




ART YEAR 10

CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists: To ensure that all students experience a broad art curriculum that enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

	PRIOR LEARNING	Through their studies at KS3, Students have learnt how sources inspire the development of creative artwork. They have learnt to appreciate the approaches of artists and craftspeople from contemporary and historical contexts. They have prior knowledge of how ideas and intentions can be communicated through visual and tactual language using formal elements. Students have gained knowledge in the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	The scheme of work for art shows detailed opportunities for cross curricular links with other departments. Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns. English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work. History - Looking at the social context of an artist and what was affecting them. Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving. Science - Colour mixing and the origins of colours and pigments.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work. Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.

	AUTUMN		SPRING		SUMMER	
TOPIC/KNOWLEDGE	SCHOOL LIFE/ ALL ABOUT ME All students will know: Students will explore a range of different media and techniques in in this skills based project. They will experiment using blended colour and paint techniques. Through observational drawings they will record visual imagery which will lead to a creative composition based upon school life. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from school subjects, analysing appropriate imagery surrounding the topic. Students will critically analyse and evaluate their work and progress as their investigations develop. This will provide opportunities for cross curricular links with other subjects and support students' cultural capital. For example, students will produce illustrations such as images from English literature, science equipment, clocks and time through history, sports equipment. They will produce a creative outcome which assimilates these ideas.		SCHOOL LIFE/ ALL ABOUT ME All students will know: Students will explore a range of different media and techniques in this skills based project. They will experiment using blended colour and paint techniques. From producing observational drawings they will record visual imagery which will lead to a creative composition based upon personal identity. Artist critical research will support visual drawings and allow students to demonstrate an understanding of different artist's styles and genres. Students will be encouraged to draw inspiration from personal interests and hobbies analysing appropriate imagery surrounding the topic. Students will critically analyse and evaluate their work and progress as their investigations develop. Development and refinement of ideas leading to final piece.		SURREALISM All students will know: An investigation into surrealist artists to inform the imaginary ideas surrounding surrealism. Students will explore themes and genres such as horror, nightmares and dreams and fantasies and relevant films to inspire students to produce imaginative compositions. Students will be encouraged to independently develop ideas to inform and develop their own investigations. This project will allow for creative use of media and techniques and will allow for research into modern day and contemporary artists. Students will embed a strong understanding of the concept of Surrealism by combining ideas from a range of different sources. Students will demonstrate an awareness of how to change the context of an object to alter the meaning or to create a surrealist theme.	
	Observation drawing. Painting. Collage. Printing. Artist Research & Analysis.	Photography. CAD. 3D Model Making	Personal Annotation. Experimentation with materials and processes.	Evaluative skills. Reviewing & Reflection.	Observation drawings – from life, Memory and imagination. Painting. Collage. Printing. Artist Research & Analysis	Personal Annotation. Experimentation with materials and processes. Evaluative skills Decision Making. Reviewing & Reflection.
	AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. <u>Year 10 Formal Assessment - AO4 produce a final response to the project theme.</u> AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Students will be assessed on 3 key assessed pieces of artwork throughout the year.</u> » Assessment booklets. » Formal and individual feedback. » Online Tracker if required.		AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate a range of media, materials, techniques and processes. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Year 10 Formal Assessment - AO4 produce a final response to the project theme.</u> » Assessment booklets. » Formal and individual feedback. » Online Tracker if required.		AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. <u>Year 10 Formal Assessment - AO4 produce a final response to the project theme.</u> » Assessment booklets. » Formal and individual feedback. » Online Tracker if required.	
	Composition, scale, layout, placement, proportion, drawing, painting. Tier 2 - Juxtaposition, form, representation, depiction, delineation, portrayal.				Change of scale, focal point, space, imaginative, perspective, enlarge, organic. Tier 2 - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic.	

READING SKILLS

Students will analyse artists' work which support their own work, recording in written form and personal annotation

Independent wider reading and extended writing opportunities allowing for independent reflection.

Evaluation and reflection, Artist research & annotation

CAREERS LINKS

Introduction To Artists in Residence. Career Talks. Gallery Experiences. Past student talks.
Links to art careers signposted in SOW.

SUPPORTING STUDENTS AT HOME

- » Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.




