

What are the aims and intentions of this curriculum?

The aim of our Key Stage 4 Curriculum is to further develop the student’s skills taught for BTEC Level 2 Art & Design First Award. The aim is to give them the knowledge and skills to complete their studies at a high standard. The focus is to provide them with the opportunity to apply their knowledge of the Art & Design Industry through a business approach. This is a key component of the curriculum. Students will research and record influential artists and their techniques, manipulating the knowledge and skills to further develop their own creative work.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<p>Unit 3B: Communicating Ideas in 2D (Protecting The Environment)</p> <ul style="list-style-type: none"> • Application of skills • Field research • Critical analysis 	<p>Students will analyse and familiarise themselves with the Set Brief: Protecting the Environment</p> <p>Students will create a Title Page.</p> <p>Students will research local environments and highlight the impact of mankind on the environment.</p> <p>Key terms: Environment research, Risk, Hazard, Prevention, Strategy, Priorities, Planning Tools, Review.</p>	<ul style="list-style-type: none"> • Developing research skills. • Developing an understanding on how to create reflective design inspirations. • Work independently. • Develop self-confidence. • Presenting their artwork. 	<p>Ability to select the relevant information.</p> <p>Ability to express and justify their ideas using the creative process.</p> <p>Synthesize a diverse range of designs and ideas which imaginatively explore requirements of the brief, justifying creative intentions.</p>
Autumn 1	<p>Unit 3B: Communicating ideas in 2D (Protecting The Environment)</p> <ul style="list-style-type: none"> • Artist Critique • Visual Communication • Explore processes 	<p>Students will learn how to research different artists and their relationship between mankind and the environment.</p> <p>Students will learn how to response to the artist work.</p> <p>Students will learn how to make a Research Banner & Poster on Protecting the environment.</p> <p>Key terms: Environment, Information, Research, Annotations, Creativity, Organization, Process, Techniques, Client, Requirement, Materials, Process .</p>	<ul style="list-style-type: none"> • Examining man-made verses natural environment. • Learning how to analyse an artist’s artwork and the message behind it. • Developing a project, banner and poster on Protecting the Environment. 	<p>Ability to select and apply diverse materials, techniques and process, evaluating how they enhance and support creative intentions.</p> <p>Integrate a diverse range of designs and ideas which imaginatively explore requirements of the brief, justifying creative intentions.</p>

<p>Autumn 2</p>	<p>Unit 3B: Communicating ideas in 2D (Protecting The Environment)</p> <ul style="list-style-type: none"> • Design development • Material manipulation • Product creation 	<p>Students will learn to research cost and produce summary for community environment events.</p> <p>Students will learn how to produce their final product design.</p> <p>Key terms: Ideas Generation, Experiments, Materials, Techniques, Review, Progress, Intentions, Client requirements, Creativity, Message, Communication.</p>	<ul style="list-style-type: none"> • Researching different costs and budgets. • Producing a response to a client brief. • Recording the development and project management process. 	<p>Demonstrate an understanding of a clients needs.</p> <p>Produce a creative outcome, showing an imaginative exploration in meeting the requirements of the brief.</p>
<p>Spring 1</p>	<p>Unit 6: Investigating contextual references in Art (The Competition)</p> <ul style="list-style-type: none"> • Analysing Art Movements and Styles • Experimenting with techniques • Observational skills and application • Emotive colours 	<p>Students will learn to analyse and familiarise the Set Brief: The Competition.</p> <p>Students will learn how to create a Title Page.</p> <p>Students will learn how to use different Art Movements and different artists as a source of inspiration.</p> <p>Key terms: Annotate, Analyze, Colour, Shape, Emotion, Techniques, Materials, Message, Creativity.</p> <p>Names of the different Art Movements: Cubism, Surrealism, Impressionism and Post Impressionism, Fauvism, Dadaism, Optical Art, Pop Art, Pointillism, Arts and Crafts, Expressionism and Abstract Expressionism, Futurism, Art Nouveau and Contemporary Art.</p>	<ul style="list-style-type: none"> • Researching different artists and Art Movements. • Visually analyse the artwork of different artists. • Using different artists and Art Movements as an inspiration to create artwork. • Developing their technical skills through the observation and experimentation of the different artist’s techniques. • Experimenting with materials, techniques and processes. • Using different fine art materials. • Using the techniques and processes as a tool to develop their own artwork. 	<p>Demonstrate the ability to explain the characteristics and techniques used by the different artists/Art Movements.</p> <p>Demonstrate an understanding of the message/emotion behind the artist artwork.</p> <p>Be able to describe and analyze an artist/art movement.</p>

<p>Spring 2</p>	<p>Unit 6: Investigating contextual references in Art (The Competition)</p> <ul style="list-style-type: none"> • Creating a portfolio • Idea development • Recording and analyzing • Design manipulation 	<p>Students will research and develop ideas from the gift shop at the V & A.</p> <p>Students will learn to develop designs based on this research.</p> <p>Students will learn to present their final design for the client’s requirements.</p> <p>Key terms: Portfolio, Client, Annotations, Analyse, Techniques, Process, Creativity, Function, Materials, Requirements, Information, Shape, Colour and volume.</p>	<ul style="list-style-type: none"> • Developing their own designs based on their research. • Create a Portfolio. • Analysing their ideas according to the client’s needs. • Creativity. <p>Reviewing and reflecting on;</p> <ul style="list-style-type: none"> • Fine art materials • Techniques • Processes • Exploring alternative approaches • Exploring materials. 	<p>Be able to produce a creative outcome, showing an imaginative exploration in meeting the client requirements.</p> <p>Select and apply diverse materials, techniques and processes evaluating how they enhance and support creative intentions.</p> <p>Demonstrate creativity.</p> <p>Be able to achieve the client’s expectations.</p>
<p>Summer 1</p>	<p>Unit 6: Investigating contextual references in Art (The Competition)</p> <ul style="list-style-type: none"> • Product Design • Understanding client’s demands • Design selection • Production • Creation 	<p>Students will learn how to create their final product using their final design inspirations.</p> <p>Key terms: Design, Creativity, Inspiration, Shape, Colour, Process, Materials, Message, Client, Product requirements.</p>	<ul style="list-style-type: none"> • Selecting the relevant ideas in order to create their own artwork/project – Final piece. • Applying creativity in their project/artwork. • Using different design ideas on their project/artwork – Final piece. • Imprint their own ideas and techniques. • Presenting their Design proposal. • Taking their creativity to another level. 	<p>Ability to develop and produce a response to a client brief.</p> <p>Produce a creative outcome, showing an imaginative exploration of different design ideas.</p> <p>Ability to meet the requirements of the brief/client.</p>