

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

## ART DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW

The Art department key stage 4 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3.

Our Art Department's mission statement is to ensure our students experience the broad vocational world of art and design, whilst we focus on traditional art principles such as drawing and painting, we also provide a strong focus on graphic design, photography and 3D Skills alongside digital image manipulation and IT.

We challenge our students to develop their observational skills and artistic understanding of Art and Design so that they can embrace all of the specific areas and experiment and explore within our framework of stretch, challenge and support. We always hope to show students graded examples and explain what they need to do to achieve the highest grade and no child is capped from trying to achieve the best outcomes. We believe Art plays an important role in everyone's lives; from the clothes you wear, the computer games you play, the car you drive, the home you live in, to the film you watch and enjoy. Art provides important opportunities to develop young people's practical, exploratory, expressive, design and problem-solving skills at a level appropriate to their age, maturity and physical dexterity.

Many areas of employment value creative thinking and problem solving skills that are an essential part of any Art and Design course. Studying these subjects boosts employability prospects, particularly in areas such as graphic design and advertising, web and digital design,, academia, architecture and interiors,, film and animation, gallery, product design and transport design to name but a few. These careers are flagged in every art room and referred to regularly so students can start to understand the future career options available to them and aim high! We look forward to our students being the best architects, designers, fashion designers, photographers and heads of film and animation studios worldwide (and that's just the start!)

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

10

|        | Week 1   | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7   | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|--|--------|--------|--------|--------|--------|--|--------|--------|---------|---------|---------|
| Autumn | Unit 1: Introduction to Specialist Pathways in Art and Design<br>Ice Cream Parlour branding <b>DIVERSITY</b> |        |        |        |        |        | Unit 1: Introduction to Specialist Pathways in Art and Design<br>Ice Cream Parlour branding <b>DIVERSITY</b>                         |        |        |         |         |         |
|        | Interpreting briefs and exploring a range of research skills and contextual exploration of artists.          |        |        |        |        |        | An exploration of the 4 disciplines of the BTEC, 2D, 3D, Graphics and Traditional fine art techniques.                               |        |        |         |         |         |
| Spring | Unit 1: Introduction to Specialist Pathways in Art and Design<br>Ice Cream Parlour branding                  |        |        |        |        |        | Unit 1: Introduction to Specialist Pathways in Art and Design<br>Ice Cream Parlour branding  |        |        |         |         |         |
|        | Exploring 2d design techniques, graphics and Adobe Creative Suite  |        |        |        |        |        | Exploring 2d and 3d design skills and techniques   |        |        |         |         |         |
| Summer | Unit 3: Communicating Ideas in 2D LA A/B<br>Street Festival <b>DIVERSITY</b>                                 |        |        |        |        |        | Unit 3: Communicating Ideas in 2D<br>Street Festival <b>DIVERSITY</b>  |        |        |         |         |         |
|        | An artistic investigation into Street Festivals  |        |        |        |        |        | Explore and experiment artistically within the framework of street festivals as well as investigating practitioners in the industry. |        |        |         |         |         |

