

Art KS4

	Year 10	Year 11
A u t u m n 1	<p><u>Introductory Skills Project: Cultural Clay Pots</u></p> <ul style="list-style-type: none"> ● A project designed to introduce a wide range of techniques and disciplines including acrylic painting, collage, watercolour, drawing and ceramics. Working from sources from a wide range of cultures. ● Book-making ● Creating initial and developed designs. ● Realising a design using ceramic techniques. 	<p><u>Surfaces continued</u></p> <ul style="list-style-type: none"> ● Exploring artist references. ● Selecting and refining ideas ● Further development (composition, imagery, colour, ground). ● Making a mini mock up. ● Presenting a final response.
A u t u m n 2		
S p r i n g 1		
S p r i n g 2	<p><u>Year 10 MOCK: I, Me Mine</u></p> <ul style="list-style-type: none"> ● Using a sketchbook to chronicle a project ● Initial ideas ● Studying the work of artists ● Being inspired by and responding to artists. ● Experimenting with media ● Developing ideas ● Creating a final outcome in response to a theme 	<p><u>Externally set assignment</u></p> <ul style="list-style-type: none"> ● Students will apply their knowledge and understanding as they work through the creative process. They will develop ideas in response to a set theme, explore artists, select and refine ideas before presenting a personally developed outcome.
S u m m e r 1		
S u m m e r 2	<p><u>Transition to year 11: Surfaces</u></p> <ul style="list-style-type: none"> ● Responding to a theme. ● Initial ideas ● Experimental drawing. ● Photography. ● The annotation process. 	

Art BTEC

		Year 10	Year 11
A u t u m n 1	<p><u>Architectural Interior Products</u> <u>(Component One: Developing Ideas in Art and Design)</u></p> <p>Students work towards two learning aims:</p> <p>A. Investigate Art and Design Practise B. Generate and Communicate Art and Design Ideas</p> <p>The demands of their 'Live Brief' to <i>create a range of objects to sell based on the theme of Architecture</i> means that students will:</p> <ul style="list-style-type: none"> ● Research their client and target audience, existing products. ● Research existing practitioners that work on the same theme. ● Explore a variety of techniques with which an artist would develop ideas including drawing, printmaking, image manipulation software. ● Annotate their work and explain their creative journey. ● Present their ideas in a manner which would be suitable to share with their client (professional standards). 	<p>contemporary still life continued.....</p> <p>The demands of their 'Live brief' to <i>create a contemporary response to vanitas still life theme</i> to be exhibited in a local art exhibition means that they must:</p> <ul style="list-style-type: none"> ● Explore a variety of media, processes and techniques. ● Develop skill as their investigation progresses. ● Document and explain the skills explored. ● Present a range of outcomes that demonstrate a refined use of skill. <p><u>Component Three: Externally set Assignment</u></p> <p>This assignment is split into four separate criteria. Students receive a 'live brief' such as "Endangered animals and their habitats". They then:</p> <ol style="list-style-type: none"> 1. Create independant practical response to explore a wide variety of initial ideas. 2. Write a statement of intent in which they describe their ideas and their intentions for an outcome. 3. Produce an outcome under controlled conditions. 4. Create a digital portfolio containing their ideas, exploration and final outcome. 	
A u t u m n 2			
S p r i n g 1			
S p r i n g 2			
S u m m e r 1	<p><u>Contemporary Still Life</u> <u>(Component Two: Developing Practical Skills in Art and Design)</u></p> <p>Students work towards two learning aims:</p> <p>A. Develop skills through application and review B. Record and Communicate skills development</p>		
S u m m e r 2			