



KS4 Curriculum: Art

Curriculum Vision

- OCR Art, Craft and Design (J170)

At Chelmsford County High School for Girls our GCSE Art course is creative, vibrant, and inclusive where every student is encouraged to explore, express, and evolve through the transformative power of art. Our vision is to foster a community of budding artists who not only master technical skills but also embrace the limitless possibilities of self-expression.

We aspire to cultivate an environment that nurtures curiosity, where students are inspired to push boundaries, challenge norms, and find their unique artistic voice. Through a diverse range of mediums and techniques, as well as written stimuli, we aim to empower students to translate their thoughts, emotions, and perspectives into compelling visual narratives.

Our commitment is to provide a supportive platform for creativity, enabling students to experiment, fail, and learn from their artistic endeavours. We believe in the importance of fostering resilience, perseverance, and a growth mindset as students navigate the dynamic and ever-changing landscape of art.

Ultimately, our GCSE Art curriculum strives to instil a lifelong appreciation for the arts, equipping students with the skills, confidence, and passion to contribute meaningfully to the world through their artistic achievements. Together, we envision a future where each student leaves our department with not only a qualification but also a deepened connection to the transformative power of creativity.

Curriculum Profile

Year 10

Autumn Term 1	Autumn Term 2
<p>Back to Basics – Skills progression:</p> <ul style="list-style-type: none"> • Drawing skills <i>From direct observation/ photograph - Drawing of an 'image provided by teacher on set theme'.</i> • Acrylic painting <i>From direct observation/ photograph – An acrylic painting of an 'image provided by teacher on set theme'.</i> 	<p>Project one- Core tasks continued:</p> <ul style="list-style-type: none"> • HB observational drawing <i>A4 first hand drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation. Present on an A3 sheet with annotations about what the drawing is about.</i>

<ul style="list-style-type: none"> • Water colour and fine liner <i>From direct observation/ photograph – A water colour and fine liner drawing of an ‘image provided by teacher on set theme’.</i> • Presentation skills for AO4 <i>Present all work from weeks 1-3 and annotate them so that the moderator will know what the student did and why. Please use the annotation guidebook / frame to support. Presentation should reflect the medium you have used and should have a title.</i> <p>Projects one – Core task:</p> <ul style="list-style-type: none"> • Mind map <i>A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.</i> • Photography <i>A3 page full of the student’s own photographs. Students are to keep and submit the originals. Annotate each image and state how it relates to your chosen topic and describe what the picture is about.</i> • Manipulation <i>Create an A3 page showing manipulation of the student’s original photographs. Students could do this by changing the colour or shape/form (making sure they have a clear difference not just a filter), using an app or program for example photoshop or by hand.</i> 	<ul style="list-style-type: none"> • Colour pencil Observational drawing. <i>A4 first hand colour pencil drawing of an image taken from the student’s own photos or related to the students chosen theme from direct observation. Present on an A3 sheet with annotations about what the drawing is about.</i> • Artist 1 Research <i>10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student’s choice. Critical and contextual analysis of transcription Visual research / artist examples (double page)</i> • Stylised <i>A4 piece in the students chosen artist style using the students own photography: Medium of your choice. Work should be presented an annotated on an A3 page.</i> • Artist 2 Research <i>10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student’s choice. Critical and contextual analysis of transcription Visual research / artist examples (double page)</i> • Stylised <i>A4 piece in the students chosen artist style using your own photography: Medium of the student’s choice. Work should be presented an annotated on an A3 page.</i>
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Spring Term 1	Spring Term 2
<p>Project 1 – Core Tasks Continued:</p> <ul style="list-style-type: none"> • Artist 3 <i>10 facts / information on the students chosen artist with personal comments. Mini A5 transcription in a medium of the student’s choice. Critical and contextual analysis of transcription Visual research / artist examples (double page)</i> • Stylised <i>A4 piece in the students chosen artist style using your own photography: Medium of your choice.</i> 	<ul style="list-style-type: none"> • Year 10 Exam – 15 hours <i>The examiner looks at the work as a complete package; the examiner will view all preparatory work together with the final piece as an entire unit. They will be looking to see if you have successfully achieved what you have set out to do – you should have produced a final piece that completely satisfies all the criteria of your chosen starting point or theme. They will also be looking for originality – work that is unique and personal to you. The examiner should be able to see connections between your own work and the work of other artists. Whatever you learned through your analysis of images, objects and artefacts should be put to good practical use and clearly reflected in your own work.</i>

Work should be presented an annotated on an A3 page.

