



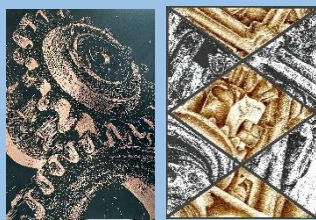






## KS4 Sequencing And Curriculum Map

Key Strands (Golden Threads) within the KS4 curriculum:

Assessment Objectives: **AO1 (Develop Ideas)**, **AO2 (Experiment/Refine/Explore)**, **AO3 (Record)**, **AO4 (Present)**.

### AQA GCSE Art & Design - Fine Art

	Half Term 1 (J2J)	Half Term 2 (Sep – Oct)	Half Term 3 (Nov – Dec)	Half Term 4 (Jan – Feb)	Half Term 5 (Mar – Apr)	Half Term 6 (May – Jun)
<b>Yr10</b>	Mechanical Objects <b>Michael Lang Study</b> 	Mechanical Objects <b>Nicola Tilley Study</b> 	Mechanical Objects <b>Primary Photographs &amp; Observations (Pencil, Biro, Pen &amp; Wash)</b> 	Mechanical Objects <b>Observations (Chalk &amp; Oil Pastel)</b> 	Mechanical Objects <b>Scratchboard Observation &amp; Stippling Development</b> 	Mechanical Objects <b>Abstract Compositions</b> 
<b>Why now?</b>  <b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b>	Introduction to Mechanical Objects brief. <b>Small scale</b> artist study (Pastiche) in the style of Michael Lang. First application of Gouache using tints, shades and the formal elements. Importance of tracing accurately and painting evenly. Using Gouache paint to create tone, form and colour blending. Development of formal elements and colour mixing to create and apply tints for highlights and shades for shadows and depth.	<b>Small scale</b> Artist study “in the style of” Nicola Tilley. Introduction to tissue paper low relief and textural painting using Gouache. Advanced application of formal elements. Development of photo editing using cropping and applying a colour blend option. Presentation of artist studies with supporting annotations covering <b>contextual analysis</b> using <b>P.A.M.C</b> resource.	Development of good approaches to recording primary photographs of mechanical objects. Preparation for visit to Coal Mining/Industrial Museum. Introduction to advanced observational drawing techniques and using a viewfinder to select effective compositions. Links to Ian Murphy. Development of advanced tonal modelling using shading pencils and biro. Implied shadows, highlights, and depth. New mixed media technique using pen and water. Cross-	Chalk and oil pastel observations. Links to Clara Lieu & Elizabeth Wilson. Retrieval and development of chalk and oil pastel techniques to create tone, form, colour blending and texture. For oil pastel piece colours are informed by primary photographs. Presentation of observations with supporting annotations covering <b>critical reflection</b> using <b>What, How, Why</b> resource. Students annotate to explain ideas and thought process.	Scratchboard observation and stippling development. Links to Solly Gutman & Georges Seurat. Students develop an understanding of stippling with coffee and pen and hatching technique on scratchboard. Retrieval and development of tone, form, and texture. Presentation of observation & developments with supporting annotations covering <b>critical reflection</b> using <b>What, How, Why</b> resource. Students annotate to explain ideas and thought process.	Development of abstract compositions. Students take ownership of their learning and use 4 primary photographs to develop abstract compositions in the style of Amiria Gale and Michael Lang. Retrieval of sophisticated tonal modelling techniques using Prisma Pencil Crayons. Students develop an understanding of composition, tone, form and colour blending. Presentation of work along with a <b>critical reflection</b> .

			<p>hatching diluted using water for effective tonal modelling.</p> <p>Development of compositions using line drawings informed by primary photographs.</p>			
<b>Yr11</b>  <b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b>	<p>Mechanical Objects <b>Abstract Low Relief Development</b></p> 	<p>Mechanical Objects <b>3D Mechanical Mask &amp; Surface Textures</b></p> 	<p>Mechanical Objects <b>Final Outcome</b></p> 	<p>Externally Set Task <b>Mind Map/Observation/Artist Study</b></p>	<p>Externally Set Task <b>Develop/Experiment/Refine/Supervised Time</b></p>	NA
<b>Why now?</b>  <b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b>	<p><b>Abstract low relief development.</b></p> <p>Students take ownership of their learning and sketch an imaginative composition by fusing together primary images and incorporating abstract elements. This composition is then taken into a low relief development.</p> <p>Retrieval of sophisticated cardboard construction techniques and papier-mache.</p> <p>Painting of low relief development. Retrieval of tints and shades, tone, form, colour blending and dry brush. These are techniques developed during the artist studies and observational drawing phase.</p> <p>Links to Michael Lang and Nicola Tilley.</p> <p>Presentation of development along with a critical reflection.</p>	<p><b>3D mechanical mask sculpture, linked to Richard Symons and steampunk genre.</b></p> <p>Retrieval of assemblage techniques and manipulation of a paper fibre mask. Students carve their mask and attach laser cut cogs, gears and clock needles to symbolise time.</p> <p>Students will also produce a range of surface textures using mixed media collage, subtractive techniques and transfers.</p> <p>Presentation of 3D sculpture &amp; surface textures with supporting annotations covering <b>critical reflection using What, How, Why</b> resource. Students annotate to explain ideas and thought process.</p>	<p>Students take leadership of their learning and produce 1 final design idea which fuses the ideas of the human form (mechanical mask), time, mechanical objects and abstraction.</p> <p>This is used to inform a final outcome incorporating the students' preferred techniques which have demonstrated the most refinement.</p> <p>Presentation and evaluation of outcome. Reflection on the ideas explored during the project – Students will be guided by the <b>self-evaluation</b> resource.</p>	<p>Introduction to Externally Set Task. Students will be guided towards a suitable theme based on their ability and area of strength.</p> <p>Recap good approaches to recording primary photographs linked to chosen theme.</p> <p>Direct observations from primary photographs or objects using a range of mediums i.e. pencil, biro, pen, ink wash.</p> <p>Research is supported with department Artist/Designer biography sheets.</p> <p>Students will research 1-2 artists or designers from the list provided and produce a small scale "pastiche" or a study "in the style of" the artist to aid with the development of good techniques and approaches.</p> <p>Presentation of artist studies with supporting annotations</p>	<p><b>Experimentation &amp; refinement.</b></p> <p>Students will apply the techniques they developed doing their studies and use a range of materials to evidence skilful application of the formal elements.</p> <p>2-3 developments (different ideas) linked to observations and theme.</p> <p>Planning final outcome(s) in visual and other forms in readiness for the 10 hour supervised time.</p> <p>Presentation of experiments &amp; developments with supporting annotations covering <b>critical reflection using W.H.W</b> resource. Students annotate to explain ideas and thought process.</p>	NA

	<p>Experimentation/refinement &amp; development of ideas. Students sketch 2 compositions for final design ideas by fusing imagery from 4 or more different primary photos.</p> <p>Students develop an understanding of how to create a balanced, abstract composition with a quirky outline. Links to Amiria Gale and Michael Lang.</p>			<p>covering contextual analysis using P.A.M.C resource.</p>		
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