

Curriculum Content Map			Subject: Art Year 10		
			Term 1 – Develop and Explore	Term 2 – Reflect and Refine	Term 3 – Evaluate and Finalise
	Units of Work		Students looking at a range of artists and practitioners, making selections and choices as needed to develop a range of outcomes based on these themes.  Students will present personal realisations continually working with guides to ensure personal interpretations are clear.	Students developing greater independence in the development of their work.  Evaluations made of the work of their work linked to artists from term 1 are refined through planning entirely new work which is based on personal interests.  Students will show they have selected from a range of new ideas and this will be through considered testing of novel materials and techniques.	Through a process of evaluation and selection from folder work to date students will plan a ‘final piece’ design that will sum up the best of what has been completed to date. This will be used in the mock exam to generate an outcome from a sustained period of investigation.  The work produced will inform the completion of the NEA in the autumn term.
Cultural Transmission	Exam Board Links		<b>AO1 Develop</b> Initial idea and concept Research concept Investigate techniques  <b>AO2 Explore</b> Practise techniques Experiment with media Learn new processes  <b>AO3 Record</b> Write thoughts and observations in logbook Analyse the work of artists Evaluate own work  <b>AO4 Present</b> Well-presented pages and sheets in folder. Confident use of materials in a range of processes linked to research.	<b>AO1 Develop</b> Refined Ideas for developing personal themes. Personally selected artist and designer links.  <b>AO2 Explore</b> Try different ways of combining and trialling materials and techniques. Improve on what was completed in term 1.  <b>AO3 Record</b> Show visual Comparisons and selections. Annotate choices made and realisations learnt.  <b>AO4 Present</b> Opinions and ideas recorded. Justifications for choices. Plans for improvements or more complete outcomes linked to research.	<b>AO1 Develop</b> Through evaluation of work completed develop plans for personal responses. Develop thumbnail designs and show links to earlier experiments in terms 1 and 2  <b>AO2 Explore</b> Students ensure a range of possibilities are explored to show their outcome is the best one.  <b>AO3 Record</b> Show visual Comparisons and selections. Annotate choices made and realisations learnt.  <b>AO4 Present</b> Opinions and ideas recorded. Justifications for choices. Plans for improvements or more complete outcomes linked to research.
	Substantive Knowledge	<i><b>The What!</b></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. 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 folder or sketchbook based on their practice. At the end of Year 10, students will have an opportunity to present an outcome based on their research and observations as part of a mock exam.		
	Disciplinary knowledge	<i><b>The How!</b></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><b>Retrieval &amp; Extension</b></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 folder and presentation skills, 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 personal presentation and fulfilling all AOs in a project. Building on project knowledge and how to record progress in personal journal.	Further developing the process refining and developing a personal response.  Building on project knowledge based on research and experimentation and how to record progress in a personal portfolio. Building to NEA coursework outcomes and  ESA in Year 11.
	Summative Assessment		Deep mark 1 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 2 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  AP1 Sustained final piece based on the skills developed over term.	Deep mark 3 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 4 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  AP2 Sustained final piece based on the skills developed over term.	Deep mark 5 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 6 – WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  AP3 Sustained final piece based on the skills developed over term.
Personal Empowerment	Virtue	<i><b>The opportunity to reflect, think deeply and critically about an issue.</b></i>	<ul style="list-style-type: none"><li>• Friendliness and Civility (September)</li><li>• Justice and Truthfulness (October)</li><li>• Courage (November)</li><li>• Generosity (December)</li></ul>	<ul style="list-style-type: none"><li>• Gratitude (January)</li><li>• Good Speech (February)</li><li>• Good Temper (March)</li></ul>	<ul style="list-style-type: none"><li>• Self-Mastery (April and May)</li><li>• Compassion (June)</li><li>• Good Sense (July)</li></ul>
	Link to Virtue		<b>Friendliness and Civility</b> - Introduction to others who work by looking at identities in different cultures, encouraging acceptance.  <b>Justice and Truthfulness –</b> Understanding how colours can make you feel or act in a particular way.  <b>Problem Solving –</b> Understanding how artists combine text and image in art works.  <b>Generosity –</b> Looking at how artists develop work to respect and respond to cultural traditions of others.	<b>Gratitude</b> - Being grateful for the beauty of the natural world and its influence on the creative process.  <b>Good Speech –</b> Thinking about how we speak to one another when giving critical feedback through peer assessment.  <b>Good Temper &amp; Good Humour</b> - Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	<b>Self-Mastery –</b> Understanding how to work with technical drawing and laying out pages.  <b>Compassion –</b> Considering others when designing artwork that everyone will see.  <b>Good Sense –</b> Working with themes that everyone can engage with to ensure products are successful.
Preparation for Work	Skill	<i><b>Transferable skills</b></i>	<ul style="list-style-type: none"><li>• Listening (September)</li><li>• Leadership (October)</li><li>• Problem Solving (November)</li><li>• Creativity (December)</li></ul>	<ul style="list-style-type: none"><li>• Staying Positive (January)</li><li>• Speaking (February)</li><li>• Staying Positive (March)</li></ul>	<ul style="list-style-type: none"><li>• Aiming High (April and May)</li><li>• Speaking (June)</li><li>• Teamwork (July)</li></ul>
	Link to Skill		<b>Listening</b> - To listen to each other through peer assessments and class discussions.  <b>Leadership</b> - Lead on presentation of their work, then leading on their own design.  <b>Courage</b> - Having the courage to push yourself out of your comfort zone and try new skills  <b>Creativity</b> - Showing the creative skills learned in your work to produce an outcome.	<b>Staying Positive –</b> Staying positive when learning a new and difficult skill.  <b>Speaking</b> - Learning to speak about your own art and the work of others.  <b>Staying Positive</b> - Staying positive when analysing your own work.	<b>Aiming High –</b> Aiming for a platinum outcome with skilled use of the materials and processes to respond to others.  <b>Aiming High –</b> Aiming for a platinum outcome with written evaluations.  <b>Speaking –</b> Explaining and supporting their menu choices. <b>Teamwork –</b> Reviewing and evaluating each other’s work. Developing ideas for outcomes and pieces.
Preparation for Citizenship	SMSC & British Values	<i><b>Developing opinions on current issues</b></i>	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.	Encourage respect for other people.  Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.  Enable students to develop their self-knowledge, self-esteem, and self-confidence;
	Link to SMSC & British Values		Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced