

## Statement of Intent

Fine Art will enable students at Raynes Park High School to build confidence and skills through a creative process of practice, experimentation and refinement so that they master a range of techniques. Students will develop a sense awe and wonder through learning about contemporary, traditional and cultural art forms so that they can engage with visual art language and put their own and others' artwork into context. Students will become equipped with the knowledge and skills to respond and contribute to the cultural, social, political and emotional wellbeing of our society by creating artwork that conveys depth and meaning.

## Key Stage 3 Curriculum

Students will develop transferable skills such as problem solving, communication and independent thinking which will prepare students for GCSE. Observational drawing, painting and mixed-media investigations will enable students to explore in detail and respond visually to a theme, concept or idea. At the end of each academic year students will have created a sketchbook of work and two final outcomes. Homework will be set once every two weeks with an expected completion time of one hour.

## Key Stage 4 Curriculum

AQA GCSE Fine Art is a vibrant and dynamic course, equipping students with the skills and techniques to continue the subject with confidence at Sixth-Form. Students must complete both Component 1 (portfolio) and Component 2 (externally set assignment). The portfolio is 60% of GCSE and must include a sustained project evidencing the journey from an initial idea and/or theme to the realisation of intentions in the form of a final outcome. The externally set assignment is 40% of GCSE. Following receipt of the paper students must select and respond to one starting point of their chosen title. Students must undertake 10 hours of unaided focus, under supervision to create a final outcome. The course will be delivered over a two-year period and students will receive three one-hour lessons each week. Homework will be set every week with an expected completion time of one hour.

## Key Stage 5 Curriculum

AQA A level Fine Art directly supports student progression to further and higher education in Art and Design and other subjects. Students must complete both Component 1 (personal investigation) and Component 2 (externally set assignment). The personal investigation is 60% of A Level. This is a practical investigation into an idea or theme identified independently by the student and must be supported by written material between 1,000 and 3,000 words. Students will be given structured tasks, weekly tutorials and differentiated resources to support student progression. The externally set assignment is 40% of A Level. Following receipt of the paper students must select and respond to one starting point of their chosen title. Students must undertake 15 hours of unaided focus, under supervision to create a final outcome. The course will be delivered over a two-year period and students will receive five one-hour lessons each week. Homework will take the form of individual S.M.A.R.T targets based on teacher feedback and 1:1 tutorials.

## Extended Learning

### What we offer to extend the learning of our students

- KS3 Art Club - Students have the opportunity to develop and refine their skills in observational drawing, explore a wide range of materials, techniques and processes in response to a theme and create individual and/or collaborative artworks. Students also have the opportunity to engage in whole school and community art projects, sharing with others their passion for Art and Design.
- KS5 Writing for the Art World - Through practice exercises and workshop critiques students have the opportunity to develop and refine their skills in formal art analysis writing, expressing their ideas about art with clarity and style.

### What parents can do to support extended learning in this subject

- Visit art museums, exhibitions and local art festivals. Encourage your child to respect the work of others, particularly when the content or meaning behind a piece of work is not at first obvious. Promote an investigative and enquiring mind, asking questions about the picture's composition or the artist's choice of colours and the effect this has on the overall mood of the artwork.
- A number of art galleries across London run weekly clubs and/or workshops. For example, The National Portrait Gallery offers regular drawing classes, workshops and forums. These opportunities are hugely valuable, helping your child access a deeper understanding and appreciation of different art practices. Opportunities will also enable your child to meet like-minded people and make social connections.

KS3 Curriculum Map

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 7	<p>Observational drawing; line, shape, colour and tone.</p> <ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Sketchbook presentation</li> <li>• Explore and discuss project theme</li> <li>• Illustrated mind-map</li> <li>• Drawing basic shapes</li> </ul>	<p>Observational drawing; line, shape, colour and tone.</p> <ul style="list-style-type: none"> <li>• Visual analysis of artists' work</li> <li>• Drawing 3D shapes using tone</li> <li>• Recycled colour wheel</li> <li>• Mix double primary to paint colour wheel</li> </ul>	<p>Observational drawing A3, colour mixing and painting.</p> <ul style="list-style-type: none"> <li>• Observational drawing and painting skills further developed</li> <li>• Colour mixing skills further developed through practical application of painting techniques</li> </ul>	<p>Art movement project.</p> <ul style="list-style-type: none"> <li>• Renewing objects inspired by Renaissance, Impressionist, Cubist, Pointillist, Feminist and Installation artworks</li> </ul>	<p>Art movement project.</p> <ul style="list-style-type: none"> <li>• Students will complete their art movement project and present their final art piece to the class and use the learning constructs and success criteria to assess how they are working</li> </ul>	<p>Bunting.</p> <ul style="list-style-type: none"> <li>• Students will make bunting inspired by artist movement project and create a poster design that highlights a global issue in the style of their chosen art movement</li> </ul>
Year 8	<p>Observational drawing; line, shape, colour, tone and mark-making.</p> <ul style="list-style-type: none"> <li>• Explore and discuss project theme</li> <li>• Illustrated mind-map</li> <li>• A3 observational drawing: 3D shapes, proportion and perspective</li> </ul>	<p>Observational drawing; line, shape, colour, tone and mark-making.</p> <ul style="list-style-type: none"> <li>• Composition and mark-making</li> <li>• Rule of thirds</li> <li>• Drawing using viewfinders</li> </ul>	<p>Designing an identity box.</p> <ul style="list-style-type: none"> <li>• Explore and discuss theme</li> <li>• Research four women artists</li> <li>• In-depth contextual research page</li> <li>• Stages of the design process</li> </ul>	<p>Designing an identity box.</p> <ul style="list-style-type: none"> <li>• Visual literacy exploration to create identity memory box by transforming (or renewing) a box.</li> <li>• Collaging exterior of the box informed by chosen artist</li> </ul>	<p>Designing an identity box.</p> <ul style="list-style-type: none"> <li>• Students will explore visual literacy through their own identity to create identity memory box by transforming (or renewing) a box</li> <li>• Create low and high relief</li> </ul>	<p>Designing an identity box.</p> <ul style="list-style-type: none"> <li>• Students will complete their identity memory box by transforming (or renewing) the interior of their box</li> <li>• Students will evaluate the project and their identity box</li> </ul>
Year 9	<p>Observational drawing; line, shape, colour, tone and mark-making.</p> <ul style="list-style-type: none"> <li>• Learn about theme</li> <li>• Illustrated mind-map</li> <li>• Collaged title page</li> <li>• A2 observational drawings of animals using pencil graphite</li> </ul>	<p>Observational drawing; line, shape, colour, tone and mark-making.</p> <ul style="list-style-type: none"> <li>• A2 observational drawings of animals</li> <li>• Adding different elements – wings etc. in different media</li> </ul>	<p>Designing Alebrije sculpture.</p> <ul style="list-style-type: none"> <li>• Stages of the design process, including initial research, material testing and final design idea</li> </ul>	<p>Designing Alebrije sculpture.</p> <ul style="list-style-type: none"> <li>• Develop designs into sculptures from newspaper and masking tape</li> <li>• Papier mache</li> <li>• Paint emulsion</li> </ul>	<p>Designing Alebrije sculpture.</p> <ul style="list-style-type: none"> <li>• Painting final Alebrije sculpture in ready mix paint</li> <li>• Varnish</li> </ul>	<p>Cultural composition</p> <ul style="list-style-type: none"> <li>• Mixed-media print</li> <li>• Hand stitching</li> </ul>

