



## Year 10 Art Curriculum Overview

**Rationale:** The AQA Fine Art curriculum is a holistic two year course with two components. Component 1 worth 60% and component 2 worth 40%.

**Holistic** means the students are assessed on all four assessment objectives together:-

**A01-** Developing ideas through critical reflection and informed choices

**A02-** Exploring and selecting appropriate materials, techniques and processes, reviewing and refining as ideas develop.

**A03-** recording ideas, observations and insights through drawings, and writing.

**A04-** to present a meaningful response and realise intentions both visually and in written form.

Previously students will have learnt to use a wide range of materials, techniques and processes over KS3, whilst improving their use of the formal elements and literacy skills when describing artist's artwork. Our GCSE curriculum encourages students to become more independent in year 10, allowing them to choose practitioners to study, materials to explore and experiment with and a personal journey unique to them.

### NEA Assessment

It is important for students to complete key refined outcomes from each Artist they have learnt about and used. Students will plan and practise their final pieces prior to assessment. NEA Assessment is completed in class over ten lessons, in assessment conditions. All work produced over the course is assessed, so homework is part of the component 1 work being assessed. This provides opportunities for focused and refined outcomes, where learning is mastered and improved upon.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources Please note after school support sessions run weekly for any student who needs to complete artwork or a quiet space to complete their art homework.
Autumn Term	<b>Students will be introduced to a list of starting points: - Human Form, Layers, Growth and Decay, Nature and contained. These are very broad starting points. Students can interpret these in any way and all starts with finding images and researching practitioners of their favourite one from the list to inspire ideas and critical understanding known as A01.</b>		
	Students will complete the image research called a mood board on their chosen starting point. Selecting the best images and presenting these with writing to formulate ideas to draw and practitioner's to learn from.	FAR 1 Students will be assessed on their statement of intent- which describes what they want to learn over the year. This will be assessed for good spelling, grammar and punctuation, before being typed up correctly.	Homework in Art is an integral part of component 1 sustained investigation. It is vital work that is marked holistically with all the work in class and often supports a student's development of ideas and skills.  Compulsory homework which will be set on G4Schools weekly. 1) Title page and mind map completed on page 1 of the sketchbook provided by the School.

	<p>Students will use their knowledge and understanding of the three main practitioner's for their sustained investigation, to create a photoshoot. This photoshoot needs to be related to the student's intentions. By understanding what photographic image an Artist would take helps students create their own artwork and responses.</p>	<p>FAR 2 Students will present the five key features of the three main practitioners chosen and quality of photoshoot 1. Quality of the image, its relevance, lighting and composition. Students can use their own phones or a camera, emailing these images to themselves to print off in Schools.</p>	<ol style="list-style-type: none"> <li>2) Finding images/photographs on chosen starting point- 30 in total ready to print off in colour at school.</li> <li>3) Finding 20 practitioner's artwork showing how artists and others have created artwork based on the chosen starting point.</li> <li>4) Statement of intent- writing frame provided to support the student in writing about what they intend to learn and the three main practitioner's they wish to study and learn from. Draft 1 emailed to Art Teacher.</li> <li>5) Photoshoot 1- twenty photographs taken by the student to draw from in class and create artwork with.</li> </ol> <p>Extra homework that goes towards component 1</p> <ol style="list-style-type: none"> <li>1) Local and National gallery visits to see work on exhibitions and complete a page about the artwork shown, with pamphlets and tickets.</li> <li>2) Collect and present national and local newspaper clippings on the starting point, especially if there is a political, cultural or social issue involved.</li> <li>3) Read around the three main practitioners you have chosen and select relevant information to help understand how the artwork was created.</li> <li>4) A students can digitally manipulate their photoshoot 1 using software packages if they like this way of working.</li> </ol>
	<p>Students will apply learnt skill of the formal elements (practised in year 7, 8 and 9), to draw three of their favourite photographs. Students will be encouraged to adapt the size, trace or combine photographs that they have taken. Students can also bring in the objects to draw from as well, as first hand observational drawings allow students to draw different viewpoints and finer details.</p>	<p>FAR 3- DIRT actions to improve has drawings are created. Verbal support will be regularly given.</p> <p>Students will be assessed on their use of the formal elements of tone, shape, proportion and form when recording from their own photographs or objects. Accuracy in recording is important.</p>	<p>Compulsory homework which will be set on G4Schools weekly.</p> <ol style="list-style-type: none"> <li>1) Complete an outline drawing ready to shade in pencil in class. This can be traced or hand drawn.</li> <li>2) Q What materials would Artist 1 use? Look on YouTube to find how the Artist made the artwork? Screen shot the important parts of the video, print off and present with writing about what you learnt.</li> <li>3) Print off A5 size and in colour five artworks by your chosen practitioner 1. Select only artwork that is relevant and helpful in generating artwork of your own.</li> </ol>

