

KS4 Curriculum Overview

Art & Design Edexcel

Curriculum Intent

Our ambition is for all students to be able to express themselves creatively and for them to develop a greater understanding of arts and culture through exposure to artists, designers and crafts people from all around the world. We consciously expose students to artists from indigenous communities and explore cultures that are often overlooked within traditional art spaces. Students develop their technical knowledge and skills of a broad range of media including 2D and 3D, traditional and digital. This creative practice is also grounded in the real world by making relevant links to careers within the arts.

How does the KS4 curriculum build on that from KS3?

The formal elements of art provide a fundamental strand within the KS3 curriculum, and this continues into KS4 through continued exploration of line, shape, form, texture, tone, colour, and pattern.

Our sequenced KS3 curriculum builds skills within a wide range of media to support students undertaking Art at GCSE. At KS4 students further develop these skills using 3D media, such as a 10-hour mock exam to create a clay pot, which builds on knowledge from the Year 8 Natural forms unit. Traditional 2D media such as drawing, painting and printmaking feature heavily within KS3 and these techniques are taught again, with increasingly complexity and variety at KS4. Students also explore digital work such as photography which builds on knowledge from Year 9. Students explore a wide range of relevant artists at KS3. Artist analysis at KS4 involves greater detail in terms of developing a personal response which informs and relates to the students' own developing practice.

What do students *do* with this knowledge or these skills?

We are looking for students to develop their practical skills and knowledge to inform their creative output with increasing independence and over a sustained period of time. Over time students should increasingly be able to:

- Talk confidently about an artist and describe their artwork
- Develop their creative ideas independently e.g. design and make a final outcome
 - Select suitable materials
 - Apply skills and knowledge with new media
- Review and reflect on work, understanding how it fits into the wider context of the unit

- Be able to draw connections between relevant artists and their own practice
 - Develop original ideas in response to unit themes
- Work independently in mock/exam conditions to create final outcomes

How does the KS4 curriculum align to the National Curriculum?

Our KS4 Art curriculum includes subject knowledge, understanding and skills which are developed through GCSE Art. Along with assessment objectives which provide the framework and focus to ensure progression from the KS3 national curriculum requirements, and enables the possibility for further student at A Level.

Vista KS4 Art curriculum aligns to the national curriculum as it ensures students actively engage in the creative process of art, craft and design through exposure to a wide range of media and techniques where they are encouraged to experiment and take risks. This range includes ceramics, printmaking, painting, drawing, photography, digital editing and more. Students are supported to become effective and independent learners, for example completing 10-hour mock exams. It is important to develop critical and reflective thinkers with probing minds whilst exploring relevant artists and movements, from all around the world and from different time periods. The Global Cultures unit exposes students to different cultures and traditions, moving away from the 'dead/white/male' focus that so often dominates within the study of art. This is further supported through workshops and trips such as the Fitzwilliam Museum. Students are taught to develop their personal outcomes, being solution focused whilst refining their ideas with purpose and intent as they progress through each unit of work with increasing levels of independence. For example, choosing their own subtheme and media within *The Natural World* unit. There is a creative industries thread running through both the KS3 and KS4 curriculums which includes resources on careers and opportunities; for example, information and interviews with practitioners such as a printed textile designer and film and TV Art director.

Term	Year 10	Year 11
Autumn	Global Cultures <ul style="list-style-type: none"> Students are introduced to a wide range of artists and cultures different from their own. For example, indigenous Aztec ceramics, Aboriginal painting from Australia and cultural changemakers such as Yayoi Kusama from Japan. Students learn about the influence of colonisation on the artworld and are encouraged to develop their own opinions. A wide range of skills are developed through different media. Some key features during this term include colour theory through painting workshops, still life through drawing and photography as well as traditional techniques such as batik to explore pattern. Learning is supported through a trip to the Fitzwilliam Museum in Cambridge. 	The Natural World <ul style="list-style-type: none"> Students decide on a subtheme within <i>The Natural World</i> unit of study, for example, wildlife, plants or weather. Continued study includes a focus on relevant artists such as Karl Blossfeldt, the Impressionists and Esté Macleod. Techniques covered include printmaking, large scale experimental drawing, painting and collage, as well as digital editing. A 10-hour mock is completed where students create a final outcome in a medium of their choice; relevant to their own work and ideas.
Spring	Global Cultures <ul style="list-style-type: none"> <i>Global cultures</i> continues into the Spring term with an increased focus on chosen areas of study. For example, each student chooses which culture and relevant artists they would like to inform their own ideas and artwork. Increasing levels of independence are encouraged and supported. Students learn how to look at and talk about artwork, informing their own opinions. Ceramics techniques are introduced and skilled developed, such as coiling and slab building. Finishes are considered such as painting or glazing. 	Exam unit <ul style="list-style-type: none"> The theme is set by the exam board and is different each year. Students are introduced to this theme through initial research, photoshoots and workshops. Students are then supported to complete the exam unit in an increasingly independent way through their own choice of subtheme, artists and techniques.
Summer	<ul style="list-style-type: none"> A 10-hour mock exam is completed when students create a clay pot as a final outcome for the <i>Global Cultures</i> unit. The Natural World <ul style="list-style-type: none"> Students explore the new theme through traditional techniques such as drawing and painting, as well as undertaking photoshoots to inform their work. This early work is supported by a trip to the Botanic Gardens in Cambridge where photographs and drawing studies are completed. 	Exam unit <ul style="list-style-type: none"> A final 10 hour exam is completed for students to create a final piece as part of their exam unit.

Rationale for this sequencing	<p><i>Global Cultures</i> has been intentionally planned to expose students to a wide range of art that is not widely seen; thus broadening their understanding of what art is and can mean, especially within a global and historical context. This unit has also been planned with GCSE skills in mind, providing a more structured unit focusing on building key areas such as knowledge of colour theory, research and analysis of relevant artists, as well as drawing, painting and photography skills. This unit provides a solid foundation before further units of study which feature increasing opportunities of independence for students. <i>The Natural world</i> unit for example, enables students to choose their own subtheme, relevant artists, and choice of media for a final outcome. The KS4 curriculum, informed by recurring threads running through the KS3 curriculum, has been consciously planning to support students to develop the skills necessary to undertake the exam unit in Year 11.</p>
--------------------------------------	--

Additional support at home	
Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> • <i>Art: a visual history</i> - Robert Cumming • <i>The Art book for children</i> – Phaidon • <i>Steal like an Artist</i> – Austin Kleon
Online resources to practice, consolidate and revise	<ul style="list-style-type: none"> • Mrs Way's Art room - YouTube • Art2day - for artist research • Tate learning • The Student Art guide
Workbooks & revision guides to practice, consolidate and revise	<ul style="list-style-type: none"> • N/A