



KS4 Curriculum Map - Art:

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Year 10 Project Environments	<ul style="list-style-type: none"> • Elements of art • Value and colour theory • Principles of design • Composition tools • How to apply knowledge of the elements of art to techniques (i.e. knowledge of mark making, layering etc.) • Knowledge of how to use different materials (i.e. the differences of watercolour and acrylic paint) • Art history (<i>led by student research</i>) - Knowledge of different approaches to making artwork • Knowledge of the artistic process create/reflect/refine cycle 	<ul style="list-style-type: none"> • Research skills (mind map, mood board, finding secondary sources artwork/sources of inspiration) • Organising primary and secondary sources (own photos, research of a range of images) • Connecting ideas • Analysis skills (artist studies and written analysis) • Observation skills (from direct observation and photographs) • Risk taking and exploring multiple solutions (experimentation) • Technical skills – drawing, painting, printing, 3D clay • Reflection • Envisioning (composition ideas) • Reflection and refining • Creating final outcome 	<ul style="list-style-type: none"> • Formative • Dialogic • Tutorial • Self & Peer assessment • Summative

<p>Year 11 Project Journeys</p>	<ul style="list-style-type: none"> • Elements of art • Value and colour theory • Principles of design • Composition tools • Refining knowledge the elements of art and techniques (i.e. knowledge of mark making, layering etc.) • Refining knowledge of how to use different materials (i.e. the differences of watercolour and acrylic paint) • Art history (<i>led by student research</i>) - Knowledge of different approaches to making artwork • Refining knowledge of the artistic process create/reflect/refine cycle 	<ul style="list-style-type: none"> • Research skills (mind map, mood board, finding secondary sources artwork/sources of inspiration) • Organising primary and secondary sources (own photos, research of a range of images) • Connecting ideas • Analysis skills (artist studies and written analysis) • Observation skills (from direct observation and photographs) • Risk taking and exploring multiple solutions (experimentation) • Technical skills – drawing, painting, printing, 3D clay • Reflection • Envisioning (composition ideas) • Reflection and refining • Creating final outcome 	<ul style="list-style-type: none"> • Formative • Dialogic • Tutorial • Self & Peer assessment • Summative
<p>Controlled Assessment (exam)</p>	<ul style="list-style-type: none"> • Elements of art • Value and colour theory • Principles of design • Composition tools • Refining knowledge the elements of art and techniques (i.e. knowledge of mark making, layering etc.) • Refining knowledge of how to use different materials (i.e. the differences of watercolour and acrylic paint) • Art history (<i>led by student research</i>) - Knowledge of different approaches to making artwork • Refining knowledge of the artistic process create/reflect/refine cycle 	<ul style="list-style-type: none"> • Research skills (mind map, mood board, finding secondary sources artwork/sources of inspiration) • Organising primary and secondary sources (own photos, research of a range of images) • Connecting ideas • Analysis skills (artist studies and written analysis) • Observation skills (from direct observation and photographs) • Risk taking and exploring multiple solutions (experimentation) • Technical skills – drawing, painting, printing, 3D clay • Reflection • Envisioning (composition ideas) • Reflection and refining • Creating final outcome 	<ul style="list-style-type: none"> • Formative • Dialogic • Tutorial • Self & Peer assessment • Summative