

## Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the 'whole child' so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

## FINE ART – KEY STAGE 4

### Curriculum Overview

**INTENT:** To develop **creative learners and thinkers** who are prepared for life beyond Yardleys School ready to individually **express themselves** and give **personal responses** to concepts and themes. A key aim is to ensure that students are able to self-reflect and experience a feeling of being **proud** and have a sense of **accomplishment** in the work they produce. Students will also be able to appreciate the **cultural** and **therapeutic** benefits of Art.

### Year 10

Year 10 complete a Supporting Studies project based around Portraiture, that promotes 'Fine art' focusing on predominantly drawing, painting & printmaking. Year 10 students are also introduced to modern artists and create digital compositions to encourage independent and unique final pieces. During the summer term, year 10 students begin their smaller project of 'Identity' where they choose their own artist styles and context.

	Introduction to Art GCSE Portraiture & Print Making	Final Piece Composition	Sustained Focus: Identity
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> <li>• Students are introduced to artist Mark Powell.</li> <li>• Students will use a range of media and techniques to create a final outcome derived from observational drawing.</li> <li>• Range of techniques and media used to create a final outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create portraits using a grid method from photographs; this will be the basis of their exploration of portraiture including how to paint skin tones using watercolour paint and acrylic paint.</li> <li>• Students create their own composition for their final piece combining 2 or more artist styles together.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of individual expression to determine what students see as important to their identity.</li> <li>• Students will be encouraged to explore their identity and events that have helped shape their identity over the years, drawing upon past experiences, celebrations and emotion.</li> <li>• Tailored artists for each student based on artistic ability and relevance to context.</li> </ul>

<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern &amp; Form.</li> <li>Mono-printing and Lino-Printing techniques.</li> <li>Presentation and understanding of AO4 and visual language</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern &amp; Form.</li> <li>Composition.</li> <li>Application of mixed media including pencil, colour pencil, watercolour and acrylic paint.</li> <li>Presentation and understanding of AO4 and visual language</li> </ul>	<ul style="list-style-type: none"> <li>Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern &amp; Form.</li> <li>Creative independence &amp; experimentation towards a final piece.</li> <li>Presentation and understanding of AO4 and visual language</li> </ul>

### Year 11

Year 11 complete their Sustained Focus project based around Identity, culminating in a final outcome that prepares and readies them for expectations of their final assessment with Component 2 (worth 40% of the overall grade). The focus of the Year 11 identity project is personalisation this term, and making the project reflect their individuality.

	Sustained Focus: Identity	Component 2: Externally Set Assignment	
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>This term students spend their time making the Sustained Focus project more relevant to them and their identity.</li> <li>Exploration of cultural identity.</li> <li>Juxtaposition of artist influence, relevance to their portfolio and their own interpretation of their identity.</li> </ul>	<p>This topic is set by the exam board and released to students in January of Year 11. Depending on the theme of the paper sent by the exam board; the department respond with a scheme of work intended to cover all 4 assessment objectives to ensure students meet the criteria for the component. Students are expected to respond much more independently with this project, which has been sequenced throughout Year 10 and 11 to ensure students can respond well to the brief. Teaching support is robust and ensures progression but there is a heavy focus on individuality and independence when responding to this project, drawing upon all prior knowledge an understanding about Fine art, mapped through KS4.</p>	
<b>DISCIPLINARY KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Independent brainstorming of ideas</li> <li>Independent, creative thinking</li> <li>Analysis skills</li> </ul>	<ul style="list-style-type: none"> <li>Independent brainstorming of ideas</li> <li>Independent, creative thinking</li> <li>Analysis skills</li> </ul>	

	<ul style="list-style-type: none"><li>• Responding/working in the style of chosen artists</li></ul>	<ul style="list-style-type: none"><li>• Responding/working in the style of chosen artists</li></ul>	
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