

## Art and Design Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<p><b>Baseline Test</b> <b>Drawing workshops</b> Developing observational skills through the development of Knowledge and skills using the formal elements of: Line, tone, shape, texture and colour</p> <p>Introduction to the OCR GCSE syllabus for Fine Art Understanding the assessment objectives</p> <p>Understanding how to present sketchbooks and using visual sources for inspiration including photography</p>	<p><b>Project: Natural Forms</b> Understanding how to apply the Assessment Objectives for the GCSE portfolio to the project</p> <p>Exploring AO3 – responding and recording. Creating drawings using a range of materials Exploring visual stimulus including photography. Presenting work in books.</p> <p>Developing skills in materials and processes. Demonstrate a development of skills from KS3</p>	<p><b>Project: Natural Forms</b> Understanding AO1: Exploring artists, craftspeople and designers</p> <p>Research and present artists images to inspire practical outcomes.</p> <p>Application of techniques, process and materials used by the artists to inform own work.</p> <p>Understanding AO2: Developing/refining and altering ideas. Explore a wide range of 2D and 3D materials to realise intentions towards a final outcome. Can also explore digital manipulation</p> <p>Artists: Seguy Carolee Clark Beartiz Milhazes Marco Mazonni Marcello Monreal Lucy Arnold Mark Powell Karl Blossfeldt Kate Malone</p>	<p><b>Project: Natural Forms</b> Developing AO2 Continue to develop, refine and change ideas using a range of materials including ceramics, 3D materials, fabric and textile painting.</p> <p>Develop mastery of skills and explore own interests within the theme. Demonstrate more than one outcome and fully explore materials, techniques and processes to support marks for AO2</p>	<p><b>Project: Natural Forms Assessment Objective 3</b> Understanding AO4: Develop final outcome</p> <p>Develop and create a final outcome based on AO1-3. Work in 2D or 3D materials dependent on AO1 nad AO2.</p> <p>Students work with strengths and ‘show case’ skills in chosen materials</p> <p>Evaluate success of work and marks awarded for each assessment objective.</p> <p>Strategic planning for YR11 portfolio</p>	<p><b>GCSE Portfolio Introduction of final GCSE Portfolio</b></p> <p>Selected themes given by tutor</p> <p>Select one theme for portfolio. Examples; tribal/birds/reflection /identity</p> <p>Respond to the theme exploring AO3</p> <p>Take photographs, collect images and create drawings to respond to chosen theme</p> <p>Explore AO1 with an intention to apply theme, techniques, processes or materials to own practical work</p>
<b>Assessment</b>	<p>Baseline test</p> <p>Assessment of drawing and response to a theme</p>	<p>Assessment of AO3. A ‘working at’ grade awarded and project marked in line with whole school policy</p>	<p>Assessment of AO1. A ‘working at’ grade awarded and project marked in line with whole school policy Formative assessment of AO2</p>	<p>Assessment of AO1 and AO2. A ‘working at’ grade awarded and project marked in line with whole school policy. Predicted grade awarded in line with TA. Formative assessment of AO2</p>	<p>Assessment of AO1- AO4. A ‘working at’ grade awarded and project marked in line with whole school policy. Predicted grade awarded in line with TA.</p>	<p>Formative feedback provided on initial response to theme.</p> <p>Portfolio review of natural forms project to provide key focus for students moving forward</p>

<p><b>H/WK</b></p>	<p>Drawing from observation using pencil</p> <p>Drawing from observation using a range of media</p> <p>Collecting and photographing images</p>	<p>Various – weekly: Collecting images based on the theme Presenting work in sketchbook Drawing and responding to project brief – WOW drawings demonstration skills (AO3)</p>	<p>Various – weekly: Developing and refining ideas in a range of media Exploring composition in sketch books Presenting visual knowledge, understanding and ideas in a sketchbook (AO1/2)</p>	<p>Various – weekly: Researching and collecting images by other artists, craftspeople or designers to link to ideas Refining and developing 2D media</p> <p>Realising intentions to produce a final outcome</p>	<p>Developing final outcome for AO4</p>	<p>Researching and collecting images by other artists, craftspeople or designers to link to ideas Refining and developing ideas using a range of media Realising intentions to produce a final outcome</p>
<p><b>Arts Mark</b></p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>	<p>Promotes the Arts within the curriculum Explore cultural diversity Offers a diverse curriculum Develop self confidence in creative thinking, problem solving and realisation of intentions Engaging curriculum Self-led opportunities</p>
<p><b>Building on prior learning</b></p>		<p>Students will have acquired practical skills during Key Stage 3 which they will revisit, explore and develop in the 'Formal Elements' workshop sessions in YR10. In the workshop's students will learn to draw with confidence, developing key elements of line, tone, shape and texture. They will apply these skills to the mini Portfolio project whilst developing a strong knowledge and understanding of the OCR Art and Design Fine Art syllabus. Students will work creatively and independently as confidence in their skills develops. They will have been taught how to meet the assessment criteria; the standards expected and how to present ideas in sketchbooks.</p>				
<p><b>Enrichment within the Curriculum</b></p>		<p>Art trip to enrich curriculum but also provide key research for projects. Looking at the work of other artists, craftspeople and designers enables students to have greater contextual knowledge and informs their practical work</p>				
<p><b>Extracurricular opportunities</b></p>		<p>Art trip Intervention Sessions Access to Art Department across the year</p>				
<p><b>Positive impacting on personal development (SMSC)</b></p>		<p>Students develop a strong knowledge and understanding of the wider world from research into the work of artists, cultures and historical contexts. This builds up tolerance and understanding of the importance of Art in a wider context. They also develop their own artistic style and</p>				

	<p>preference of artistic approaches and themes. As Year 10 work develops students are more able to work independently and confidently to explore themes within their course.</p>
<p><b>Preparing for the next stage of education</b></p>	<p>Students will work towards achieving a GCSE grade and this will support the next step into Year 11. The skills and knowledge acquired will support the transition from the Art and Design Portfolio unit to the Set Task (final examination project). Obtaining a good GCSE grade in Art and Design will support the transition into A-level study or any further education course.</p>
<p><b>Ways to support your child's learning</b></p>	<p>Investing in a good digital camera/smart phone camera Investing in 2D materials such as 2B shading pencils and paints Setting aside an hour a week to complete art-work is essential</p>
<p><b>Visits and trips</b> Websites / books /papers / magazines TV/Films Blogs/ podcasts</p>	<p>Art gallery visits – BMAG, Ikon, Walsall Gallery, London galleries/Oxford Watching art programmes on television can also support contextual knowledge. Pinterest account – a wide variety of designers and artists share work on this site Portrait Artists of the year/BBC documentaries on IPlayer about Art or Artists can support better understanding Grand Designs, George Clarke's Amazing Spaces, Escape to the Chateau and other TV shows that showcase design, crafts and the visual arts can support an interest and understanding of art and design in the wider world. Editing apps – Picsart/photopea/GIMP/Krita/Snapseed</p>