Autumn Half Term 1

Block 1 – Weeks 1 to 3

Block 2 – Weeks 4 to 6

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

|   |   |
|---|---|
| <p>Interpreting a design brief will require students to be able to analyse a clients requests and understand the steps to deliver it.</p> <p>By Analysing a series of mood boards created in different styles and for different reasons and then creating their own Mood Board students will be able to understand the routes available to them and how this sits with the assessment criteria.</p> <p>Students will be able to write an evaluation in a review and refine wordframe for their mood board and start to draw on an art vocab bank which they will begin to use regularly and learn to use.</p> <p>Students will learn about the world of advertising, marketing and branding (inc brand guidelines, consistency and tone of voice), they will analyse in groups and individually the branding on companies producing work for different demographics. This will then be extended into the specific area of ice cream branding where they will be able to analyse the marketplace and then create their own analysis of 4 brands using key specialist terminology and guidance towards a top marks answer.</p> <p>Students will be given time to individually research coastal artists these may be sculptural, design, photographers or practicing artists (alive or deceased). They will then create a research board on a practitioner using a step by step guidance of what a top grade research board looks like (demoed by teacher)</p> | <p>Students will learn through a series of ‘follow me’ demo’s how to use the filter gallery in photoshop and some of the basic handling of file functions. They will then independently use these across a given image.</p> <p>By understanding the basics of typography and typographic trends students will create a range of ice cream logos using DaFont and additional sketches. They will be reminded of the use of promarkers and how to effectively achieve flat tones. They will be able to use specialist vocab to annotate and evaluate these including words like ascender, descender, ligature and kerning.</p> <p>Students will not have used Using Adobe Illustrator a before and so will be taught to to use the toolset to draw basic shapes, text and colour elements and to use these skills to develop and create a final logo and brand sheet. This is a particularly challenging serie of lessons and students struggling will be given a scaffolded simplified approach.</p> <p>By understanding what a strapline is, students can then research them for their own brand and be able to get target market/demographic feedback and respond to this. They will be reminded of the terminology and differences.</p> |
|---|---|

|   |  |
|---|--|
| <p><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>● Notes: Technique experimentation for all 4 areas. With annotation of design intention and thoughts. Work will include initial/ sketches/notes/designs/printouts/plans/samples and prototypes and peer and self feedback and evaluation.</li> <li>● All students will be required to start to study and learn a specialist art vocabulary bank and definitions.</li> <li>● Interleaving and links: Students will have studied branding with a light touch in Year 9 through the Sneaker Project and so some vocabulary may be retained.</li> <li>● Vocab to Explore and embed: <a href="https://brandsbyovo.com/glossary-of-branding-terms/">https://brandsbyovo.com/glossary-of-branding-terms/</a></li> <li>● New vocab Typography: <a href="https://www.canva.com/learn/typography-terms/">https://www.canva.com/learn/typography-terms/</a></li> </ul> | <p><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All students will be encouraged to study, learn and then use the etymology of certain art vocabulary (see word linked under column on the left.</li> <li>● All students will be encouraged to study a new practitioner each week this will be in the form of 5 key facts and 1 key piece of work.</li> <li>● <i>Within this unit there is a single stretch and challenge task above and beyond the learning and use of an extended vocabulary:</i></li> <li>● Create a model of a beach hut using multiple craft techniques (the model is challenging in that it must be to scale, use 15 different materials and be able to be used as a promotional item) Step by step guidance is available but this project is entirely independently studied and created. This is a significant element and represents between 40-80 hours indie work to achieve a robust final result.</li> </ul> |
|---|--|

## Autumn Half Term 2

|   |   |
|---|---|
| <p><b>Block 3 – Weeks 7 to 9</b></p>  | <p><b>Block 4 - Weeks 10 to 12</b></p>  |
| <p>Students will be taught about colour pencil differences and how they can be used to achieve hyper-realism and tonal overlay, they will then be tasked with creating a realistic render of an ice cream or ice lolly.</p> <p>Explore a range of art techniques and then use these to create 8 different ‘mini’s’ related to your brand, these could include watercolour, acrylic, pointillism, pen &amp; ink, abstract inking, stencilling, embroidery, mixed-media, textiles/applique, promarker, linework and felting.</p> <p>By researching poster designs and classic designers like Saul Bass and Swiss Modernism students can then use that knowledge of type, composition, and ‘calls to action’ to create their own advertising poster. Students will be taught about poster media platforms like Adshel, Billboards and Press Ads.</p> | <p>Kawaii design, japanese culture and the trend for ‘cute simplicity’ will be the focus students can then create own character set related to their brand. 20 drawings with 3 selected to then make into 3d items. By using coloured clay to make branded straw toppers students will learn to use fine motor skills and implements to add detail to their straw toppers.</p> <p>Students will be taught further Photoshop to create a repeat pattern or texture design this will include the transform tools and layering and adjustment layers (including hue and saturation.) They will then create a pattern for their packaging for a milkshake cup and cone holder and create templates and apply to the cone and cup.</p> <p>Learn about studio photography. Create a studio shoot of your icecream and milkshake packaging</p> |

