ICKNIELD HIGH SCHOOL **KEY STAGE 4 CURRICULUM MAP**

WELL-SEQUENCED **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

SUBJECT: **Art & Design** **Year: 10**

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Questions	How do artists, craftspeople and designers explore investigate a theme? In what ways can artists, craftspeople and designers explore current issues?		In what ways can Artists, craftspeople and designers influence us to personalise our own projects. How does art make an impact on the world?		How do artists, craftspeople and designers make personal outcomes based on personal research?	
Content: **'Know what'** Line Tone Colour Shape Form Texture Pattern Composition	**Formal Elements/Theory** Tone Texture Guidelines Line **Artists, craftspeople and designers** Research, analyse and draw from the art work of: Banksy/ Lek & Sowat/ Martin Whatson/ R.O.A. Dadaism. Power of art and historical context of politically engaged art. Politically engaged Artists in contemporary culture.		**Formal Elements /Theory** Composition Space Shape Pattern **Artists, craftspeople and designers** Power of art and historical context of politically engaged art. Politically engaged Artists in contemporary culture. Dadaism Ant Carver Gabriel Garcia Roman Ai Wei Wei We Fail Shepard Fairey		**Formal Elements /Theory** Line Tone Colour Shape Form Texture Pattern Composition **Artists, craftspeople and designers** Student choice of Artist research taken from Issues project Artist resource.	
Expertise: **'Know how'**	Drawing using tone and texture building on prior knowledge to include highly refined tonal understanding and application. Developed texture use using a range of media appropriate to intentions.		Research current issues that are covered in the media, selecting an area of interest that you can work with on a deeper level. Build an understanding of one key issue using visual means to demonstrate understanding.		Working independently, with reduced teacher guidance to complete personal outcomes stage. Drawing skills. Tone, Texture ,Composition, Space, Shape, Guidelines Creating a high quality artist page.	

	Use of Acrylic paint, developing a range of application and masking techniques. Creating a stencil using a craft knife – developing knowledge of positive and negative space. Plan time using strategies such as mind mapping, list making and annotation in order to develop independent working skills building on understanding from Y9 Summer. Annotating using subject specific vocabulary to demonstrate clear development ideas. Researching, interpreting and analysing the work of artists and designers. How to take inspiration from artists and designers to inspire original research and outcomes. Analysing the work of artists and designers. Express your views and understanding of the project using words and drawings. DSLR photography. Play and Make mistakes creatively.	Work independently with guidance to follow a personal thread, developing a journey towards further outcomes. Portrait photography using DSLR camera, developing use to explore semi - manual and manual modes where appropriate. Explore depth of field and varied approaches to photography. Drawing portraits using varied approaches including life drawing, continuous line, drawing from photos and sustained tonal drawing. Develop use of sketching pencil sets and introduce use of a blending stump. Working into photos using mixed media. Developing use of stencils working from a photograph. Build on Cutting and accuracy skills. Use of tone, texture, line, shape, composition, form, pattern. Writing using key words and demonstrating clear development ideas. Play and Make mistakes creatively, purposefully making choices about use of media and processes.	Photography of people – mastery stage. Working into photos using mixed media. Designing and planning for effective personal outcomes. Creating effective personal outcomes, selecting and working with appropriate media. Developing selected processes and media use to create outcomes that are personal and independent.
Literacy/ Numeracy/ SMSC/	Annotating ideas and developments Reading relating to artists Dadaism analysis. Writing related to artists – analytical responses	Annotating ideas and developments Reading relating to artists Writing related to artists – analytical responses	Annotating ideas and developments Reading relating to artists Writing related to artists – analytical responses

Disciplinary Literacy	https://www.theartstory.org/artist/banksy/ https://www.artsy.net/article/hang-up-gallery-politics-banksy https://www.deodato.art/en/blog/post/art-and-politics-banksy-and-the-power-of-street-art-as-a-voice-for-change	Victoria and albert museum London What's On · Exhibitions, Events & Courses · V&A	Artist information and exhibition reviews Tate galleries Tate Tate Design museum London. Home - Design Museum
Careers	Art & Design Subject Guide - FlowPaper FlipBook Jean W - icould Lucy F - icould	Jobs that use Art and Design - Careers - BBC Bitesize Stephen H - icould Matthew K - icould	Maker of the month: surface designer Allistair Covell - icould Alison J - icould