

Key Stage 4

Curriculum Aims

Students are encouraged to be able to DEVELOP, REFINE, RECORD AND REALISE pieces of work, thus guiding students to appreciate art and set them on the path to becoming independent practitioners in their own right. They will engage with other artists, cultural movements etc. in order to enable them to develop their own creative expression.

What will you see in art lessons?

A dialogue with process is required for students to be able to refine or improve the aesthetic quality of their work. They need to be able to provide evidence of experimentation within their portfolio, thus supporting their final work. Basic art skills and use of equipment are nurtured. Class and peer discussions/sharing of contextual considerations.

What will you see in students' books?

This is where students RECORD – This is perhaps the natural way in which artists begin their response. This can take a variety of different approaches. Drawing from direct observation is emphasised by the exam boards. However, other ways in which a student might record could be via photography, thumbnail sketches, annotated diagrams, written text etc. They are required to provide evidence of how their creative ideas are emerging.

Curriculum Content and sequencing

In year 10 students are encouraged to work through a themed project in which they will explore and experiment with a range of different techniques and media. Students will have the opportunity to work from a selection of media including painting, printmaking, textiles, three dimensional work, ceramics and mixed media. Students will produce a variety of outcomes and relevant supporting studies. In year 11 Students will produce a personal portfolio in response to a given theme which will culminate in a controlled assessment practice exam in December and will form part of their Coursework.

What formative assessment will you see?

While all work is assessed and discussed in accordance with the examination mark schemes, comments on work offer individualised advice and direction to develop and improve work. The focus is firmly on developing students as artists; exam assessment objects are discussed in the context of how they may be a useful developmental tool in class.

What is the faculty currently reading and discussing and why?

We are currently reading:

Decolonising Art History; Catherine Grant, Dorothy Price

Why?

Contextual facts to underpin a focus upon women artists and artists of colour to combat the white male dominance in art history.