ART

YEAR 11

CURRICULUM INTENT

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of art and develop students into artists:

To ensure that all students experience a broad art curriculum that enables them to produce innovative, individual and imaginative work through exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of art in society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future. They will build on the skills that were introduced in year 9. Each term has direct links to prior learning with a focus to embed understanding.

	PRIOR LEARNING	Throughout Students' studies in year 10, Students have learnt how sources inspire the development of creative artwork. They have learnt to appreciate the approaches of artists and craftspeople from contemporary and historical contexts. They have prior knowledge of how ideas and intentions can be communicated through visual and tactual language using formal elements. Students have gained knowledge in the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions.
	PERSONAL DEVELOPMENT & CURRICULUM LINKS	The scheme of work for art shows detailed opportunities for cross curricular links with other departments. Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns. English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work. History - Looking at the social context of an artist and what was affecting them. Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving. Science - Colour mixing and the origins of colours and pigments.
	EXTRA-CURRICULAR & CULTURAL CAPITAL	After school club and lunchtime clubs, artists in residence visits, competitions. Trips will be considered if relevant to the scheme of work. Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.

	AUTUMN		SPRING		SUMMER	
TOPIC/KNOWLEDGE	<u>SURREALISM</u> All students will know: Students will produce a series of imaginative outcomes explored by imagery from the previous term. Students will be inspired by the visual surreal imagery to inform their own compositions. Students will be encouraged to work independently investigating their own ideas inspired by Surrealism.		<u>EXTERNALLY SET ASSIGNMENT PREPARATION</u> All students will know: Students will develop their own creative journey based upon the externally set assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.		<u>EXTERNALLY SET ASSIGNMENT PREPARATION</u> All students will know: Students will develop their own creative journey based upon the externally set assignment titles. They will create a body of work in response to this covering each of the assessment objectives in preparation for their final response.	
SKILLS	Observation drawings – from life, Memory and imagination. Painting. Collage. Printing. Artist Research & Analysis	Personal Annotation. Experimentation with materials and processes. Evaluative skills Decision Making. Reviewing & Reflection.	Observation work and insights. Development of materials, media & processes. Photography. Artist research & Analysis CAD Personal Annotation.	Experimentation. Reflection & Reviewing. Selecting appropriate imagery. Decision Making.	Observation work and insights. Development of materials, media & processes. Photography. Artist research & Analysis CAD Personal Annotation.	Experimentation. Reflection & Reviewing. Selecting appropriate imagery. Decision Making.
ASSESSMENT	AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Mock examination for year 11 assessed piece. AO4.</u> » Assessment booklets. » Formal and individual feedback. » Online tracker if required.		Students will be assessed on the 4 assessment objectives in accordance with AQA criteria: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Assessed work – year 11 based on externally set assignment.</u> » Assessment booklets. » Formal and individual feedback. » Online tracker if required.		Students will be assessed on the 4 assessment objectives in accordance with AQA criteria: AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 - Record ideas, observations and insights relevant to intentions as work progresses. AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <u>Assessed work – year 11 based on externally set assignment.</u> » Assessment booklets. » Formal and individual feedback. » Online tracker if required.	
VOCAB	Change of scale, focal point, space, imaginative, perspective, enlarge, organic. Tier 2 - Juxtaposition, sinuous, metamorphosis, transposition, context, anamorphic, animated, anthropomorphic. Investigate, composition, primary & secondary sources, explore, experiment, photograph and record, identify, describe. Tier 2 - Assimilate, Analyse, Compose, contextual, reflect and evaluate.					

READING SKILLS

Investigation into particular artists and designers appropriate to their exam question

Wider reading and extended writing opportunities in all projects allowing for personal reflection.

Evaluation and reflection sheet, artist research and annotation

CAREERS LINKS

Introduction To Artists in Residence. Career Talks. Gallery Experiences. Past student talks. Links to art careers signposted in SOW. Practicing Artist Workshops.

SUPPORTING STUDENTS AT HOME

- Visits to art galleries and museums.
- » Encourage extra research through internet and libraries on each topic eg The Tate Kids, BBC Bitesize.
- » Support with homework tasks.
- » If able, the purchase of colour equipment to support homework tasks.
- » Use of photography to personalise work and record ideas and images linked to projects.
- » To encourage art awareness in their environment.