

## Year 10 Art Curriculum Overview

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	<p><b>NATURAL FORMS</b> Development of key art skills and knowledge of the visual elements: (Observational drawing) Students to create and present pages on the following visual elements of art: Tone, Mark-Making Line, Shape, Texture, Colour, Composition. Here students will build on their skills taken from years 7-9 and being to present work for their portfolio. Students must include: Use key words and technical terminology (in own words). Evaluate their work at each stage (WWW/EBI)</p>	<p><b>NATURAL FORMS</b> Introduction to unit: Research, Drawing and Experimenting as a class to begin with – clear expectation and guidance, Students must cover: - Visual Elements (revisit and improve from previous) - Personal Research - Artist work - Photographing for purpose - Drawing - Drawing with different materials/media - Photography and use of photocopier for experiments - Wire drawing - Painting</p>	<p><b>NATURAL FORMS</b> Development of unit: Research of final artists, development and experimental outcomes to be created. Materials must be explored and reflections written – , students must cover: - A range of materials - Self-reflection - Testing and manipulating - Developed outcomes - Photographs of processes and for working from - Artist or contextual references/links</p>	<p><b>NATURAL FORMS</b> Completion of unit: Students to compare all artist work and begin designing and developing personal ideas for a final outcome. Students must cover: - Compare and contrast - Design ideas process - Refinement and improvement of designs - Annotation and notes on processes and decisions - Evaluation and final self reflections - Photographs of final outcome/s</p>	<p><b>Posters and Portraits</b> Introduction to unit: Develop and improve student's ability to research, draw and experimenting as a class to begin with. Students must cover: - Visual Elements (revisit and improve from previous) - Personal Research - Artist work - Photographing for purpose - Drawing - Drawing with different materials/media - 3D and relief materials - Batik work - Printing</p>	<p><b>Posters and Portraits</b> Development of unit: Research of final artists, development and experimental outcomes to be created. Materials must be explored and reflections written. Students must cover: - A range of materials - Self-reflection - Testing and manipulating - Developed and larger scaled outcomes - Photographs of processes and for working from - Artist or contextual references/links</p>
<b>Knowledge</b> • Practical • Theoretical • Disciplinary	<p>All schemes cover these requirements from the GCSE specification: 'the way sources inspire the development of ideas, relevant to fine art including: How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: Figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation, visual and tactile elements, such as: Colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface.' – Taken from AQA website</p>					
<b>Alive and British Values</b>	<p>We are <b>creative</b> in how we learn in photography, art and design by showing different levels of <b>resilience</b> and problem solving. We are <b>forgiving</b> with <b>ourselves</b> and others when faced with challenges and frustrations in the practical nature of our work and aim to maintain <b>faith</b> in our pursuit of art. We are <b>interdependent</b> in how we <b>organise ourselves</b> within lessons. We value the breadth of <b>choice and diversity</b> in artists and photographers that we bring to our <b>research</b>, enabling our ability to explore themes of <b>trust, truth, justice and respect</b> through art and visual representations. We can develop visual literacy in how and what we <b>question</b> in our <b>research</b> to inform our processes of making, allowing us to <b>review</b> how our work <b>communicates</b> before our work is interpreted and then making our unique contribution to the world.</p>					
<b>Assessment</b>	Interim assessment		Interim Assessment			Mock Exam
<b>Careers</b>	<p><a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a>    <a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a>    <a href="https://opportunities.creativeaccess.org.uk/">https://opportunities.creativeaccess.org.uk/</a></p>					

**How does Key Stage Four build on learning from Key Stage Three?:** Art GCSE builds up on the foundational skills and knowledge acquired during key stage 3. Through developing techniques where students delve deeper and begin to master more advanced techniques in various mediums. Their learning will become more challenged, encouraging students to think more critically about the purpose and meaning of work through conceptual understandings. It allows students to begin to specialise in particular genres and skill sets, and expands on recent research skills emphasising the importance through a more academic approach. Their learning will encompass a greater focus on contextual studies through historical, social and cultural context of art. Students learning leads to greater independence that requires more self-directed learning and project management enabling students to become more independent.

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Skills</b>	<p><b>Posters and Portraits</b> Mock ups for final pieces on posters and portraits. Students to compare all artist work and begin designing and developing personal ideas for a final outcome. Students must cover:</p> <ul style="list-style-type: none"> <li>- Compare and contrast</li> <li>- Design ideas process</li> <li>- Refinement and improvement of designs</li> <li>- Annotation and notes on processes and decisions</li> <li>- Evaluation and final self-reflections</li> <li>- Photographs of final outcome/s</li> </ul>	<p><b>Posters and Portraits</b> Completion of unit: Students to compare all artist work and begin designing and developing personal ideas for a final outcome. Students must cover:</p> <ul style="list-style-type: none"> <li>- Compare and contrast</li> <li>- Design ideas process</li> <li>- Refinement and improvement of designs</li> <li>- Annotation and notes on processes and decisions</li> <li>- Evaluation and final self-reflections</li> </ul>	<p><b>Externally Set assignment</b> Students to choose a topic from the paper and begin their project – this body of work is a condensed version of the previous two units. Student should be able to independently apply all key skills learnt to build a personal study on their chosen theme.</p> <p>Students must include learned skills:</p> <ul style="list-style-type: none"> <li>- Drawing (experimental or traditional)</li> <li>- Artist research or contextual research in relation to the chosen theme from the paper</li> <li>- Annotation, analysis and evaluation/self-reflection</li> <li>- Experimentation</li> <li>- Evidence of designing, refining and improving</li> <li>- Testing (materials and ideas)</li> <li>- Own photography</li> </ul> <p>Students must complete their prep (sketchbook) work by the day their exam, they are not allowed further time to work on this.</p>		<p>Students will have completed their Course by Term 5.</p> <p>Students will need to refer to the school calendar for their 10 hours exam dates.</p>	<p>Students will complete their course of study by May 31 the deadline given by AQA – work will be marked and moderated in accordance with AQA specifications.</p>
<b>Knowledge</b> • Practical • Theoretical • Disciplinary	<p>All schemes cover these requirements from the GCSE specification: 'the way sources inspire the development of ideas, relevant to fine art including: How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts. How ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual. The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: Figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation, visual and tactile elements, such as: Colour, line, form, tone, texture, shape, composition, rhythm, scale, structure, surface.' – Taken from AQA website</p>					
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<b>Assessment</b>	Interim Assessment	Mock Exam	Interim Assessment		Final assessments	
<b>Careers</b>	<p><a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a>    <a href="https://creativejourneyuk.com/">https://creativejourneyuk.com/</a>    <a href="https://opportunities.creativeaccess.org.uk/">https://opportunities.creativeaccess.org.uk/</a></p>					

**How will studying this subject in Key Stage Four help students to make their unique contribution to the world?:** Studying art and design at KS4 will equip students with a set of more specialised skills and perspectives that enable them to make contributions through creativity and innovation. The art and design techniques learned on the course encourages creative thinking and problem solving in more novel ways, that contribute to skill sets across different sectors. Their learning will enable deeper exposure to cultural and historical contexts of art expanding students world views - enabling them to create work that resonates on a more global scale. The course develops emotional intelligence often involving the expression of an interpretation of emotions that can help students to navigate relationships and more social issues effectively, including learning how to critique and work collaboratively, thus valuing different perspectives and fostering teamwork, such communication skills are vital in today's world.