|   |   |
|---|---|
| <p><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>● All students will be required to start to study and learn a specialist art vocabulary bank and definitions.</li> <li>● Interleaving and links: Students will have studied some art techniques with a light touch in KS3 but skills will be demonstrated again due to the length of time since last taught.</li> <li>● Art techniques <a href="https://www.artistsnetwork.com/art-techniques/">https://www.artistsnetwork.com/art-techniques/</a></li> <li>● Notes: design keywords <a href="https://buffer.com/library/53-design-terms-explained-for-marketers">https://buffer.com/library/53-design-terms-explained-for-marketers</a></li> </ul> | <p><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>● All students will be encouraged to study, learn and then use the etymology of certain art vocabulary (see word linked under column on the left.</li> <li>● All students encouraged to study a new practitioner each week will be in the form of 5 key facts and 1 key piece of work.</li> <li>● <i>Within this unit there is a single stretch and challenge task above and beyond the learning and use of an extended vocabulary:</i></li> <li>● Create a model of a beach hut using multiple craft techniques (the model is challenging in that it must be to scale, use 15 different materials and be able to be used as a promotional item) Step by step guidance is available but this project is entirely independently studied and created. This is a significant element and represents between 40-80 hours indie work to achieve a robust final result.</li> </ul> |
|---|---|

