Curriculum Content Map

Subject: GCSE Art

Year group: 10

	TERM 1		TERM 2		TERM 3	
	Skills Building **Natural Forms**	**Skills Building** **Artist Studies**	**Introduction to Coursework** **Contained Space**	**Coursework – Project 1** **Culture**	**Coursework – Project 1** **Culture**	**Coursework – Project 1** **Culture**
Topic Title & Description	**Natural Forms** Exploring different drawing and colour techniques	**Artist Studies** Understanding how to show how the work of others has influenced your own work to develop.	**Contained Space** Mini project designed to teach process of GCSE Art, covering all AO's	**Culture** Year 10 coursework project designed to develop understanding of process and skills needed to cover all AO's	**Culture** Continuation of coursework project bringing together artist styles to influence own work.	**Culture** Continuation of coursework project bringing together artist styles to influence own work and creating a final outcome
Sequencing	Building line drawing skills and learning how to apply tone and colour.	Building on analytical skills and presentation skills in log book.	Appling skills learned in Natural Forms and Artist Studies to a mini structured project.	Start of coursework project, researching and developing a concept.	Continuation of coursework, building more evidence for assessment of AO's	Continuation of coursework, building more evidence for assessment of AO's
Sequencing Skills	New learning building on observational drawing skills from KS3	Building presentation of logbook skills and analysing the work of others.	Developing log book skills and fulfilling all AO's in a project.	Developing an understanding of the process of log book and fulfilling all AO's in a project.	Understanding how to use the work of others to influence your own work.	Creating a final outcome and analysing own work
Retrieval Practice Put this above knowledge	Linking back to KS3 learning	Recapping presentation in Natural Forms.	Building on skills of analysing and drawing. (Natural Forms, Artist Studies)	Building on project knowledge and how to record progress (Contained Space)	Building on project knowledge and how to record progress, development and refinement (Contained Space)	Building on project knowledge and how to record progress, development and refinement and how to present work.(Contained Space)
New Learning	How to draw from close observation.	How to research and analyse the work of Artists and show their influence through your own work.	Sequencing a log book for assessment.	How to record artwork and analysis in a log book for assessment.	How to show artist influence through your own artistic responses.	How to create and present a final outcome.
Literacy	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists.	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists	**Writing** - Using art specific vocabulary to describe an artist's work and their own work. - Being able to use art specific vocabulary to analyse their own work. **Reading** – Ability to understand art specific language when researching art and artists

Numeracy	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint	Looking at dates of artists work Using line and shape Looking at proportion Using rulers and compasses to make accurate shape Ratios of how to mix paint
Independent Learning	Homework- help to build resilience and presentation of work knowledge. KO – exemplars, artist examples	Homework – builds artist knowledge and presentation skills. KO – Exemplars, analysis guide	Homework – building artist knowledge and understanding, resilience and independent practice. KO – exemplars, analysis guide, layout guide, process tick list	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples	Projects are pupil led and independent by nature. Homework- help to build resilience and presentation of work. KO – exemplars, artist examples
Super curricular activities	Kew Gardens	Dunstable Downs	Saatchi Gallery	National Gallery	British Museum	Gallery Visit
British values and SMSC	Social – viewing each other's work and being inspired by others. Cultural –showing respect for equipment provided by the school	Social – looking at the work of others Cultural – be tolerant of each other's views and opinions	Social – understanding how to follow a process from start to finish Cultural – responsibility for quality of own work	Social – viewing each other's work and being inspired by each other. Cultural – responsibility for quality of own work	Social – viewing each other's work and being inspired by each other and the work of others Cultural – responsibility for quality of own work and equipment provided by the school.	Social – viewing and discussing the work of others Cultural – be tolerant of each other's views and opinions and being respectful of their work.
Links to skills and virtues	(Sept)**Listening** level 12– I can identify underlying themes, implications and issues when listening. (Sep)**Friendliness and civility** – Thinking about how we can evaluate the work of others in a constructive way and how we can support each other in the classroom. (Oct) **Leadership** level 11 – I can explain some different ways to motivate my team/ those on my work table. (Oct)**Truthfulness and Justice** – Analysing and evaluating the work of others and	(Nov) **Problem Solving** Level 10 -I can evaluate different solutions for a complex problem to pick the best one. **Courage** – to prepare a final outcome bringing all of your project ideas together. (Dec) **Creativity** Level 12 I can reflect on how I have used creative tools. **Generosity** – reflecting on the generosity of those who have gone above and beyond to support you through your coursework.	(Jan)**Staying Positive** level 11 – I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them. **Gratitude** – Considering the skills you have learned over the GCSE course and those who have helped you develop as a young artist. (Feb)**Speaking** level 9 - I can adapt my language, structure and gesture to engage my audience. **Good Speech –** Being able to explain your ideas and thoughts for your project in a mature way using art specific language.	(March)**Staying Positive** level 11- I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them. This is part of the process of developing skills and experimenting. **Good Temper & Good Humour** – Responding to feedback in an appropriate manner. (April)**Aiming High** level 12 - I seek out feedback, including constructive criticism, to support me in achieving my goals. **Self mastery –** taking the lead on your own project and managing your own work and progress.	(May) **Aiming High** level 11 - I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal. **Self mastery –** taking the lead on your own project and managing your own work and progress.	(June)**Speaking** level 10 - I am able to modify my language, tone and expression according to the listeners' reaction and response. **Compassion –** I can help those around me who are having difficulty grasping new skills or concepts. Or, support those who need a confidence boost with their work. (July) **Teamwork** level 10 - I can spot when others might be getting into an argument and make suggestions to avoid it. **Good Sense –** I can use my good sense when planning achievable outcomes.

	your own work in a truthful way to understand the strengths and weaknesses in the work.					
Careers	Illustrator Artist Designer	Print maker Textile designer illustrator Sculptor Artist	Animator Graphic designer Illustrator Artist Designer Curator	Animator Graphic designer Illustrator Artist Designer Curator	Illustrator Graphic novels Prop Maker Set Design Fashion Textiles	Advertising marketing Prop maker Fashion design Costume maker
Formative assessment	Draw a natural form and add either tone or colour to create a 3-D effect.	Detailed analysis of an Artist and their work	Final project piece	Concept Page outlining their project, what, why, how.	Design Composition	Refined Composition – showing development of project.
Summative assessment		Visual Study of one Artists work.		Visual Study of one Artists work		Final Project Piece
Personalised Challenge for LA	Demonstrations 1:1 support Guide sheet for line drawing Tonal key Exemplars	Demonstrations 1:1 support Exemplars Guide sheet for analysis	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars Process tick sheet Analysis guide	Demonstrations 1:1 support Exemplars
HA Challenge	Extension: Create realism through use of tone and colour	Extension: Complete a whole visual study rather than a section.	Extension: Complete a visual study on a larger scale demonstrating a critical understanding of the artists techniques used.	Extension: Write a detailed critical analysis on one work of your chosen artist demonstrating a deeper understanding of their work in a social, political and economic context	Extension: Write a detailed critical analysis on one work of your chosen artist demonstrating a deeper understanding of their work in a social, political and economic context	Extension: Detailed evaluation and analysis of completed final outcome for your project.