

Art & Design Key Stage 4

Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS4 Art & Design is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Drawing Techniques	Year 10, Year 11	6
2 Painting Techniques	Year 10, Year 11	5
3 People	Year 10, Year 11	8
4 Theory	Year 10, Year 11	5
5 Sketchbook	Year 10, Year 11	1
6 Digital Work	Year 10, Year 11	3
7 Photography	Year 10, Year 11	6
8 Experimenting	Year 10, Year 11	4



3. Lessons

Unit 1 Drawing Techniques

6 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Embedding drawing fundamentals (with paper and pencil)	<ul style="list-style-type: none">In this lesson, we will be looking at drawing fundamentals and image appreciation, focussing on pencil drawing. We will be working on free-hand plotting and building techniques, as well as methods for shading and hatching quickly using traditional pencils & digital media.
2.	Embedding drawing fundamentals (with pen and ink)	<ul style="list-style-type: none">In this lesson, we will be looking at drawing fundamentals and image appreciation, focussing on stylisation of an image using pencil tracing, as well as fineliner and ink-free hand drawing skills.
3.	Embedding drawing fundamentals: Tone & shadows	<ul style="list-style-type: none">In this lesson, we will look at tone and image appreciation of charcoal and mixed-media artwork using shading, line and colour grounds to establish different tonal effects.



4. Embedding drawing fundamentals: Perspective

- In this lesson, we will look at perspective-drawing fundamentals and image appreciation of perspective in art. We will work on one & two point quick perspective exercises to develop imaginary (or real) landscape & still life drawings.
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5. Drawing techniques: Exploring textures

- In this lesson, we will learn how to explore textures using mixed-media. We will learn about frottage and then practise using it.
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6. Drawing techniques: Expressive mark making

- In this lesson, we will explore expressive mark making. We will learn what expressive mark making is and then practise using it.
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Lesson number	Lesson question	Pupils will learn
1.	Painting techniques: A wash within a painting	<ul style="list-style-type: none">• In this lesson, we will learn what a wash within a painting is. We will learn what the art term 'wash' means and then we will practise using it in our own art works.
2.	Painting techniques: Tints and shades	<ul style="list-style-type: none">• In this lesson, we will use paint to learn about tints and shades. We will learn what they are and then practise using them.
3.	Painting techniques: Learning how to mix colours	<ul style="list-style-type: none">• In this lesson, we will learn how to create a bright, saturated colour palette and a more muted, natural colour palette.
4.	Painting techniques: Building texture	<ul style="list-style-type: none">• In this lesson, we will learn how to build texture in our painting and how to create a bronze cast relief effect.
5.	Painting techniques: Mark making	<ul style="list-style-type: none">• In this lesson, we will learn how to use mark making in our painting. We will learn what mark making is, experiment with mark marking, and then create an image using a variety of mark making techniques.



Lesson number	Lesson question	Pupils will learn
1.	People: Proportions of the face	<ul style="list-style-type: none">• In this lesson, we will learn how to accurately draw the proportions of the face and then practise drawing them.
2.	People: Drawing eyes	<ul style="list-style-type: none">• In this lesson, we will learn how to accurately draw the eyes and then practise drawing them.
3.	People: Drawing the ears	<ul style="list-style-type: none">• In this lesson, we will learn how to accurately draw the ears and then practise drawing them.
4.	People: Drawing the mouth	<ul style="list-style-type: none">• In this lesson, we will learn how to how to accurately draw the mouth and then we will practise drawing it.
5.	People: Drawing the nose	<ul style="list-style-type: none">• In this lesson, we will learn how to accurately draw the nose and then we will practise drawing it.
6.	People: Hair	<ul style="list-style-type: none">• In this lesson, we will learn how to draw different hairstyles and textures more realistically.

7. People: The human figure (Part 1)

- In this lesson, we will learn how to draw the human figure in proportion.



