










Key Stage 4 Curriculum Map 2021-22

Term 3

Subject: Year 10 Curriculum Map.		Year:	
Focus/Topic	UAE Links	HPL Links	Home Learning / Guided Reading
<ul style="list-style-type: none"> AO2- Acrylic paint experimentation. Exploring the characteristics of acrylic paint in order to create a range of skin tones. Portrait painting linked to student personal artist links. 	<ul style="list-style-type: none"> Linking acrylic painting techniques with the style of artists based in the UAE. 	Analyzing from original sources. 	<ul style="list-style-type: none"> Research into chosen artist selected for acrylic artist cycle. Students to read through artist biography and select relevant information to include and present on artist research page.
<ul style="list-style-type: none"> AO2- Acrylic paint experimentation. Exploring the characteristics of acrylic paint in order to create a range of skin tones. Portrait painting linked to student personal artist links. 	<ul style="list-style-type: none"> Linking acrylic painting techniques with the style of artists based in the UAE. 	 Exploring the characteristics of acrylic paints when creating skin tones.	<ul style="list-style-type: none"> Student personal photography in the style of chosen acrylic artist.
<ul style="list-style-type: none"> AO3- Record Acrylic paint workshops- design sheet or sketchbook presentation. Annotation incorporating GCSE art terminology, student reflections and personal learning journey. 	<ul style="list-style-type: none"> Linking acrylic painting techniques with the style of artists based in the UAE. 	Complete creating acrylic artist copy. 	<ul style="list-style-type: none"> Independently Complete presenting 'Experimenting with skin tones' design sheet.
Break			

EID Holidays- Students to gather a resource bank of personal photography to use in personal coursework.

<ul style="list-style-type: none"> • AO1/AO3- "The living world" mind map and moodboard responses to coursework theme. Students begin to explore the theme 'The living world' and Present their initial ideas in response to the theme. 	<ul style="list-style-type: none"> • References made to the UAE in response to the living world project theme. 	 <p>Connecting prior skills and knowledge when approaching new topic.</p>	<ul style="list-style-type: none"> • Students to complete presenting individual research in responses to new coursework theme.
<ul style="list-style-type: none"> • AO1, AO2, AO3- Biro pen artist cycle. Explore the properties of mark making and its links to drawing with biro. Understand the characteristics of biro pen and reflect on the differences in comparison to other drawing materials. <i>Vince Low, Mark Powell, Kris Trappeniers, Paul Jackson.</i> Mark Making technique exploration. 	<ul style="list-style-type: none"> • Linking biro pen/mark making techniques with the style of artists based in the UAE. 	 <p>Linking Mark-making exploration when creating artist copies & recreates.</p>	<ul style="list-style-type: none"> • Students to Complete presenting mark-making grid techniques page sketchbook. <ul style="list-style-type: none"> • Conduct independent research into mark making and how it can be used in art & design. Students to present research biro artist cycle research pages.
<ul style="list-style-type: none"> • AO2- Develop personal drawing skills when using biro. Students to complete presenting their chosen artist copies and ensure presentation in sketchbook is completed. • AO3- Present biro cycles in sketchbooks/design sheets, including artist research, artist copies, personal photography and student recreations. 	<ul style="list-style-type: none"> • Linking biro pen/mark making techniques with the style of artists based in the UAE. 	 <p>Independently create artist copies using transferable skills.</p>	<ul style="list-style-type: none"> • Students to Complete presenting key facts in response to cho artist, research to be presenting in the form of an A3 research page sketchbooks.
<ul style="list-style-type: none"> • AO1/ AO3- Coloured Pencil Artist Cycle • AO2- Coloured Pencil technique A3 skill-based sketchbook page. • AO3- Present coloured pencil artist cycles in sketchbooks/design sheets, including artist research, artist copies, personal photography and student recreations. 	<ul style="list-style-type: none"> • Linking coloured pencil drawing techniques with the style of artists based in the UAE. 	<p>Analyzing the characteristics of coloured pencils</p> 	<ul style="list-style-type: none"> • Artist research, artist copies, photography in the style of chosen artist complete artist recreate.

		compared to other drawing materials.	
<ul style="list-style-type: none"> • AO1/ AO3 Completed Watercolors Artist Cycle • AO2- Watercolour technique A3 skill-based sketchbook page. • AO3- Present watercolour artist cycle in sketchbooks/design sheets, including artist research, artist copies, personal photography and student recreations. 	<ul style="list-style-type: none"> • Linking Watercolour techniques with the style of artists based in the UAE. 	<p>Realizing the differences v painting with watercolours compared to acrylic paint.</p> 	<ul style="list-style-type: none"> • Artist research, artist copies, photography in the style of chosen artist complete artist recreate.
<ul style="list-style-type: none"> • A01/A03- Present information linking to your chosen subtheme. • A01/ A03- Complete an Artist Cycle on an artist of your choice linked to your project sub theme- Artist research page, artist copy, own photographs to work from artist recreate. 	<ul style="list-style-type: none"> • Personal connections to UAE landmarks, 	<p>Linking personal project intentions to suit the needs of coursework project.</p> 	<ul style="list-style-type: none"> • Holiday HWK: Merge composition, incorporating elements from prior work, students need to compose a merge final piece plan for coursework project.