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

| Spring Half Term 1  |  |
|---|--|
| Block 1 – Weeks 1 to 3  | Block 2 – Weeks 4 to 6   |
| <p>Students will experiment with 10+ watercolour techniques and the use these to create own watercolour related to your brief (including salt, wet on wet, resist methods like alcohol)</p> <p>Students will learn about the impact of plastic use on the environment and the carrier bag charge. This will be returned to in a future ocean pollution focus later in the year but this knowledge will also be used to choose a Tote Bag for this promotional item. Students will then be taught how to use photoshop tools to scan/photograph and apply their watercolour to a tote ba.</p> <p>The creation of promotional material will be expanded by students creating a mixed media and pen and ink image related to their brand, then will then be taught to source high resolution Creative Commons images (usage) and use Photoshop to create a photographic image that appears to show this in-situ as a piece of Wall Art. Learning dodge and burn alongside the layer use previously taught.</p> <p>In order to prepare for the next promotional item creation students will learn about laser cutting and 3D Printing technicalities and processes. And, how to prepare files for use across these platforms.</p> | <p>Students will return to Adobe Illustrator and use the Place, Rasterize and Expand tools alongside the transform tool to create exact radius and to create a set of promotional keyrings that link to their brand, they will laser cut the final design using mdf or acrylic.</p> <p>An introduction to reportage and lifestyle photography including techniques and examples from practicing photographers. Students will then be able to create a photoshoot for their own ice cream packaging being used by real people. They will then be given the option of using mobile digital technology (Phones and app filters) to edit images or Photoshop if they wish. Students will create an 'Insta Grid' of their images using knowledge previously taught at KS3 and YouTube video to support.</p>   |
| <p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <ul style="list-style-type: none"> <li>Interleaving and links: Students will have studied watercolour techniques with a light touch in KS3 but skills will be demonstrated again due to the length of time since last taught. These will then be significantly expanded upon. Students will be building now on Photoshop skills taught earlier in the year and so new knowledge defined above will be woven with this.</li> <li>Watercolour techniques: <a href="https://i.pinimg.com/originals/16/81/c4/1681c490ae1a8483a21cfc8bbcf71ec9.jpg">https://i.pinimg.com/originals/16/81/c4/1681c490ae1a8483a21cfc8bbcf71ec9.jpg</a></li> <li>Photoshop visual dictionary: <a href="https://helpx.adobe.com/photoshop/key-concepts.html">https://helpx.adobe.com/photoshop/key-concepts.html</a></li> <li>Link to teacher Insta Grid Youtube video: <a href="https://www.youtube.com/watch?v=Y8LK17x-CKw&amp;t=6s">https://www.youtube.com/watch?v=Y8LK17x-CKw&amp;t=6s</a></li> </ul>  | <p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>All students will be encouraged to study, learn and then use the etymology of certain art vocabulary (see word linked under column on the left.</li> <li>All students will be encouraged to study a new practitioner each week this will be in the form of 5 key facts and 1 key piece of work.</li> <li><i>Within this unit there is a single stretch and challenge task above and beyond the learning and use of an extended vocabulary:</i></li> <li>Create a model of a beach hut using multiple craft techniques (the model is challenging in that it must be to scale, use 15 different materials and be able to be used as a promotional item) Step by step guidance is available but this project is entirely independently studied and created. This is a significant element and represents between 40-80 hours indie work to achieve a robust final result.</li> </ul>   |
| Spring Half Term 2  |  |
| Block 3 – Weeks 7 to 9  | Block 4 - Weeks 10 to 12   |
| <p>To start to finalise their project students need to design a T SHIRT/Uniform for their brand. we will explore what this means in terms of colour, materials and use fashion model illustrator templates as a base. Students will be taught a wide range of graphic application techniques and then be able to include a knowledge of production processes within their work.</p> <p>Understanding stocks, weights and print folds and finishes will be essential learning so that students can then create a Menu. Students will research and then design and create their own App design including APP Icon and 3 screens. This could be for a delivery service (ie deliveroo type) or a game type (ie design an ice cream for preschoolers)</p> <p>Students need to work in 3D and as such this section of the SOL means researching and analyse ing Pop up shops across any sales platform (not just food). Students can then create a research board of their own inspiration which they will evaluate in order to find key points they will incorporate in their own designs.</p>   | <p>Students will be stepped through isometric and perspective drawing which they would have used in design and technology so for some this will be easier than others. They will then use these skills to draw 2d elevations and a 3d drawing techniques (or use an online planning platform) to design their own pop up shop.</p> <p>Students will design quick 'sketch' model using cardboard of their shop they will then be taught to use a range of modelling materials and techniques including foam board, laser cutting (reminder from previous) joining processes including adhesive like spray mount. Students will use styrofoam and finishing procedures like spray paint and sanding using a range of papers. The shop must be to scale and include a range of items such as signage, a counter and innovative structural elements.</p> <p>To complete the project students will use photography and photoshop to create a branding page showing their final branding being used across media platforms and they will write an overview final evaluation using a review and refine framework.</p> |
| <p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p>Interleaving and links: Students should be more proficient in the use of photoshop now and will be independent in some respects with additional modelling as needed of tools and techniques. 3D work will be new for most though some that have chosen DT or Engineering will be more skilled. This will be taken into account and scaffolded accordingly.</p> <p>Links: 3d architectural modelling: <a href="https://www.archdaily.com/904379/best-materials-for-architectural-models">https://www.archdaily.com/904379/best-materials-for-architectural-models</a></p>  | <p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>All students will be encouraged to study, learn and then use the etymology of certain art vocabulary (see word linked under column on the left.</li> <li>All students will be encouraged to study a new practitioner each week this will be in the form of 5 key facts and 1 key piece of work.</li> <li><i>Within this unit there is a single stretch and challenge task above and beyond the learning and use of an extended vocabulary:</i></li> <li>Create a model of a beach hut using multiple craft techniques (the model is challenging in that it must be to scale, use 15 different materials and be able to be used as a promotional item) Step by step guidance is available but this project is entirely</li> </ul>  |

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

Basic App design terminology: <https://lithiosapps.com/top-10-mobile-app-design-terms-explained-for-non-designers/>

independently studied and created. This is a significant element and represents between 40-80 hours indie work to achieve a robust final result.

## Summer Half Term 1

### Block 1 – Weeks 1 to 3

**Investigate:** Students will be taught the different ways in which they can produce a mind-map, they will work as a team demonstrating the importance and roles within teamwork to produce ideas/themes/areas of investigation which need to be considered to produce a street festival (could be food, music, film, dance, etc!)

