

Fine Art KS4 Long Term Plan

Art and Design Curriculum Intent

To provide every student with the opportunity to fully explore and develop their artistic practice. Through self-expression and creativity, they will build confidence and a strong sense of individual identity. Nurturing students who possess the courage and confidence to discover and contribute to the world around them.

	Component 1 (Year 10 Term 1 – Year 11 Term 1)		
	Foundation	Man vs Nature	Sense of Place
Project Outline	<p>In this first term, students will revisit and develop the key skills needed to be successful at GCSEs. They will focus on enhancing the drawing skills introduced in KS3, with an emphasis on tone, form, and texture. Students will learn how these elements can be used to render texture and improve their observational work using a broad range of materials. They will apply these drawing skills to still life, exploring different viewpoints and considering perspective and scale. These forms will be further explored and experimented with using a wider range of materials.</p> <p>This foundation will progress into portraiture, revisiting prior learning from Years 7 and 9 on proportions and drawing portraits in detail. During this term, students will also be introduced to structuring their projects effectively, ensuring they meet the requirements of the assessment objectives.</p>	<p>In this project, Year 10 students will begin their first major GCSE coursework project, <i>Man vs Nature</i>. This theme invites students to explore the interplay between humanity and the natural world, providing an opportunity for them to interpret the topic in a personal and creative way. Drawing on skills established in the foundation unit and Key Stage 3, students will demonstrate growing independence in their artistic journey.</p> <p>Students will explore a wide range of artists, analysing how their work aligns with or challenges the theme. They will also be encouraged to independently research and select artists that inspire them, developing their own ideas through investigation and experimentation. This project emphasizes creative freedom while encouraging students to apply technical and conceptual skills learned in earlier studies.</p>	<p>In this project, Year 10 students will embark on their second major coursework project, <i>Sense of Place</i>, focusing on the rich cultural and urban landscapes of Oldham and Manchester. This theme allows students to explore their surroundings, emphasizing the connection between identity and environment. By studying their local area, students will engage with the history, architecture, and atmosphere of these places, interpreting them through a personal and creative lens.</p> <p>Primary sources will play a central role in this project. Students will take part in observational studies, including on-site photography, sketching, and note-taking, to gather material directly from their surroundings. These firsthand experiences will form the foundation for their artistic exploration.</p>
Knowledge introduced	<p>Introduction to AQA Assessment Objectives</p> <ul style="list-style-type: none"> Understanding the four AQA assessment objectives: <ul style="list-style-type: none"> AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with media and materials. AO3: Record ideas, observations, and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. Learning how to structure a project to meet these objectives. 	<p>In this project, Year 10 students will focus on applying and refining the skills and knowledge developed in earlier studies to create a sustained body of work. This project emphasizes independence and creative exploration, allowing students to put their learning into practice through a personal and meaningful response to the theme "Man vs. Nature."</p> <p>Range of Art Forms</p> <p>Students are encouraged to work across a wide variety of art forms to develop and express their ideas. They may choose to explore:</p> <ul style="list-style-type: none"> Drawing (observational, experimental, or expressive) Painting (acrylic, oil, watercolour, mixed media) Printmaking (monoprinting, lino printing, collagraphy) Sculpture (clay, plaster, found objects, wire) 	<p>For the final project in Component 1, students will independently apply the skills, knowledge, and techniques developed throughout the course to produce a sustained and personal response to their chosen theme. This project is designed to encourage creative autonomy, requiring students to take full responsibility for their artistic journey from initial research to final outcome.</p> <p>Independent Creative Exploration</p> <p>Students will independently:</p> <ul style="list-style-type: none"> Select a theme or focus area that inspires them. Conduct in-depth artist research, identifying and analysing the work of practitioners relevant to their theme. Experiment with a range of materials and techniques, drawing on their prior learning in:

