals.                      | <p><b>Drawing.</b> Developing observation skills. Developing composition skills. Using dexterous line. Creating a rich contrast of tone. Developing blending skills with tone.</p> <p><b>Contextual research.</b> Planning a strong A2 composition. Visually responding to other artists. Understanding and articulating the concepts and methods of other practitioners.</p> <p><b>Painting.</b> Colour mixing and blending. Dexterous mark making. Developing tonal hand colour contrast.</p> <p><b>Development of ideas.</b> Generating a variety of ideas for an outcome. Researching relevant artists. Gathering secondary and primary source material. Developing and articulating a conceptual narrative.Planning a composition.</p> <p><b>Final piece development.</b> Planning for a final piece. Developing a strong composition. Working on an ambitious scale. Utilising primary and secondary sources.</p> <p><b>Final outcome</b> Executing final composition / building armature (if doing sculpture). Referencing primary or secondary images.</p>  |
| <b>Summer Y10</b> | Themed project: Landscape or animals.                               | <p><b>Drawing.</b> Developing observation skills. Developing composition skills. Using dexterous line. Creating a rich contrast of tone. Developing blending skills with tone.</p> <p><b>Contextual research.</b> Planning a strong A2 composition. Visually responding to other artists. Understanding and articulating the concepts and methods of other practitioners.</p> <p><b>Painting.</b> Colour mixing and blending. Dexterous mark making. Developing tonal hand colour contrast.</p> <p><b>Development of ideas.</b> Generating a variety of ideas for an outcome. Researching relevant artists. Gathering secondary and primary source material. Developing and articulating a conceptual narrative.Planning a composition.</p> <p><b>Final piece development.</b> Planning for a final piece. Developing a strong composition. Working on an ambitious scale. Utilising primary and secondary sources.</p> <p><b>Final outcome</b> Executing final composition / building armature (if doing</p>   |

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|                   |  | sculpture). Referencing primary or secondary images.  |
| <b>Autumn Y11</b> | Themed project:<br>Self chosen project theme.  | <p><b>Drawing.</b> Developing observation skills. Developing composition skills. Using dexterous line. Creating a rich contrast of tone. Developing blending skills with tone.</p> <p><b>Contextual research.</b> Planning a strong A2 composition. Visually responding to other artists. Understanding and articulating the concepts and methods of other practitioners.</p> <p><b>Painting.</b> Colour mixing and blending. Dexterous mark making. Developing tonal hand colour contrast.</p> <p><b>Development of ideas.</b> Generating a variety of ideas for an outcome. Researching relevant artists. Gathering secondary and primary source material. Developing and articulating a conceptual narrative. Planning a composition.</p> <p><b>Final piece development.</b> Planning for a final piece. Developing a strong composition. Working on an ambitious scale. Utilising primary and secondary sources.</p> <p><b>Final outcome</b> Executing final composition / building armature (if doing sculpture). Referencing primary or secondary images.</p> |
| <b>Spring Y11</b> | Themed project:<br>Responding to the GCSE exam paper. This allows for a self chosen theme. | <p><b>Drawing.</b> Developing observation skills. Developing composition skills. Using dexterous line. Creating a rich contrast of tone. Developing blending skills with tone.</p> <p><b>Contextual research.</b> Planning a strong A2 composition. Visually responding to other artists. Understanding and articulating the concepts and methods of other practitioners.</p> <p><b>Painting.</b> Colour mixing and blending. Dexterous mark making. Developing tonal hand colour contrast.</p> <p><b>Development of ideas.</b> Generating a variety of ideas for an outcome. Researching relevant artists. Gathering secondary and primary source material. Developing and articulating a conceptual narrative. Planning a composition.</p> <p><b>Final piece development.</b> Planning for a final piece. Developing a strong composition. Working on an ambitious scale. Utilising primary and secondary sources.</p> <p><b>Final outcome</b> Executing final composition / building armature (if doing sculpture). Referencing primary or secondary images.</p> |
| <b>Summer Y11</b> | Final exam piece.  | <b>Final outcome</b> Executing final composition / building armature (if doing sculpture). Referencing primary or secondary images.   |