- **Initial ideas**

A3 page full of different ideas for the student's final piece. Students need to explore lots of possible solutions using different materials, techniques, and processes. This will show off the range and depth of the student's skills and help them to discover which media and methods allow the students to communicate their ideas most effectively. Students should constantly be evaluating their work.

- **Development**

Students should choose one idea from their ideas page and develop this idea further (3 different ways) OR develop 3 ideas working with different compositional ideas and placement of objects by making them bigger or smaller in the composition. The idea must be modified and refined until the student is entirely satisfied.

- **Experimentation**

Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display their work at the end?

- **Final idea**

This is a small image or maquette of what the students are going to do in the examination. Times are written on the piece to estimate how long it will take them in the examination. This includes annotations and book presentation.

- **Evaluation**

A written evaluation of the progress of making the final piece- follow guidance sheet.

Students should take pictures of the final piece as they are making it to support your evaluation.

- **Project refinement**

This time is set aside for students to work into and refine their project ready for moderation.

Project 2 – Core Tasks

- **Mind map**

A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.

- **Photography**

A3 page full of the student's own photographs.

Students are to keep and submit the originals.

Annotate each image and state how it relates to your chosen topic and describe what the picture is about.

- **Manipulation**

Create an A3 page showing manipulation of the student's original photographs. Students could do this by changing the colour or shape/form (making sure they have a clear difference not just a filter), using an app or program for example photoshop or by hand.

Summer Term 1	Summer Term 2
<p>Project Two – Core Tasks Continued:</p> <ul style="list-style-type: none"> • HB observational drawing A4 first hand drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation. Present on an A3 sheet with annotations about what the drawing is about. • Colour pencil Observational drawing. A4 first hand colour pencil drawing of an image taken from the student's own photos or related to the students chosen theme from direct observation. Present on an A3 sheet with annotations about what the drawing is about. 	<ul style="list-style-type: none"> • Artist 2 Research 10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student's choice. Critical and contextual analysis of transcription Visual research / artist examples (double page) • Stylised A4 piece in the students chosen artist style using your own photography: Medium of the student's choice. Work should be presented an annotated on an A3 page.

<ul style="list-style-type: none"> • Artist 1 Research 10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student's choice. Critical and contextual analysis of transcription Visual research / artist examples (double page) • Stylised A4 piece in the students chosen artist style using the students own photography: Medium of your choice. Work should be presented an annotated on an A3 page. 	<ul style="list-style-type: none"> • Artist 3 10 facts / information on the students chosen artist with personal comments. Mini A5 transcription in a medium of the student's choice. Critical and contextual analysis of transcription Visual research / artist examples (double page) • Stylised A4 piece in the students chosen artist style using your own photography: Medium of your choice. Work should be presented an annotated on an A3 page. • Initial ideas A3 page full of different ideas for the student's final piece. Students need to explore lots of possible solutions using different materials, techniques, and processes. This will show off the range and depth of the student's skills and help them to discover which media and methods allow the students to communicate their ideas most effectively. Students should constantly be evaluating their work. • Development Students should choose one idea from their ideas page and develop this idea further (3 different ways) OR develop 3 ideas working with different compositional ideas and placement of objects by making them bigger or smaller in the composition. The idea must be modified and refined until the student is entirely satisfied.
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Year 11

Autumn Term 1	Autumn Term 2
<ul style="list-style-type: none"> • Experimentation Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display their work at the end? • Final idea This is a small image or maquette of what the students are going to do in the examination. Times are written on the piece to estimate how long it will take them in the examination. This includes annotations and book presentation. 	<ul style="list-style-type: none"> • Evaluation A written evaluation of the progress of making the final piece- follow guidance sheet. Students should take pictures of the final piece as they are making it to support your evaluation. • Project refinement This time is set aside for students to work into and refine their project ready for moderation.