	<p>Mark-Making with a Wide Range of Materials</p> <ul style="list-style-type: none"> Experimenting with various mark-making techniques using pencils, charcoal, ink, chalk pastels, oil pastels, and more. Exploring how different tools and materials can create expressive textures and effects. Using mark-making to convey mood, texture, and form in artwork. <p>Drawing Natural Forms</p> <ul style="list-style-type: none"> Observational drawing techniques for capturing natural forms such as leaves, shells, flowers, and organic objects. Focus on light and shadow to create depth and realism. Emphasis on understanding form and texture through drawing. <p>Revisiting Proportions, Scale, and Composition</p> <ul style="list-style-type: none"> Refining the understanding of accurate proportions in drawing. Techniques for scaling up or down from reference images or real-life observation. Exploring composition principles such as balance, rule of thirds, and the use of negative space to create visually effective still life arrangements. <p>Colour Theory</p> <ul style="list-style-type: none"> Understanding the colour wheel, including primary, secondary, and tertiary colours. Exploring harmonious colour schemes such as complementary, analogous, and triadic palettes. Investigating how colour can evoke mood and atmosphere in artwork. Mixing colours using paint to match tones accurately and create desired effects. Applying colour theory in observational work, still life, and portraiture. <p>Facial Features for Portraiture</p> <ul style="list-style-type: none"> Detailed study of facial features: eyes, nose, mouth, and ears. 	<ul style="list-style-type: none"> Textiles (embroidery, fabric manipulation, mixed media with textiles) Digital Media (photography, digital drawing, or photo manipulation) Collage (traditional or digital techniques) <p>Students have the freedom to select materials and techniques that best support their individual responses to the theme, encouraging experimentation and creative problem-solving.</p> <p>Workshops to Revisit Fundamental Skills</p> <p>To support students in creating their work, a series of workshops will revisit and reinforce core skills introduced in earlier stages:</p> <ul style="list-style-type: none"> Printmaking: Techniques such as monoprinting, lino cutting, and layering prints. Painting: Brushwork, colour theory, blending, and layering. Drawing: Observational drawing, expressive mark-making, and tonal work. Sculpting: Techniques for working with clay, plaster, wire, or mixed materials. Textiles: Embroidery, appliqué, and incorporating textiles into mixed media work. <p>These workshops provide an opportunity to refine techniques, troubleshoot challenges, and inspire new directions for students' projects.</p> <p>Structuring a Project Using AQA Assessment Objectives</p> <p>Students will also be guided on how to structure their work effectively to meet the AQA GCSE Fine Art Assessment Objectives (AO1–AO4). This includes learning how to organize their creative process into a cohesive and well-documented project.</p> <p>Key Areas of Focus:</p> <ul style="list-style-type: none"> Artist Research Pages: <ul style="list-style-type: none"> Learning how to select relevant artists whose work aligns with the project theme. 	<ul style="list-style-type: none"> Drawing Painting Printmaking Sculpture Textiles Digital Media <p>Students are expected to push their creativity and technical skills by exploring innovative combinations of materials and styles.</p>
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- Understanding proportions of the human face and how to map out features accurately.
- Techniques for rendering facial features with attention to light, shadow, and texture.
- Practice with a variety of materials to build confidence in portrait drawing.

Creating a High-Detailed Portrait

- Applying the knowledge of facial features, proportions, and mark-making techniques to create a refined and highly detailed portrait.
- Experimenting with materials and techniques to produce a polished final outcome.
- Focusing on capturing realistic textures, accurate proportions, and expressive details.

Printmaking Techniques

- Introduction to basic printmaking processes, such as monoprinting, lino printing, and block printing.
- Understanding how to transfer and carve designs effectively for print.
- Experimenting with layering and combining prints to create textured or multi-coloured compositions.

- Structuring research pages to include key information about the artist's background, techniques, and concepts.
- Exploring how the artist's work relates to the "Man vs. Nature" theme.

- **Analysing an Artist's Image:**

- Developing skills in visual analysis, focusing on the use of formal elements (line, colour, texture, tone, form, and composition).
- Identifying how the artist's techniques and ideas communicate meaning.
- Writing detailed annotations to demonstrate critical understanding.

- **Creating a Work in the Style of the Artist:**

- Reproducing a selected artwork or creating an original piece inspired by the artist's style.
- Exploring techniques and materials used by the artist to deepen practical understanding.