Students will be reminded about what Secondary Research is and then use the internet to research 4 International and local Festivals to include key points about them both historical and contextually. They will then review their findings and evaluate how their research might influence the design of their own festival. Festivals could include Day of the Dead, Holi, Mud, or Rio Carnival.

Students need to complete a double page A3 piece of work which shows they have artistically responded to their secondary resources, they should use both realism and abstract responses and will be taught the difference and relevant techniques. For instance graphite will be a retrieved skill from KS3 whereas acrylic will be from Yr9 and as such quick demo's will be given to remind students of the options and styles they could use.

It will be important for students to use Primary Research of a Festival/Carnival/Event and use this to create art responses to showing understanding of line, tone and shading and associated realism. They will be asked to research places they have been in their past or look at a local festival they can attend.

### Block 2 – Weeks 4 to 6

Students will research a range of 2D Practitioner Skills analysis which they would have previously learnt or touched on in the Ice Cream Branding unit, they will be asked to refer back to this knowledge and skills where needed and to research new ones that they hadn't explored in that unit to broaden their knowledge base.

After researching media students will be encouraged and supported to independently experiment with a diverse range of techniques using a wide range art materials and techniques (up to 16 different ones at the top end of the grading)

#### Safe working practices

Health and safety practice within the creative industries and within their own practice as artists in the school studio. Students will produce a research sheet explaining what the risks are and what they can do to manage the risk of each piece of equipment.

### Notes/Links/Interleaving

- This unit see's student able to interleave previous art skills and digital skills and to be able to independently experiment with more confidence and support as needed.
- Links to Festival ideas: <https://www.cntraveller.com/gallery/best-festivals-in-the-world>
- <https://www.telegraph.co.uk/travel/festivalsandevents/8178835/The-worlds-top-10-street-festivals.html>
- <https://www.festicket.com/magazine/discover/top-50-best-music-festivals-world/>

### Additional Higher Content

- Students need to be able to use graphics software like Photoshop in more advanced ways such as the 3D, liquify, adjustment layer and multiple layers options. Alongside the ability to integrate Adobe Illustrator and other file formats.
- Students also need to be able to mastermedia such that they can create a high degree of realism (for instance graphite and/or coloured pencil) and students will be encouraged to practice these in their own time and be given tips like the use of 5b pencils and blending stumps.

## Summer Half Term 2

### Block 3 – Weeks 7 to 9

#### Case Studies

Students will research the festival industry and associated roles within it and then create a set of 4 practitioner case studies. To include Include: ● name and information ● images of their work ● a brief CV ● information about their skills and the materials they use ● how they communicate ideas and meaning in their work (e.g. movement, colour, symbolism, words, actions, etc.).

#### Explore and Experiment

Students will use knowledge learnt in the previous unit to explore a range of 2D art techniques as a sample board, they may produce this in anyway they wish including; collage, dragging, watercolours, photoshop, photography, painting in pshop, block prints, mono prints, acrylic pencils, felt tip linework, pointillism, graphite, charcoal and mixed media. oil pastel (scrufitto), marbling soap bubbles, chalk, promarkers, black pen and graphite pencil.

Students will be taught what Name generation is and techniques to use to generate their own Festival name they will then produce target market research to decide which one to use.

### Block 4 - Weeks 10 to 12

Exploring Ideas Masks: Create a mask or headdress and create a 3d effect but only using 2d techniques, students will be taught about masks of the world and associated materials used and then shown how they can render different materials in 2d. They will then do the same to design costumes or Floats: Creating a 3d effect but only using 2d techniques as above.

#### Final Design

Students will produce a series of branded items for their festival creating a set of (minimum) 4 branded items; ideas include; Tickets, poster, flyer, Lanyard, stage design, t-shirt, website, tent, badge, wellies!

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

Students will have been previously taught about DaFont they will now use this alongside Illustrator or Photoshop or hand techniques to create a logo for their festivals using the name decided previously. Students will independently work and use the software or skills they judge best for the aesthetic approach they need.