<ul style="list-style-type: none"> • Year 11 Mock Exam – 15 hours <p><i>The examiner looks at the work as a complete package; the examiner will view all preparatory work together with the final piece as an entire unit. They will be looking to see if you have successfully achieved what you have set out to do – you should have produced a final piece that completely satisfies all the criteria of your chosen starting point or theme. They will also be looking for originality – work that is unique and personal to you.</i></p> <p><i>The examiner should be able to see connections between your own work and the work of other artists. Whatever you learned through your analysis of images, objects and artefacts should be put to good practical use and clearly reflected in your own work.</i></p>	
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Spring Term 1	Spring Term 2
<p>OCR Set Task – Exam unit.</p> <ul style="list-style-type: none"> • Mind map <i>A3 page full of drawings, images, actual objects, and key words anything that could spark off an idea for an outcome. Focus on the students chosen title from the OCR Examination Art List.</i> • Photography <i>A3 page full of the student’s own photographs. Students are to keep and submit the originals. Annotate each image and state how it relates to your chosen topic and describe what the picture is about.</i> • Manipulation <i>Create an A3 page showing manipulation of the student’s original photographs. Students could do this by changing the colour or shape/form (making sure they have a clear difference not just a filter), using an app or program for example photoshop or by hand.</i> • HB observational drawing <i>A4 first hand drawing of an image taken from the student’s own photos or related to the students chosen theme from direct observation. Present on an A3 sheet with annotations about what the drawing is about.</i> • Artist 1 Research <i>10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student’s choice. Critical and contextual analysis of transcription Visual research / artist examples</i> 	<ul style="list-style-type: none"> • Initial ideas <i>A3 page full of different ideas for the student’s final piece. Students need to explore lots of possible solutions using different materials, techniques, and processes. This will show off the range and depth of the student’s skills and help them to discover which media and methods allow the students to communicate their ideas most effectively. Students should constantly be evaluating their work.</i> • Development <i>Students should choose one idea from their ideas page and develop this idea further (3 different ways) OR develop 3 ideas working with different compositional ideas and placement of objects by making them bigger or smaller in the composition. The idea must be modified and refined until the student is entirely satisfied.</i> • Experimentation <i>Once the student knows what they are going to draw/paint/make in the examination they need to experiment with media. What colours will they be using in the background? Have they tried different paint choices? – water colour, acrylic, spray-paint etc. What media/materials is the best and why? How will they display their work at the end?</i> • Final idea <i>This is a small image or maquette of what the students are going to do in the examination. Times are written on the piece to estimate how long it will take them in the examination. This includes annotations and book presentation.</i>

<p><i>(double page)</i></p> <ul style="list-style-type: none"> • Artist 2 Research 10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student's choice. Critical and contextual analysis of transcription Visual research / artist examples <i>(double page)</i> • Artist 3 Research 10 facts / information on the students chosen artist with personal comments. Mini a5 transcription in a medium of the student's choice. Critical and contextual analysis of transcription Visual research / artist examples <i>(double page)</i> • Stylised A4 piece in the students chosen artist style using the student's own photography: Medium of your choice. Work should be presented an annotated on an A3 page. 	<ul style="list-style-type: none"> • Year 11 Mock Exam – 15 hours The examiner looks at the work as a complete package; the examiner will view all preparatory work together with the final piece as an entire unit. They will be looking to see if you have successfully achieved what you have set out to do – you should have produced a final piece that completely satisfies all the criteria of your chosen starting point or theme. They will also be looking for originality – work that is unique and personal to you. The examiner should be able to see connections between your own work and the work of other artists. Whatever you learned through your analysis of images, objects and artefacts should be put to good practical use and clearly reflected in your own work. • Evaluation A written evaluation of the progress of making the final piece- follow guidance sheet. Students should take pictures of the final piece as they are making it to support your evaluation.
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Summer Term 1	Summer Term 2
Revision and Examination technique	Public Examinations

Please note that this timeline may be subject to change.

Assessment and Feedback

All students will:

- have at least one piece of assessed work reviewed by their teacher per half-term (this increases to two pieces of assessed work if students receive five or more taught hours per fortnight).
- receive feedback which outlines how they should develop their learning. This feedback should be summative, highlighting both key strengths and key areas for development in students' work.
- be given the opportunity to act upon their feedback in a structured task. This task should then be reviewed again by the subject teacher. A review of this task can act as the second assessed task.

Resources to support learning beyond the classroom

GCSE - Art and Design (9-1) - J170-J176 - OCR (<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/>)

Useful Websites:

[Pinterest](#)

[Colossal Art](#)

[Axis Web](#)

[YouTube](#)