- **Developing Ideas:**

- Using sketchbooks to brainstorm and document creative ideas.
- Exploring connections between artists' work, personal ideas, and the project theme.
- Creating thumbnail sketches and composition studies to plan outcomes.

- **Experimenting with Materials:**

- Trying out a variety of media, including drawing, painting, printmaking, sculpture, and textiles.
- Combining materials and techniques to develop unique approaches.
- Reflecting on experimental outcomes to refine ideas further.

- **Combining Artist Styles:**

- Exploring how to merge techniques, materials, and ideas from multiple artists to create innovative work.
- Developing personal interpretations that synthesize influences and individual creativity.

- **Annotating Work:**

- Writing clear and reflective annotations throughout the project.
- Explaining decision-making processes, material choices, and how ideas have evolved.

		<ul style="list-style-type: none">○ Linking annotations to the AQA objectives to demonstrate thoughtful progression.● Presenting Ideas as a Resolved Outcome:<ul style="list-style-type: none">○ Planning and creating a final piece that synthesizes experimentation, artist influences, and personal ideas.○ Demonstrating a clear understanding of AO4 by presenting a personal and meaningful response.○ Ensuring the final work showcases technical skill, creative vision, and a deep engagement with the theme. <p>By following this structured approach, supported by workshops and creative freedom, students will develop the skills needed to create a thorough and well-organized portfolio that aligns with the AQA assessment criteria, preparing them for success in their GCSE Fine Art coursework.</p>	
	Component 2 (Year 11 Term 2 – Year 11 Term 3)		
Project Outline	In Component 2, students will apply the skills and knowledge gained from previous projects to tackle an externally set assignment that emphasizes independent exploration and creative expression. This project will challenge students to conceptualize, develop, and execute a personal photographic series, demonstrating their technical proficiency and artistic vision. Through research and experimentation, they will create a cohesive body of work that responds to the given theme or prompt, allowing them to showcase their individual style and approach to photography. By the conclusion of this component, students will not only have produced a polished portfolio piece but will also reflect on their artistic journey, evaluating their growth and the decisions made throughout the creative process. This component serves as a culmination of their learning, encouraging them to present their work with confidence and clarity.		
Assessment			
1. Assessment Framework: The assessment strategy will follow the AQA GCSE Art and Design specification, evaluating students' work based on the four Assessment Objectives (AO): <ul style="list-style-type: none">● AO1: Develop ideas through investigations, demonstrating critical understanding of sources.● AO2: Refine work by exploring ideas, selecting, and experimenting with media, materials, techniques, and processes.● AO3: Record ideas, observations, and insights relevant to intentions as work progresses.● AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			
2. Project-Based Assessment: <ul style="list-style-type: none">● End-of-Project Assessment: Each project concludes with a formal assessment where students’ work is marked holistically against the four AOs. Teachers use a standardised marking process to ensure fairness and consistency. This includes departmental moderation sessions to align grading and address discrepancies.			
3. Ongoing Feedback: <ul style="list-style-type: none">● Regular Reviews: Throughout the project, students receive formative feedback. This feedback explicitly references the four AOs, guiding students to strengthen areas that need development.			

- **Actionable Suggestions:**

Feedback includes specific, actionable recommendations, such as refining techniques (AO2), exploring alternative sources (AO1), or enhancing observational studies (AO3).

- **Peer and Self-Assessment Opportunities:**

Students periodically review their own and peers' work against the AOs to build critical reflection skills.

4. Moderation and Standardisation:

- Regular departmental meetings ensure that all teachers are confident in applying the AQA criteria consistently. Exemplars and benchmark pieces are used to calibrate grading judgments.

5. Evidence Collection and Tracking:

- Teachers maintain an ongoing record of student progress against the AOs, using checklists and notes from feedback sessions. These records inform the end-of-project marks and highlight areas for targeted intervention in future projects.

6. Support for Progress:

- Struggling students receive additional support through targeted feedback and focused intervention sessions addressing specific AOs where improvement is needed.

By embedding regular feedback and ensuring consistency through standardisation, this strategy provides clear, constructive, and actionable assessments to help students achieve their best outcomes in GCSE Art.