	<p>Student will complete research on Artist 1 and homework will be presented and assessed. This research will support the responses to be created after Christmas.</p>	<p>FAR 4 Students will be assessed on research and presentation of Practitioner 1, including description of the artwork and artist copy. Correct spelling of art vocabulary will be checked.</p>	<ol style="list-style-type: none"> <li>4) Find 10 relevant facts about practitioner 1 and how the artwork was created. Don't just cut and paste. Please read and select. Print this off at school to present in class.</li> <li>5) Prepare a background with title- Practitioner 1's name ready to present your research in class.</li> <li>6) Complete any outstanding work not finished and your FAR actions.</li> </ol> <p>Extra Homework</p> <ol style="list-style-type: none"> <li>1) Does your practitioner 1 have artwork on exhibition current and it the future? Look into this and see if you can go to see the artwork or print relevant images and information off from the online exhibition.</li> <li>2) Complete recordings in other materials from your photographs or real objects.</li> </ol>
<p>Spring Term</p>	<p>Students will use their knowledge of an Artist to support the testing out of materials, techniques, tools and processes on their own drawings or photographs. Known as A03. This knowledge, combined with their technical ability in manipulating the formal will help them create their own artwork, known as responses. This is known as A02. Students will complete a final piece based on their best response by improving the formal elements and composition of their best work. This will be completed in ten hours of supervised exam conditions and can be planned prior to this ten hours. This is known as A04.</p>		
	<p>Students will use their knowledge and understanding of Practitioner 1 to create their own responses. Students will use their previous drawings and apply the key features of the Artist to test out materials, techniques and processes.</p>	<p>FAR 5 Regular verbal check's that the key features of practitioner 1 are being applied. Assessment will be based on the mastering of the materials, techniques and processes on five responses. DIRT actions will require students to focus on skilfully applying theses.</p>	<p>Compulsory homework which will be set on G4Schools weekly. Preparing outline drawings for use in class each week.</p> <ol style="list-style-type: none"> <li>1) Complete your first outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</li> <li>2) Complete your second outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</li> <li>3) Complete your third outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</li> <li>4) Complete your fourth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</li> </ol>