8. People: The human figure (Part 2)

- In this lesson, we will learn how to draw the human figure in different poses and how to create a human figure and animate it out of aluminium foil.
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Lesson number	Lesson question	Pupils will learn
1.	How to analyse and interpret artwork	<ul style="list-style-type: none">• In this lesson, we will learn how to analyse and interpret artwork. This aspirational 3-step process will help guide your writing to produce sophisticated analysis.
2.	Linking to a theme	<ul style="list-style-type: none">• In this lesson, we will look at the first steps you take when completing a project: How do you develop ideas linking to a theme?
3.	How to develop an idea	<ul style="list-style-type: none">• In this lesson, we will learn how to develop ideas, looking at different ways that an image or idea can be explored in a creative way. There will also be some guidance for supporting sketchbook page ideas.
4.	Annotation	<ul style="list-style-type: none">• In this lesson, we will learn about annotating work. How do you know what to write and how should it look? We will also explore ideas for content and presentation.

5. How to evaluate your own ideas

- In this lesson, we will learn about the process of evaluating work. What to write in your evaluation, how to organise it and how to make sure you are providing all the crucial evidence for the exam board.
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**Lesson
number**

Lesson question

Pupils will learn

1.

Sketchbook Presentation

- In this lesson, we will learn about the importance of a sketchbook. We will understand what a sketchbook is used for, recognise why the presentation of a sketchbook is important and then plan sketchbook pages with originality by taking creative risks.
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Lesson number	Lesson question	Pupils will learn
1.	Exploring new media: Handwritten (Part 1) Moodboards	<ul style="list-style-type: none">• In this lesson, we will learn about the digital handwritten topic. We will also develop a digital moodboard in Photopea.
2.	Exploring new media: Handwritten (Part 2) Sagmeister response	<ul style="list-style-type: none">• In this lesson, we will develop digital art in response to Stefan Sagmeister's Lou Reed poster. We will practise using ibisPaint.
3.	Exploring new media: Handwritten (Part 3) Shirin Neshat & Walsh response	<ul style="list-style-type: none">• In this lesson, we will continue to develop digital art in response to Stefan Sagmeister's Lou Reed poster. We will also look at Shirin Neshat's techniques. We will continue to practise using ibisPaint.



Lesson
number

Lesson question

Pupils will learn

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| 1. | Photography: Lighting and composition | <ul style="list-style-type: none">• In this lesson, we will learn about lighting and composition in photography. We will learn why they are so important, and then practise using the rule of third to create our own photographs. |
| 2. | Photography: Ideas within photography | <ul style="list-style-type: none">• In this lesson, we will learn how to experiment with ideas within photography. We will learn about different forms of experimentation, and then look at different artists and their methods of experimentation. |
| 3. | Photography: Freelensing | <ul style="list-style-type: none">• In this lesson, we will create photography through physical experimentation, exploring freelensing. |
| 4. | Photography: Angles and viewfinders | <ul style="list-style-type: none">• In today's lesson we will be creating photography through physical experimentation, exploring angles and viewfinders. |
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5. Photography: Photographic contact strip

- In this lesson, we will learn how to create a photographic contact strip to record the basic editing skills. We will also learn about post-processing and digital experimentation in photography.



6. Photography: Layering and transparent compositions

- In this lesson, we will develop photographic editing skills by using layering and transparent compositions.
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Lesson number	Lesson question	Pupils will learn
1.	Skills and development (Part 1)	<ul style="list-style-type: none">In this lesson, we will explore using lines. We will learn about the different ways you can use lines, and then think about how lines can affect a work of art.
2.	Skills and development (Part 2)	<ul style="list-style-type: none">In this lesson, we will explore line and wash. We will learn what a line and wash drawing is, and then practise creating line and wash drawings.
3.	Skills and development (Part 3)	<ul style="list-style-type: none">In this lesson, we will explore sculptural collage. We will learn what a sculptural collage is, and then practise creating our own sculptural collage.
4.	Skills and development (Part 4)	<ul style="list-style-type: none">In this lesson, we will learn what is meant by a final response in Art GCSE. We will learn about the different stages of the final response journey: develop, refine, record, present.

