

# Art / Year 10 / Curriculum Map

Component 1 - Year 10 course work Outcome 1 - Body of Supporting work/Portfolio of work and Final Outcome/Piece(60%)  
 Component 2 will begin in Year 11 – Response to Exam Question – Portfolio of work and Final Outcome/Piece (40%)



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Overview</b>	<p><b>Skills Development and Preparation Component 1</b></p> <p><i>Students will be introduced to the course content of researching a variety of Artists and Art Styles all under the heading of Nature</i></p>	<p><b>Skills Development and Preparation Component 1</b></p> <p><i>Students will learn about Artists and Art styles practicing a wider variety of techniques and skills</i></p>	<p><b>Component 1 - Coursework</b></p> <p><i>Students will learn about Artists and Art styles practicing a wider variety of techniques and skills</i></p>	<p><b>Component 1 - Coursework</b></p> <p><i>Students will learn about Artists and Art styles practicing a wider variety of techniques and skills.</i></p>	<p><b>Component 1 - Coursework</b></p> <p><i>Students will learn about Artists and Art styles practicing a wider variety of techniques and skills. Pupils will develop their own individual ideas for a unique Art Piece</i></p>	<p><b>Component 1 - Coursework</b></p> <p><i>Pupils will develop their Portfolio of work into an individual ideas for a unique Art Outcome/Piece</i></p>
<b>Curriculum Content</b>	<p><b>Composite: Develop skills and techniques to</b></p> <p><b>Component 1:</b> – Coloured Pencil drawing in response to Kelly Stanford (<b>coloured pencil</b>) H/W</p> <p><b>Component 2:</b> - Drawings from Nature</p> <p><b>Component 3:</b> - Simplified drawings from Nature (<b>multi media</b>) H/W</p> <p><b>Component 4:</b> - How to simplify drawing further to create symmetrical designs</p> <p><b>Component 5</b> – How to layout and annotate artist research in sketchbook</p>	<p><b>Composite: Develop understanding of a variety of Artists</b></p> <p><b>Component 1</b>– How to do a tonal Drawing in response to Artist Karl Blossfeldt (<b>pencil</b>) H/W</p> <p><b>Component 2</b> – Research Artist Angie Lewin/Amanda Colville leading to <b>Lino</b> design</p> <p><b>Component 3</b> – Produce Lino</p> <p><b>Component 4</b> – Experiment with prints from <b>Lino</b> exploring a variety of different materials and techniques (<b>printing</b>)</p> <p><b>Component 5</b> – How to layout and annotate artist research in sketchbook/completing work.</p>	<p><b>Composite: Develop understanding of a variety of Artists</b></p> <p><b>Component 1</b>– How to create a paper stencil in response to artist Elise Wehle (<b>stencil</b>)</p> <p><b>Component 2</b> – Stencil Experiments/Acrylic Paint experiments</p> <p><b>Component 3</b> – How to create a paper stencil in response to artist Marcia Baldwin (<b>oil pastel</b>)</p> <p><b>Component 4</b> – Research and Pencil drawing/Research artist Paper Monster (<b>painting</b>)</p> <p><b>Component 5</b> – How to layout and annotate artist research in sketchbook/completing work.</p>	<p><b>Composite: Develop understanding of a variety of Artists</b></p> <p><b>Component 1</b>– How to create a study in response to artist Marco Mazzoni (<b>carbon paper</b>) H/W</p> <p><b>Component 2</b> – Stencil Experiments/Acrylic Paint experiments</p> <p><b>Component 3</b>– How to layout and annotate artist research in sketchbook</p> <p><b>Component 4</b> – Relevant Artist research to Student Interest if finished all research so far. Other artist suggestions include: Ed Fairburn/Derek Lerner/Jelle Martens/Jill Ricci/</p>	<p><b>Composite: Understand how to Design for a Final Art piece combining all learn Artists and Art skills</b></p> <p><b>Component 1</b>– How to create a study in response to artis Christine Kim/T.S.Abe (<b>pencil/photography</b>)</p> <p><b>Component 2</b>– Own photographs taken/class self Portraits</p> <p><b>Component 3</b>– Pencil sketches of self portrait H/W.</p> <p><b>Component 4</b> – Relevant Artist research to Student Interest if finished all research so far.</p> <p><b>Component 5</b> – How to layout and annotate artist research in sketchbook/completing work.</p>	<p><b>Composite: Completion of Final Piece AO4</b></p> <p><b>Component 1</b>– How to create a variety of Design ideas in response to artist studied over the year</p> <p><b>Component 2</b> – How to create a study in the style of Abby Diamond</p> <p><b>Component 3</b> –Experiments/ for Mock Exam/final outcome/piece</p> <p><b>Component 4</b> –How to create a Mock Exam /Final outcome/piece</p>
<b>Prior knowledge and skills (from previous year / key stage)</b>	<ul style="list-style-type: none"> <li>Formal elements (Line, Tone, Colour, Pattern, Texture, Shape, Form)</li> <li>Colour theory (cool, warm, complementary, harmonious)</li> <li>Coloured pencil work – blending and layering colours</li> <li>Design work – simplified shapes and symmetrical patterns</li> <li>Research on Artists from KS3.</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements (Line, Tone, Colour, Pattern, Texture, Shape, Form)</li> <li>Colour theory (cool, warm, complementary, harmonious)</li> <li>Coloured pencil work – blending and layering colours</li> <li>Lino printing – cutting, rubbing printing                             <ul style="list-style-type: none"> <li>Design work – simplified shapes and symmetrical patterns</li> </ul> </li> <li>Skills learnt from Autumn 1</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements (Line, Tone, Colour, Pattern, Texture, Shape, Form)</li> <li>Colour theory (cool, warm, complementary, harmonious)</li> <li>Coloured pencil work – blending and layering colours</li> <li>Sketchbook layout skills</li> <li>Design work – simplified shapes and symmetrical patterns</li> <li>Skills learnt from Autumn 1</li> </ul>	<ul style="list-style-type: none"> <li>Formal elements (Line, Tone, Colour, Pattern, Texture, Shape, Form)</li> <li>Colour theory (cool, warm, complementary, harmonious)</li> <li>Coloured pencil work – blending and layering colours</li> <li>Sketchbook layout skills</li> <li>Design work – simplified shapes and symmetrical patterns</li> </ul>	<p>Understanding of techniques and skills and concepts from Component 1.</p> <p>Developing practical skills at KS3.</p> <ul style="list-style-type: none"> <li>Formal elements (Line, Tone, Colour, Pattern, Texture, Shape, Form)</li> <li>Colour theory (cool, warm, complementary, harmonious)</li> <li>Coloured pencil work – blending and layering colours</li> <li>Design work – simplified shapes and symmetrical patterns</li> <li>Design work – Composition and AO4 Planning</li> </ul>	