			<p>5) Complete your fifth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 1.</p> <p>Extra Homework</p> <ol style="list-style-type: none"> <li>1) Look on You Tube for artists who use the same materials or techniques as your chosen practitioner 1. Present screen shots and writing about what you have learnt.</li> <li>2) Use this learning to further improve any of your work so far.</li> </ol>
	<p>Students will use the SCAMPER method to further improve and plan a stronger final piece ready for the ten hour NEA supervised final piece (over ten lessons).</p> <ul style="list-style-type: none"> <li>• Substitute</li> <li>• Combine</li> <li>• Adapt</li> <li>• Modify</li> <li>• Put to a different use</li> <li>• Eliminate</li> <li>• Reverse.</li> </ul>	<p>FAR 6</p> <p>All five responses will be assessed together and students will have the opportunity to discuss with their Art Teacher SCAMPER actions ready for the NEA final piece.</p> <p>Verbal feedback will be given in lessons regularly to support individual progress.</p>	<ol style="list-style-type: none"> <li>1) Take one of your responses and change it using SCAMPER method you discussed with your Art Teacher.</li> <li>2) Find a new materials to use this on one of your refined pieces to change it.</li> <li>3) Take one of your responses and magnify a section of it and then add your practitioner 1 to it.</li> <li>4) Take one of your responses and collage images into all or part of it.</li> <li>5) Take a section of one of your responses and do a black and white version of it- you could add lines or texture in it.</li> </ol> <p>Extra Homework</p> <ol style="list-style-type: none"> <li>1) Write an evaluation on your work so far and which responses are the best.</li> <li>2) Complete a photoshoot to use and develop backgrounds for your responses to further improve them.</li> </ol>
<b>Summer Term</b>	<p>Students will use their knowledge of an Artist to support the testing out of materials, techniques, tools and processes on their own drawings or photographs. Known as A03. They will be repeating the process, therefore getting used to learning and generating their own ideas. This knowledge, combined with their technical ability in manipulating the formal will help them create their own artwork, known as responses. This is known as A02.</p> <p>Students will complete a final piece based on their best response by improving the formal elements and composition of their best work. This will be completed in ten hours of supervised exam conditions and can be planned prior to this ten hours. This is known as A04.</p>		
	<p>Students will use their knowledge and understanding of Practitioner 2 to create their own responses.</p>	<p>FAR 7</p> <p>Regular verbal check's that the key features of practitioner 1 are being applied.</p>	<p>Compulsory homework which will be set on G4Schools weekly. Preparing outline drawings for use in class each week.</p>

	<p>Students will use their previous drawings and apply the key features of the Artist to test out materials, techniques and processes.</p>	<p>Assessment will be based on the mastering of the materials, techniques and processes on five responses. DIRT actions will require students to focus on skilfully applying theses.</p>	<ol style="list-style-type: none"> <li>1) Complete your first outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 2.</li> <li>2) Complete your second outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 2.</li> <li>3) Complete your third outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 2.</li> <li>4) Complete your fourth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 2.</li> <li>5) Complete your fifth outline drawing (lightly sketched) and bring to class. In class you will apply the key features of Practitioner 2.</li> </ol> <p>Extra Homework</p> <ol style="list-style-type: none"> <li>3) Look on You Tube for artists who use the same materials or techniques as your chosen practitioner 2. Present screen shots and writing about what you have learnt.</li> <li>4) Use this learning to further improve any of your work so far.</li> </ol>
	<p>Students will use the SCAMPER method to further improve and plan a stronger final piece ready for the ten hour NEA supervised final piece (over ten lessons).</p> <ul style="list-style-type: none"> <li>• Substitute</li> <li>• Combine</li> <li>• Adapt</li> <li>• Modify</li> <li>• Put to a different use</li> <li>• Eliminate</li> <li>• Reverse.</li> </ul>	<p>FAR 8 All five responses will be assessed together and students will have the opportunity to discuss with their Art Teacher SCAMPER actions ready for the NEA final piece.</p> <p>Verbal feedback will be given in lessons regularly to support individual progress.</p>	<ol style="list-style-type: none"> <li>1) Take one of your responses and change it using SCAMPER method you discussed with your Art Teacher.</li> <li>2) Find a new materials to use this on one of your refined pieces to change it.</li> <li>3) Take one of your responses and magnify a section of it and then add your practitioner 1 to it.</li> <li>4) Take one of your responses and collage images into all or part of it.</li> <li>5) Take a section of one of your responses and do a black and white version of it- you could add lines or texture in it.</li> <li>6) Use the summer holiday to finish your work.</li> </ol> <p>Extra Homework</p>

			<ol style="list-style-type: none"><li>1) Write an evaluation on your work so far and which responses are the best.</li><li>2) Complete a photoshoot to use and develop backgrounds for your responses to further improve them.</li></ol>
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