4. Learn More



Contents

Section number	Section contents
1.	Introduction to Oak's key stage 4 art curriculum
2.	Curriculum flexibility
3.	The structure of art
4.	Content selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	A curriculum of quality
9.	Further information about sequence

1. Introduction to Oak's key stage 4 art and design curriculum



The Oak key stage 4 art and design curriculum is structured around the National Curriculum aims to ensure that students are encouraged to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Oak's key stage 4 art and design curriculum will engage, inspire and challenge students. It will train students in the necessary techniques to be able to produce creative work, explore ideas, think creatively and critically and become inventive. The curriculum will begin by ensuring that all students have the correct grounding in artistic techniques. Once this is established the thematic projects can be worked through in our suggested sequence or in the school's preferred order.

2. Curriculum flexibility

Key stage 4 art and design lessons will be single lessons, essentially 'masterclasses', allowing students to develop essential skills to be highly proficient at key stage 4. It would not be appropriate for Oak to prescribe coursework themes as schools will be choosing a diversity of coursework projects.

3. The structure of art

The topics and proposed sequence of units across Oak are organised around thematic units. Each unit teaches knowledge of the artists and their art, as well as the techniques they use. Pupils build a cumulative understanding of art through the knowledge they acquire and the techniques they practise.

4. Content selection

We are seeking to support schools to deliver the National Curriculum to children who cannot attend school. Our choice of what to teach will be guided by the content specified in the National Curriculum. In some cases we have chosen to broaden this to add increased challenge.



Decisions about knowledge selection have been guided by the National Curriculum and the work of the NSEAD. The knowledge learnt will enable students to be visually literate. The diversity of the curriculum will promote depth and understanding across the art world and connect students to the real world. This curriculum provides a broad and varied selection of artists and cultures. Teachers will want to provide students with alternative examples within their own curriculum offer. For example, you may wish to provide your students with opportunities to engage with other artists or craft people.

When studying modern artists and artistic movements we will draw links between the artists being studied and the great artists of the past that influenced their work, in order to expose pupils to the full wealth of artistic tradition.

5. Inclusive and ambitious

We want Oak's art lessons to be able to support all children. Our lessons will be pitched so that all can get an early sense of success. Students need to spend as much time as possible developing their skills to become proficient within the subject, where application of skills is often the evidence of knowledge and understanding. In this approach the teacher is the subject expert and the emphasis is on instruction and explanation, followed by deliberate practice supported by modelling, guided practice and scaffolding.

Our resources are written in a style that minimises potential barriers to understanding and is accessible to the widest range of students. Where appropriate, skills will be modelled, or in the case of written tasks, model answers will be given after work is complete so that pupils can develop a concept of good analytical and evaluative writing.

6. Pupil engagement

Pupil engagement is built through the creative process: the intrinsic need to want and enjoy creating. Where themes allow, we will include examples that are topical, complex and thought provoking.

We need pupils to be thinking during art lessons - to engage with the subject and to grasp the skills and ideas being taught. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons with key 'pause points' for students to follow teacher demonstrations. This will also involve questions throughout instruction, just as we would with classroom teaching.

7. Motivation through learning

Through carefully selected engaging projects, our teachers will reveal the intrinsic value in learning about the world around us through art. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The intention is that pupils feel so motivated that they feel the need to go beyond the lessons and wish to find out more about the artists, techniques, skills, cultures and movements we explore.



We will instill a sense of togetherness in the way we motivate students; we will use the collective 'we' and 'our' work so as to ensure students feel a sense of camaraderie and do not feel alone in their studies.

8. A curriculum of quality

The curriculum ensures that students acquire new skills, knowledge and understanding beyond their everyday experiences, allowing them to make sense of the world around them.

This curriculum is ambitious because it is skill and knowledge-rich, promotes deep thinking, allows students to think, apply and question like artists; encouraging them to engage with the world. From this base, students will be able to be creative and engage with future/ alternative ideas beyond the curriculum.

9. Further information about sequence

Key stage 4 lessons are single lessons which can be accessed depending on the students' needs. There are no thematic units as schools will be leading their own choices on this. This approach of single 'masterclasses' will allow students to access the particular skill in which they need to develop. This can be directed by a teacher or accessed independently.

Key stage 4 lessons can also be accessed by KS3 students who wish to access higher ability content. This can be directed by a teacher to advanced students, and also begun in Year 9 once students have made their choices.