### Notes/Links/Interleaving

- Interleaving: Lessons which refer to previous taught skills and build on them are referred to above.
- Notes and links: 150+ careers in art and design to support case studies: <https://www.studentartguide.com/articles/art-careers-list>
- Name generator software: <https://businessnamegenerator.com/businessname/?bname=ice+festival>

### Additional Higher Content

Students wishing to achieve a distinction need to ensure they research a broad range of practitioners for instance stage designer, animator, audio visual artist, graphic designer ,illustrator, SFX designer... they should create a fact file of the different practitioners.

| Year<br>11 | Week 1  | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7  | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|------------|---|--------|--------|--------|--------|--------|---|--------|--------|---------|---------|---------|
| Autumn     | Unit 3: Communicating Ideas in 2D LA C<br>Protecting our Environment  |        |        |        |        |        | Unit 5:Portfolio <span style="background-color: #8E44AD; color: white; padding: 2px;">DIVERSITY</span>            |        |        |         |         |         |
|            | Produce a Planning schedule and then undertake research, design and evaluation of a selected environmental issues   |        |        |        |        |        | Learning Aim A: Exploring the Purposes of a portfolio. Learning aim B: Compile a portfolio to support progression |        |        |         |         |         |
| Spring     | Unit 2: EXAMINED UNIT   |        |        |        |        |        | Unit 2: EXAMINED UNIT   |        |        |         |         |         |
|            | Details to be released by the exam board. Students work on a preparatory portfolio of work  |        |        |        |        |        | Students complete prep portfolio and then sit a 2 day 10 hour exam where they produce their final piece           |        |        |         |         |         |
| Summer     | Unit 5:Portfolio  |        |        |        |        |        |   |        |        |         |         |         |
|            | Learning aim C: Compile a portfolio to support progression. Students will learn about presenting and communication; they will then present their design portfolios to a given audience. |        |        |        |        |        |   |        |        |         |         |         |

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

| Autumn Half Term 1   |   |
|--|---|
| Block 1 – Weeks 1-3  | Block 2 – Weeks 4-6   |
| <p>Students will be taught how to produce a Planning schedule to ensure a client brief is planned adequately and that timings, costs and material needs are covered. They will then undertake research and evaluation of selected environmental issues including 2 options that may include Ocean Pollution, Landfill, Protecting our Environment, Recycling, Climate Change, Carbon Footprint, Clean Energy, The Future of Wildlife, Plastic Pollution, Recycling, Deforestation.</p> <p>Protecting the environment secondary and primary research boards need to be produced to produce a range of images for students to be inspired by for designing their TShirts. Primary research should be based around the theme of environment and can be taken on mobile phones or cameras but must be taken by students. Students will be reminded of the photography learnt in unit 1 and of youtube help videos.</p> <p>Using any 2D media of choice to create a range of images from both research sources, this is independent study showing the skills learnt in previous units. This will be bespoke to each student and supported by the teacher.</p> <p>Research, analyse and evaluate Vinyl Banners, T shirt and Poster design and production using secondary sources on the internet. Analyse each looking at materials, colour and texture, production costs.</p> | <p>Students will be taught In depth Production methods and pricing for TShirt design like foiling, full colour prints, embroidery methods and Smart materials.</p> <p>Students will design between 8-16 T Shirts by exploring all the medias previously experimented with and will design a range of T Shirts based on Protecting the Environment.</p> <p>Final ideas will be produced (1-2) and evaluated. Students will be shown how to use masks in Photoshop in order to present their final design as a realistic image</p>  |
| <p><b>Notes/Links/Interleaving</b></p> <p>Interleaving: By this stage of the course students are using lots of previously learnt skills and knowledge and are encouraged to develop and experiment on these and take risks to push their skills further.</p> <p>Notes and links: Photography reminder: <a href="https://www.youtube.com/watch?v=Y8LK17x-CKw&amp;t=8s">https://www.youtube.com/watch?v=Y8LK17x-CKw&amp;t=8s</a><br/>                     Photoshop layer Youtube from teacher: <a href="https://www.youtube.com/watch?v=ipSGGO-vOMo&amp;t=92s">https://www.youtube.com/watch?v=ipSGGO-vOMo&amp;t=92s</a></p>  | <p><b>Additional Higher Content</b></p> <p>At the higher end students will be required to independently produce a GANTT chart using their planning schedule.</p> <p>For a Distinction Research students will produce a wider base of research, essentially a research booklet including; Ocean Pollution, Landfill, Protecting our Environment, Recycling, Climate Change, Carbon Footprint, Clean Energy, The Future of Wildlife, Plastic Pollution, Recycling, Deforestation.</p> <p>They then need to produce artistic responses from the above showing a range of approaches.</p> |
| Autumn Half Term 2   |   |
| Block 3 – Weeks 5-8  | Block 4 - Weeks 9-12  |
| <p><b>Learning Aim A: Exploring the Purposes of a portfolio</b></p> <p>Research into artist and designer portfolios; students will then put together an instruction guide for other younger students on portfolio building. This could be online via a blog or website or could be a printed guide. Students will be taught how to access the platforms accordingly and be guided across the different portfolio options.</p>  | <p><b>Learning aim B: Compile a portfolio to support progression</b></p> <p>Students will compile their own portfolio of their own work which can be used for progression onto post 16 pathways, A Levels and BTECs and be used in the future. Portfolios can be specific or broader in content depending on the student need. Some may focus on Photography, 3D, Graphics or Art, or students may combine all 4. Students will use work completed throughout their KS4 course and especially that done as part of the home study booklet.</p>  |