KS4 Curriculum Map

AQA GCSE Fine Art

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Figure studies in mix media. <ul style="list-style-type: none"> <li>A1 observational drawing of the body</li> </ul>	Mix media background. <ul style="list-style-type: none"> <li>Creating a background using pencil, pen and ink, pastel and paint</li> </ul>	Repeat patterns. <ul style="list-style-type: none"> <li>Students encouraged to experiment with a range of pattern techniques for textile design</li> </ul>	Transform a piece of clothing. <ul style="list-style-type: none"> <li>Photoshop print</li> <li>Stencil</li> <li>Screen printing</li> </ul>	Year 10 pre-public exam <ul style="list-style-type: none"> <li>A1 sheet for Year 11 background, experimenting with a range of compositions, painting and printmaking techniques</li> </ul>	Introduction to Year 11. <ul style="list-style-type: none"> <li>Refining work from Year or Pre-Public Exam</li> <li>Investigating Year 11 theme by developing drawings and completing an A1 sheet of observational studies</li> </ul>
Year 11	Observational drawing, developing project theme. <ul style="list-style-type: none"> <li>Illustrated mind-map</li> <li>Collaged title page</li> <li>Completed A1 observational drawings</li> </ul>	Developing project theme. <ul style="list-style-type: none"> <li>Contextual research pages</li> <li>Media experiments</li> <li>Annotation</li> <li>Year 11 pre-public exam</li> </ul>	GCSE exam paper. <ul style="list-style-type: none"> <li>Illustrated mind-map</li> <li>Title page</li> <li>Observational drawing and visual recording techniques</li> </ul>	GCSE exam paper. <ul style="list-style-type: none"> <li>Contextual research pages</li> <li>Media experiments</li> <li>Practice technique</li> <li>Final design ideas</li> <li>Final design</li> <li>Annotation</li> </ul>	GCSE practical exam. <ul style="list-style-type: none"> <li>Exam outcome</li> <li>Exam evaluation</li> <li>Year 11 coursework deadline</li> </ul>	

KS5 Curriculum Map

AQA A Level Fine Art

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 12	Course introduction. <ul style="list-style-type: none"> <li>Students introduced to course and requirements for A level</li> <li>Students will work on large scale observational drawings using a variety of media</li> </ul>	£5 challenge project. <ul style="list-style-type: none"> <li>Students will purchase a charity shop item and create a museum style installation placing the object within a sculpture</li> </ul>	Year 12 pre-public exam. <ul style="list-style-type: none"> <li>Illustrated mind-map of ideas</li> <li>Contextual research pages</li> <li>Observational studies</li> <li>Media experiments</li> <li>Developing ideas for final piece</li> </ul>	Year 12 pre-public exam. <ul style="list-style-type: none"> <li>Media experiments</li> <li>Developing ideas for final piece</li> <li>Final piece part 1</li> <li>Final piece part 2</li> </ul>	Personal investigation. <ul style="list-style-type: none"> <li>Research artists and present for personal theme</li> <li>Project proposal</li> </ul>	Personal investigation. <ul style="list-style-type: none"> <li>Personal study, including contextual research</li> </ul>
Year 13	Personal investigation. <ul style="list-style-type: none"> <li>Observational drawing</li> <li>Media experiments</li> </ul>	Personal investigation. <ul style="list-style-type: none"> <li>Media experiments</li> <li>Developing ideas for final piece</li> </ul>	Year 13 pre-public exam. <ul style="list-style-type: none"> <li>Final piece part 1</li> <li>Final piece part 2</li> </ul>	A level exam paper. <ul style="list-style-type: none"> <li>Contextual research pages</li> <li>Media experiments</li> <li>Practice technique</li> <li>Final design ideas</li> <li>Final design</li> <li>Annotation</li> </ul>	A level practical exam. <ul style="list-style-type: none"> <li>Exam outcome</li> <li>Exam evaluation</li> <li>Year 13 coursework deadline</li> </ul>	