



Curriculum Overview



SUBJECT:	ART	YEAR:	10
INTENT:	<ul style="list-style-type: none"> • To build on the students experience of Art at KS3. • To extend the students techniques and processes when using different materials. • Students to become more independent building confidence in their own abilities. • To understand how the portfolio is marked and the assessment objectives that need to be covered. • Teachers to deliver a consistently high standard of teaching and learning across the faculty and across all key stages using a variety of resources and teaching methods to suit the needs and learning styles of all our students. • Motivate our students into wanting to study Art at post 16 through a curriculum which is appropriate, challenging, enjoyable and rewarding to all students. • Share good practice within the faculty and to work as a strong team which supports and motivates each member. • Ensure students produce artwork to a high standard and develop a lifelong love of Art. 		

UNITS OF WORK

OBJECTS	IDENTITY
<u>Visual Elements</u> -Line, Tone & pattern <u>Media</u> - Pen, Pencil, Printing (Dry-point) & Painting, photography...	<u>Visual Elements</u> - Texture, Light, Colour, line, tone, patterns, shape.... <u>Media</u> - Painting, Printing, Sculpture...

Key Knowledge/Development	Key Skills Development	Assessment
<p>Key Knowledge/Development</p> <ul style="list-style-type: none"> • Opening Page • Media/Observational Pages • Photography Pages • Development pages • Final outcomes <p>Objects</p> <ul style="list-style-type: none"> • Introduction to a range of artists who predominantly work in still life. • Exploring different media including pen, pencil, and printing techniques. • Developing their understanding of the process of building their portfolio. • Investigating the four assessment objectives- <ul style="list-style-type: none"> ○ Research ○ Exploring media ○ Recording ○ Individual response 	<p>Key Skills Development</p> <p>Research skills</p> <ul style="list-style-type: none"> • Mind-maps, collecting information and artist studies. • Explore the work of artists, craftspeople and designers using different media <p>Experimenting with media</p> <ul style="list-style-type: none"> • Exploring the visual elements throughout the three projects. • Experimenting with a range of different processes and materials to become confident when using them for their individual work. <p>Recording</p> <ul style="list-style-type: none"> • Recording techniques explored which will include observational drawings, written annotations, and photography. 	<ul style="list-style-type: none"> • At the end of the project. • Homework • Specific skills related tasks. • Artist research

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<p>Identity</p> <ul style="list-style-type: none"> Exploring the term 'Identity' and what this means in 2025. Researching visual artists and their response to this title. Extending the students ability to use a range of techniques eg. painting, pastel, stencil and other processes and materials. Developing their ideas inspired by either objects/identity, or both within their own developments. <ul style="list-style-type: none"> Research, Exploring media, Recording Individual response. 	<p>Personal outcome</p> <ul style="list-style-type: none"> Creating a body of work that shows a clear development of ideas towards their own pieces of work. 	
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EDI/SMSC/British Values/Careers	Literacy/Numeracy
<ul style="list-style-type: none"> The projects aim is to challenge students through the techniques, understanding of different artforms and pieces of work created. We aim to encourage our students to aspire and see their work as part of a bigger journey within art. We aim to make links with the creative industries and further education. Teaching our students respect for each other, their work and looking at how artists have documented many worldwide issues that highlight the respect for different cultures, beliefs, religions, and viewpoints across different societies. Encouraging our students to become excellent practitioners in art through a range of different media and techniques. Links to careers within the Arts e.g., photographer, Graphic designer, ceramicist, furniture designers etc. Artists introduced to the students from different countries, ethnicity, and gender. Working with the students individually when creating their own projects. This helps the students find topics and ideas that they are interested in. Responding to social issues especially when the students are working on their independent project. 	<ul style="list-style-type: none"> Artist's Fact files and in-depth studies. Annotation of their work. Peer /self-Assessments. Proportion and scale used throughout the drawing tasks. Numeracy will be evident through the use of drawing grids measuring materials especially when creating sculptures.