

Curriculum Content Map

Subject: Art Year 10

Month		Term 1		Term 2		Term 3	
Cultural Transmission	Units of Work	<p>Skills Building - Natural Forms Examine either an orange or onion to practise and learn new skills and improve skills taught at KS3. Create artist studies through investigating and working in the style of a given artist</p> <p>AO1 Develop Investigate and understand sources</p> <p>AO2 Refine Experiment with media Explore techniques Learn new processes</p> <p>AO3 Record Thoughts & opinions</p> <p>AO4 Present A well-presented logbook.</p>	<p>Skills Building - Paper Craft Working in the style of Yulai Brodskaya and Nancy Standlee designed to teach process of GCSE Art, covering all AO's AO1 Develop</p> <p>Investigate and understand sources Research an artist Experiment with media Explore techniques Learn new processes</p> <p>AO3 Record Thoughts & opinions Analyse work of artists</p> <p>AO4 Present Own work inspired by an artist. A well-presented mini project and written logbook.</p>	<p>Contained Space Mini project designed to teach process of GCSE Art, covering all AO's</p> <p>AO1 Develop Initial idea and concept Research concept Investigate techniques</p> <p>AO2 Refine Practise techniques Experiment with media Learn new processes</p> <p>AO3 Record Write thoughts and observations in logbook Analyse the work of artists Evaluate own work</p> <p>AO4 Present A logbook, which demonstrates all AO's</p>	<p>Contained Space Mini project designed to teach process of GCSE Art, covering all AO's</p> <p>AO1 Develop Research concept Investigate techniques</p> <p>AO2 Refine Practise techniques Experiment with media Learn new processes AO3 Record Write thoughts and observations in logbook Analyse the work of artists Evaluate own work</p> <p>AO4 Present A logbook, which demonstrates all AO's An outcome based on investigations and experimentations</p>		
	National Curriculum area – KS3	To increase their proficiency in the handling of different materials. Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent	Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.	Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills. Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent		
	Substantive Knowledge	<i>The What!</i>	The Art GCSE course begins in Year 10 with developing the substantive knowledge of our students allowing them to become independent young artists. Students will explore a range of techniques, which allow them to identify strengths within their own practice. They will embark upon a mini independent project where they can choose an art style and artist to explore, and create an artwork influenced by their chosen artist. After this taste of working independently, they will begin to work on their coursework NEA unit. The students will decide upon a concept that they wish to investigate and respond to this stimulus through their artwork. Each project is independent and student led, giving our students the opportunity to create art in a media and style that they have chosen. They will develop their project, through investigation, from concept to outcome. They will refine their work through practise and record their observations in a logbook. At the end of Year 10, students will have an opportunity to present an outcome based on their research and observations. An educational trip to Warner Bros Studios demonstrates to our students the wide and varied range of careers open to them in the creative industries from hair and make-up to set design, prop building and costume design and is planned to inspire our students to think creatively,				
	Disciplinary Knowledge	<i>The How!</i>	Students in Year 10 will build on their disciplinary skills from KS3 in drawing, painting and understanding the work of artists. In the first term, students complete a drawing and colour unit, which develops students' skills in the foundations of art underpinning their existing knowledge, as well as working with a range of media and ambitious techniques - including paper quilling, mixed media and collage. Students will work independently on their NEA unit, researching and exploring new disciplinary skills, guided by their teacher, giving them the opportunity to fully explore their own creativity.				
	Sequencing (Flow)	<i>Retrieval & Extension</i>	New learning building on observational drawing skills from KS3, Linking back to KS3 learning in threshold skills for art of drawing, painting and colour theory. Builds to presentation skills in logbook and analysing the work of artists.	Developing log book skills and understanding the work of artists through practical investigations. Building on skills of analysing and drawing from term 1. Building to independent working in mini project.	Developing an understanding of the process of log book and fulfilling all AO's in a project. Building on project knowledge and how to record progress in log book. Building to NEA coursework outcome in term 3.	Further developing the process of log book presentation and fulfilling all AO's in a project. Building on project knowledge based on research and experimentation and how to record progress in log book. Building to NEA coursework and ESA in Year 11.	
