

Year:

Subject:

Autumn Term- Year 10 –GCSE Art		
Overarching Topic:		
What has come before and what comes later:	<p><i>Previously students have studied the work of a variety of artists at key stage 3. These artists including Jim Dine, Michael Craig Martin, Frida Khalo, Georgia O Keeffe, Ernst Haeckle, Van Gogh, Pablo Picasso, Roy Lichtenstein, Andy Warhol, Richard Hamilton and Banksy. They have also studies cultural art including Native American and African. Students have explored a variety of wet and dry media to produce final outcomes. They have explored topics such as still life, man-made and natural forms, landscapes, interiors and portraits.</i></p> <p><i>The intent of their GCSE project is to produce two bodies of work, one for their coursework and one for their exam. For coursework students will all begin with the same starting point of 'animals'. Students then study their own artists to study to personalise their learning and outcomes. Students will all continue to include animals in their work but may introduce other elements into their compositions including objects, people or landscapes. Some students also consider how to create hybrid creatures that are half animal half object, using man-made or natural objects. Every student will produce very individual outcomes. For the exam students choose their own topic from an externally set paper.</i></p> <p><i>The intent of the first term is to explore media and materials in depth, building upon their prior knowledge gained at key stage 3, teaching students how to be more sophisticated with the application of different media, materials and techniques.</i></p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>Where can you collect primary and secondary images from?</p> <p>How can you 'present' an imaginative mind map of ideas?</p> <p>How do you use pencil to blend in a sophisticated way?</p> <p>How do you use biro to mark make in a sophisticated way?</p> <p>How do you use charcoal and graphite in a sophisticated way?</p> <p>How do you use oil pastels in a sophisticated way?</p> <p>How do you use watercolours in a sophisticated way?</p> <p>How do you use acrylic paint in an expressive way?</p> <p>How do you use brusho ink in an expressive way?</p> <p>How do you use drawing inks in an expressive way?</p> <p>How do you collage with paper in a sophisticated way?</p> <p>How do you mono print in a sophisticated way?</p> <p>How do you make and use stencil effectively?</p> <p>How do you draw geometric imagery?</p> <p>How could your recording be improved?</p> <p>How could you mix media to create different effects?</p>	<p>Explain your strengths and weaknesses in different media.</p> <p>Independently source new media or techniques to draw or paint with. Explain how you've experimented with them.</p>

Year:

Subject:

	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Record observations Experiment with media and materials Explore techniques and processes Review and refine work Analyse and evaluate <p>©</p>	<ul style="list-style-type: none"> A01- Develop ideas with sophisticated reference to contextual sources and evidence perceptive investigation. Demonstrate excellent critical understanding. A02- Refine ideas in a sophisticated way with perceptive selection of media, materials, techniques and processes. Evidence excellent exploration of work as it develops. A03- Record excellent ideas, observations and insights, showing sophisticated links to intentions. Demonstrate an excellent ability to reflect on work and progress. A04- Present a personal response to a topic with sophisticated realisation of intentions. Understand visual language and apply formal elements in a sophisticated way.

Year:

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Spring Term- Year 10- GCSE Art		
Overarching Topic:		
What has come before and what comes later:	<p><i>Previously in year 10 students have revisited all of the media and materials that were taught at key stage 3. They have all practiced more sophisticated application techniques and processes.</i></p> <p><i>The intent this term is to introduce students to the work of a variety of artists and to then guide and support them in selecting an artist(s) to study for their own personal investigation project. Students will then progress into creating their own outcomes that are inspired by the work of their chosen artist(s).</i></p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>What is typography?</p> <p>What key things do you write about when you research an artist?</p> <p>Why is it important to do artist copies as practice?</p> <p>What visual elements does the artist that you've chosen focus on?</p> <p>How do you compare and contrast different paintings by your artist?</p> <p>How can you present an artist board in an imaginative way?</p> <p>How can you create a range of imaginative design ideas that are similar to your particular artist?</p> <p>How can you combine ideas to develop them further?</p>	<p>Independently source the work of additional artists to study. Explain how they influence you.</p> <p>Independently source new media, materials or techniques that are appropriate to the style of the artist you are now studying. Explain how they are relevant.</p>

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Key skills	<ul style="list-style-type: none"> Record observations Experiment with media and materials Explore techniques and processes Understand the work of others Develop ideas Review and refine work Present personal responses Analyse and evaluate <p>©</p>	<ul style="list-style-type: none"> A01- Develop ideas with sophisticated reference to contextual sources and evidence perceptive investigation. Demonstrate excellent critical understanding. A02- Refine ideas in a sophisticated way with perceptive selection of media, materials, techniques and processes. Evidence excellent exploration of work as it develops. A03- Record excellent ideas, observations and insights, showing sophisticated links to intentions. Demonstrate an excellent ability to reflect on work and progress. A04- Present a personal response to a topic with sophisticated realisation of intentions. Understand visual language and apply formal elements in a sophisticated way.

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Summer Term- Year 10		
Overarching Topic:		
What has come before and what comes later:	<p><i>Previously in year 10 students have produced drawings of animals to practice more sophisticated application techniques and processes and have researched an artist to influence their project.</i></p> <p><i>The intent this term is to review, refine and develop ideas in preparation for producing a final piece(s).</i></p>	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<p>How has your subject matter changed throughout your work?</p> <p>Is there any message or meaning behind your ideas?</p> <p>How do your ideas relate to your artists?</p> <p>How do your ideas differ from your artist?</p> <p>What makes your work personal to you?</p> <p>How has your presentation improved throughout your work?</p> <p>How has your use of composition developed throughout your work?</p> <p>How has your use of colour developed throughout your work?</p> <p>How has your use of texture developed throughout your work?</p> <p>How has your use of line developed throughout your work?</p> <p>How has your use of space developed throughout your work?</p> <p>How has your use of shape developed throughout your work?</p> <p>How has your use of form developed throughout your work?</p> <p>How has your use of tone developed throughout your work?</p> <p>Have you analysed and reflected on your ideas in writing?</p> <p>Have you used descriptive vocabulary?</p>	<p>Independently source new media, materials or techniques that are appropriate to the style of the artist you are now studying. Explain how they are relevant.</p> <p>Would it be appropriate to also develop your ideas using digital techniques and processes?</p> <p>Would it be appropriate to also develop your ideas through the use of 3d techniques and processes?</p>

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