

KS4: Medium-term plan

Year group: 10	Subject: Art - Unit 1: The Natural World
Prior learning- linked to National curriculum	Drawing skills in planning, composition, proportion, scale, shading. Painting skills focusing on colour mixing and brush control. Knowledge and understanding of the colour wheel and colour theory (complementary and harmonious (analogous) colours).
Rationale:	In this project, students are given the theme of 'The Natural World'. The project runs for all of year 10 and allows students to explore a wide range of historical and contemporary artists and designers. Students are encouraged to be independent and self-directed. They can select the artists at certain stages of the project and are encouraged to choose particular pathways of interest, within the theme. As the project develops, they are guided through a series of workshops, exploring a range of media, materials, processes and techniques. It is crucial that students use their contextual research to inform their own ideas and developments as the project unfolds. For the final outcome, students are encouraged to decide upon their chosen materials and processes, following a series of 'trials and developments'. At KS3, students are given a consistent and broad education on the application and key skills of drawing and recording. Throughout each year, skills are embedded with an increased level of challenge in order to prepare them for KS4, with the aim that they feel confident to take on the higher demands of the GCSE course. Students are taught at the 'top end' of the grading criteria from AQA in order to aim for the higher set of 7+ grades.
Misconceptions/ issues to be aware of:	Students often feel a lack of confidence in year 9 with their drawing and painting skills and wrongly believe that drawing in pencil is the main skill they will need. Therefore, as a department, we aim to ensure that in year 9, students are regularly exposed to GCSE books and that around the time of the options selection process, we have more one-to-one conversations with students, raising their confidence and encouraging them to take art. Feedback from the mid-year assessments supports the conversations. In year 10 and 11, the art books are approached slightly differently, with the students expecting to prepare and paint/ collage backgrounds and mount/frame the elements of work before presenting them, to raise the standards of presentation. At KS3, the art books are seen as 'sketchbooks' therefore, more time is taken in

	term 1 and 2 of year 10 to teach the students how to present their work more consistently neatly and carefully. Literacy skills are also reinforced at the start of year 10 as students often copy and paste information on artists/ designers and fail to cross reference and check factual accuracy.
Vocabulary:	Keywords : Drawing, proportion, scale, composition, shading, tones, highlights, lowlights, gradients, contrast, colour, natural forms, surface and texture, repetition, manipulation, viewpoint, focus. Layering, techniques, processes, wax resist, acrylic paint, opaque, reconfigure, reinvent, complementary colours, harmonious colours.
Cultural Capital:	Researching contemporary and historical artists and designers and making links between them. Learning about environmental issues that some of the artists are raising in their work.
SEND	Include SENDSational 6  Introducing SENDsational 6
Key assessments- name the assessments	Assessment 1: AO3 - drawing and recording. Students will be completing a series of photographs of natural forms before completing a series of drawings using a range of media. Assessment 2: AO1 - Contextual research including transcriptions and copies of artists' work. Assessment 3: AO2 - Developing a series of mixed media studies informed by their own photographs and the work of the artists/ designers. Assessment 4: AO4 - designs and developments for a final outcome.