	Summative Assessment		AP1 - A04 - present a final outcome in the style of Paula Rego	AP2 - Mini-project outcome	Project moderation	AP3 - Visual analysis of chosen artist	
Personal Empowerment	Virtue	<p>1. Friendliness and Civility (September)</p> <p>2. Justice and Truthfulness (October)</p> <p>3. Courage (November)</p> <p>4. Generosity (December)</p>	<p>5. Staying Positive (January)</p> <p>6. Speaking (February)</p>	<p>7. Staying Positive (March)</p> <p>8. Aiming High (April)</p>	<p>9. Aiming High (May)</p> <p>10. Speaking (June)</p> <p>11. Teamwork (July)</p>		
	Link to Virtue	<p>The opportunity to reflect, think deeply and critically about an issue.</p> <p>Friendliness and Civility – Being aware of what language we use when giving feedback to our peers. Justice and Truthfulness – Understanding how colours can make you feel or act in a particular way. Problem Solving – understanding how knowledge of the colour wheel can be used to create depth through complementary colour. Generosity – Looking at how you can help your peers through sharing knowledge.</p>	<p>Staying Positive – not being afraid to take risks where you might make mistakes as you can say how you might learn from them. Speaking - you can adapt your language, structure and gesture to engage your audience when presenting your artwork.</p>	<p>Staying Positive - not being afraid to try new skills and understanding that this is how you make progress. Aiming High – seeking our feedback and constructive criticism in order to improve artistic outcomes.</p>	<p>Aiming High – being able to motivate yourself to work hard an archive individual goals Speaking – Being able to modify the language that you use when speaking about your work and the work of your peers. Teamwork – being able to identify when your peers need help to achieve their goals and being prepared to offer advice.</p>		
Preparation for Work	Skill	<p>1. Listening (September)</p> <p>2. Leadership (October)</p> <p>3. Problem Solving (November)</p> <p>4. Creativity (December)</p>	<p>5. Gratitude (January)</p> <p>6. Good speech (February)</p>	<p>7. Good temper and good humour (March)</p> <p>8. Self mastery (April)</p>	<p>9. Self mastery (May)</p> <p>10. Compassion (June)</p> <p>11. Good sense (July)</p>		
	Link to Skill	<p>Transferable skills</p> <p>Listening - To listen to each other through peer assessments and class discussions. Leadership - Lead on presentation of their work and presenting your work to your peers. Courage - Having the courage to push yourself out of your comfort zone and try new skills Creativity - Showing the creative skills learned in your work to produce a final outcome.</p>	<p>Gratitude - Being thankful for the media and equipment provided for you in art. Good speech - speaking about your work using a specific vocabulary</p>	<p>Good Temper & Good Humour –Responding to feedback in an appropriate manner. Self mastery – taking the lead on your own project and managing your own work and progress</p>	<p>Self mastery – taking the lead on your own project and managing your own work and progress. Compassion – helping those around you who need support. Good Sense – using good sense when planning for achievable outcomes.</p>		
Preparation for Citizenship	SMSC & British Values	<p>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England Enable students to develop their self-knowledge, self-esteem and self-confidence;</p>	<p>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; Encourage respect for other people.</p>	<p>Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence; Enable students to distinguish right from wrong and to respect the civil and criminal law of England.</p>		
	Link to SMSC & British Values	<p>Developing opinions on current issues</p> <p>Learning to speak about their own work and the work of their peers confidently and in front of their peers. Developing new skills which push you out of your comfort zone but show grit and determination.</p>	<p>Learning about art and artists from different cultures and appreciating these.</p>	<p>Making students aware of how artists use their work to raise awareness of issue that can contribute to making society better.</p>	<p>Students learn to work within the restrictions and guidelines of the GCSE assessment objectives.</p>		