

Art and Design-KS4

Teachers: Lisa Page

Schemes of work:

Year 10

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Introductory phase Year 10 Term 1 - Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources. - Students explore a variety of approaches to drawing and written annotation. - Students can work in sketchbooks or select a variety of other surfaces on which to record their observations, ideas and insights. They can work in two- and/or threedimensions and a range of sizes and styles using a selection of media, techniques and materials	- Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: • charcoal • pastel • graphite and coloured pencils • biro, pen and ink • paint • printing • resist techniques • stitched, collaged, and mixed media techniques • digital recording and manipulation. - Students are expected to experiment within these mediums as much as possible.	Development phase Year 10 Term 2/3 Directed project Up to 14 weeks - Students work on a directed project or several mini projects to build on their initial experiences. This is mostly a teacher directed phase. - Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase.	- The directed project or mini projects encourage a personal interpretation and response from students to a given starting point or theme. - The teacher can suggest sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives set by the exam board being used.	Extension phase Year 10 Term 3 - Following the Development Phase, students can be given extension activities. - These could be in the form of work related to their previous Development Phase studies or in the form of an additional and discrete project.	- Students who progress their ideas thoroughly and with pace can be given opportunities for extension work. Students could work on developing: • an idea to include further research and study of relevant sources • the nature of a singular outcome into a “series” • practice by exploring and applying additional materials, processes and techniques

Year 11

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Sustained phase Y11 Term 1 Up to 12/13 weeks Independent learning - In this phase students move increasingly from dependence to independence as they work on an extended project.	- Students need to explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and written annotation. - Students offered a choice of approaches for a sustained project. This should allow	Externally set assignment phase Year 11 Term 2 - Externally set assignment (ESA) papers are available to students and teachers in the spring term. - A preparatory period is followed by 10 hours of	- This phase is delivered in a less directed manner with an emphasis on one to one exchanges rather than whole group teaching. - The teacher negotiates, advises, suggests and orchestrates possible routes	Selection of portfolio Year 11 Review and Submit - Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled. Work can be	

- The project could be a response to a choice of several starting points. Starting points could be drawn from previous Externally set assignments. - Students independently research potential additional sources and associated references.	students to move from a position of dependence to one of increasing independence as the journey of exploration progresses. - This phase is delivered in a less directed manner with an emphasis on one to one exchanges rather than whole group teaching. - The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey. - The objective is to build upon individuals' experiences and achievements in the earlier stages.	supervised, unaided work in which students are required to realise their intentions - In the supervised time, Students select one from seven possible starting points on the paper. - Students need to evidence their creative journey in the preparatory between sessions and once the supervised time is completed, students may not add to or amend their preparatory work.	through the creative journey. The objective is to build upon individuals' experiences and achievements in the earlier stages of Component 1.	submitted in any appropriate format. - The selection of work chosen for submission must include: • coverage of the four assessment objectives • a sustained project evidencing the journey from initial engagement to the realisation of intentions • a selection of further work undertaken during the student's course of study • evidence of drawing activity and written annotation	
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Syllabus materials KS4:

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