Assessment Objectives	<p>AO1: Demonstrate ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>AO1: Demonstrate ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>AO1: Demonstrate ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>AO1: Demonstrate ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1: Demonstrate ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
Assessments	<p>Assessment of Coloured Pencil drawing in response to Kelly Stanford</p> <p>Assess Drawings from Nature</p> <p>Assess simplified drawings and symmetrical designs</p>	<p>Assess tonal Drawing in response to Artist Karl Blossfeldt</p> <p>students Lino skills</p> <p>Assess experimentation using Lino</p> <p>Assess sketchbook layout</p>	<p>Assess Paper stencil work</p> <p>Assess Elise Wehl stencil skill</p> <p>Assess stencil experiments</p>	<p>Assess T.S. Abe drawing skill</p> <p>Assess Marco Mazzoni studies</p> <p>Assess Paper Monster studies</p> <p>Assess experiments using stencils</p>	<p>Assess Design ideas</p> <p>Assess Mock Exam piece</p> <p>Assess Final outcome</p> <ul style="list-style-type: none"> <li>• Coursework and grade tracker is updated regularly</li> <li>• SIMS progress mark entered at the end of each half term</li> </ul> <p><b>AO1/AO2/AO3/AO4 (60%) All Final Portfolio of work assessed to these Assessment Objectives</b></p>	
BV Links	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>	<p><b>BV Links:</b>  <i>Mutual Respect – Artist Research  Tolerance of Others – Different Faiths, Materials  Rule of Law – Health &amp; Safety  Individual Liberty - Autonomy</i></p>
Vocabulary / Key Subject Terminology	<p><b>ENLARGING</b> – make something bigger  <b>BACKGROUND</b>- Behind an image  <b>FORGROUND</b> – In front of an image  <b>STUDY</b> – small drawing of artists work  <b>OUTLINE</b> – line around something  <b>LINO</b> – print making  <b>PRINTING</b>- technique for repetition  <b>CONTRAST</b> – the opposite  <b>CROSSHATCHING</b>- drawing technique</p>		<p><b>SIMPLIFIED</b> – To make less complex or complicated  <b>ILLUSTRATION</b> – Visualisation or depiction made by an artist  <b>SYMMETRICAL</b> – Made up of the same parts facing each other  <b>SIMPLIFIED</b> – make something easier  <b>REPATITION</b> – repeating create a pattern  <b>COMPOSITION</b>- how something is put together</p>	<p><b>EXPERIMENTATION</b> – exploring different ideas  <b>COMBINING</b>- putting things together  <b>DESIGNING</b>- making a new idea  <b>RESPONSE</b> – what effect something has  <b>LAYOUT</b>- how work is displayed  <b>DEVELOPMENT</b> – Changing and adapting ideas</p>	<p><b>STENCILLING</b> – A design which is cut away and can be reproduced  <b>COLLAGE</b> – Art made from attaching different materials on a flat surface  <b>ANNOTATION</b> – Written explanations or critical comments next to an artwork  <b>OBSERVATIONAL</b> – Drawing or painting from life (still life/figurative/landscape)  <b>ILLUSTRATION</b> – Visualisation or depiction made by an artist</p>	
Knowledge Organiser content	<p>Key Terms and ideas surrounding the skills needed. Examples of annotation and WAGOLLS. Examples of work will be given in homework packs to catch up with coursework missed over Year 10. Students will receive these individually dependant on work they are completing.</p>					
Extra-Curricular Offer	<p>Intervention/catch-up sessions - morning, lunch time and after school where possible. Students targeted who are falling behind or are on the 3/4/5 borderline.</p>					



