

## Art and Design Year 10

|            | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|------------|---|--|--|---|--|--|
| Topics     | <p>Baseline Test</p> <p>Formal elements of Art and Design –</p> <p><b>Drawing workshops:</b><br/>Developing observational skills through the development of Knowledge and skills using the formal elements of:<br/>Line, tone, shape, texture and colour</p> <p>Introduction to the OCR GCSE syllabus for Fine Art<br/><b>Mini project: Natural Forms</b><br/>Understanding the assessment objectives and AO3</p> <p>Various still life artists including:<br/>Paul Cezanne, Karl Bossfeldt</p> | <p>Developing an understanding of the OCR GCSE syllabus for Fine Art<br/><b>Mini project: Natural Forms</b><br/>Understanding AO3 – recording and responding to a theme (Natural Forms) creatively and in sketch books</p> <p>Demonstrating previous 2D skills to complete AO3<br/>Responding by selecting and collaging images based on the theme<br/>Collecting and presenting ideas /artists work (AO1)<br/>Georgia O’Keeffe<br/>Ernst Haeckel<br/>botanical illustrations<br/>Taking effective photographs - shots and composition</p> | <p><b>Mini project: Natural Forms</b><br/>Understanding AO2/AO1 – recording and responding to a theme (Natural Forms)</p> <p>Exploring and developing a range of 2D skills in a variety of media: chalk, oil pastel, various paints, photography and printmaking</p> <p>Exploring the influence of a range of artists, craftspeople, designers e.g. Sonia Delaunay<br/>Carolee Clarke<br/>Tracy Blease<br/>Ernst Haeckel</p> | <p><b>Mini project: Natural Forms</b><br/>Understanding AO2/AO1/4 – recording and responding to a theme (Natural Forms)</p> <p>Exploring and developing a range of 2D skills in a variety of media: ceramics, 3D materials, fabric and textile painting</p> <p>Exploring the influence of a range of artists, craftspeople, designers e.g. Kate Malone<br/>Bernard Leach<br/>Kate Slaughter<br/>Andy Goldsworthy<br/>Lucy Unwin</p> | <p><u>GCSE Portfolio (1) Assessment Objective 3</u><br/>Demonstrating previous 2D skills to complete AO3</p> <p>Responding by selecting and collaging images based on the theme</p> <p>Visual research including primary source materials<br/>Drawing using a wide range of media from observation and images</p> <p>Themes may include:<br/>Tribal<br/>Birds and Insects<br/>Interesting<br/>Character<br/>Carnival</p> | <p><u>GCSE Portfolio (1 continued) Assessment Objective 1 and 2</u></p> <p>Develop and refine ideas, techniques and processes. Make links to artists, craftspeople and designers<br/>Complete a final outcome based on all the assessment objectives</p> <p>Develop a chosen theme</p> <p>Exploring the influence of a range of artists, craftspeople, designers (AO1)</p> |
| Assessment | <p>Baseline drawing test</p> <p>OCR GCSE Fine Art grading – ‘working at’ grades given to track progress through the course – every three weeks</p>  | <p>OCR GCSE Fine Art grading – ‘working at’ grades given to track progress through the course – sketchbooks marked every two - three weeks – on going teacher assessment</p>   | <p>OCR GCSE Fine Art grading – ‘working at’ grades given to track progress through the course – sketchbooks marked every three weeks – on going teacher assessment</p>   | <p>OCR GCSE Fine Art grading – ‘working at’ grades for mini project</p> <p>Predicted grade based on TA</p>  | <p>GCSE Fine Art: Assessment Portfolio - AO3 Assessment Objective 3 (total 30 marks)</p> <p>Predicted grade based on TA</p>  | <p>GCSE Fine Art: Assessment Portfolio – AO3/1/2 (total 30 marks per AO).<br/>Final piece (AO4) to be completed in Autumn Term 2 of Year 11</p>  |
| H/WK       | <p>Drawing from observation using pencil<br/>Drawing from observation using a range of media<br/>Collecting and photographing images</p>  | <p>Various – weekly:<br/>Collecting images based on the theme<br/>Presenting work in sketchbook<br/>WOW drawings<br/>demonstration of skills (AO3)</p>   | <p>Various – weekly:<br/>Developing and refining ideas in a range of media<br/>Exploring composition<br/>Presenting visual ideas in a sketch book (AO1/2)</p>  | <p>Various – weekly:<br/>Researching and collecting images<br/>Refining ideas in a range of media</p>   | <p>Various – weekly:<br/>Researching and collecting images by other artists, craftspeople or designers to link to ideas<br/>Refining and developing ideas</p>  | <p>Refining and developing ideas in a range of media<br/>Planning for final outcome in 2D/3D media</p>   |

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| <b>Arts Mark</b>   | Creating links to other art forms (Music) through the use of language e.g. – formal elements, tone and texture | Developing self-confidence, creative thinking and problem solving when designing and making artwork  | Exploring cultural diversity (Drama) Creating links to other art forms through learning about artists and their works | Developing skills that allow for critiques and creative thinking when developing and evaluating (Drama/Music) unique art works | Developing an understanding of different times and a range of art and arts movements and influences from art history to modern times | Exploring cultural diversity Creating links to other art forms through learning about artists and their works |
| <b>Building on prior learning</b>  |  | 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. |   |  |  |   |
| <b>Enrichment within the Curriculum</b>  |  | Art trip to Botanical Gardens (B’ham) and/or a gallery or place of artistic interest. Looking at the work of other artists, craftspeople and designers enables students to have greater contextual knowledge and informs their practical work  |   |  |  |   |
| <b>Extracurricular opportunities</b>   |  | Art trip<br>Intervention Sessions<br>Exhibitions   |   |  |  |   |
| <b>Positive impacting on personal development (SMSC)</b>                                       |  | 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 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.   |   |  |  |   |
| <b>Preparing for the next stage of education</b>   |  | 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.  |   |  |  |   |
| <b>Ways to support your child’s learning</b>   |  | Investing in a good digital camera<br>Investing in 2D materials such as 2B shading pencils and paints<br>Setting aside an hour a week to complete art-work is essential  |   |  |  |   |
| <b>Visits and trips</b><br>Websites / books /papers / magazines<br>TV/Films<br>Blogs/ podcasts |  | Art gallery visits – BMAG, Ikon, Walsall Gallery<br>Watching art programmes on television can also support contextual knowledge.<br>Pinterest account – a wide variety of designers and artists share work on this site<br>Portrait Artists of the year/BBC documentaries on IPlayer about Art or Artists can support better understanding<br>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.   |   |  |  |   |