# ORMISTON RIVERS ACADEMY– KEY STAGE 4 ART OVERVIEW

|  |  |
|--|--|
| <p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p>Portfolio help links:</p> <p><a href="https://blog.hubspot.com/marketing/graphic-design-portfolio">https://blog.hubspot.com/marketing/graphic-design-portfolio</a></p> <p><a href="https://www.creativebloq.com/features/7-free-portfolio-hosting-options-for-designers">https://www.creativebloq.com/features/7-free-portfolio-hosting-options-for-designers</a></p> <p><a href="https://lectureinprogress.com/journal/work-ready-portfolio-website">https://lectureinprogress.com/journal/work-ready-portfolio-website</a></p> | <p style="text-align: center;"><b>Additional Higher Content</b></p> <p>Those students requiring a portfolio for access onto A Level Art will be specifically guided as to the content and need well in advance of producing the portfolio. Indeed, all guidance given for producing work will always show what a top grade piece of work looks like and this will be in the form of a week by week booklet which includes Distinction* examples for every piece of work.</p> |
|--|--|

| Spring Half Term 1   |  |
|--|--|
| Block 1 – Weeks 1-3  | Block 2 – Weeks 4-6  |
| <p>Details to be released by the exam board. Students work on a preparatory portfolio of work and then sit a 2 day 10 hour exam where they produce their final piece</p> | <p>Details to be released by the exam board. Students work on a preparatory portfolio of work and then sit a 2 day 10 hour exam where they produce their final piece</p> |
| Spring Half Term 2   |  |
| Block 3 – Weeks 7-9  | Block 4 - Weeks 10-12  |
| <p>Details to be released by the exam board. Students work on a preparatory portfolio of work and then sit a 2 day 10 hour exam where they produce their final piece</p> | <p>Details to be released by the exam board. Students work on a preparatory portfolio of work and then sit a 2 day 10 hour exam where they produce their final piece</p> |

| Summer Half Term 1   |   |
|--|---|
| Block 1 – Weeks 1-3  | Block 2 – Weeks 4-6                             |
| <p><b>Learning aim C: Compile a portfolio to support progression.</b> <i>This element may be done in the Spring term as needed.</i> Students will learn about presenting and communication; they will then present their design portfolios to potential students in Year 9 who are considering choosing art and design as an option pathway.</p> | <p><b>COURSE COMPLETE STUDENTS IN EXAMS</b></p> |
| Summer Half Term 2   |   |
| Block 3 – Weeks 7-9  | Block 4 - Weeks 10-12                           |
| <p><b>COURSE COMPLETE STUDENTS IN EXAMS</b></p>  | <p><b>COURSE COMPLETE STUDENTS IN EXAMS</b></p> |