

GCSE Art and Design Curriculum: Year 10

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Subject Art, Craft and Design	Topic	Human Forms	Human Forms	Human Forms	Human Forms	Human Forms/Portraits	Portraits
	Why this and why now?	<p>Students coming into Y10 through a normal KS3 will have experienced a curriculum that builds knowledge, understanding and skills in a wide range of materials, processes and techniques. Unfortunately, due to COVID lockdowns and isolations throughout y8 and 9, their experience has been greatly limited. We have therefore planned our projects and curriculum differently this year.</p> <p>The 'Human forms' project is designed to develop and refine sculpture skills through drawing, experimentation with clay and decorative processes.</p> <p>We have split the clay making tasks so students have a longer development phase between each make to enable them to close the gap with their making</p>	<p>In half term 2 students will analyse their simple clay figure in order to develop a more complex macquette. They will have used gazes for the first time in HT1 so can develop other decorative techniques to develop the surface of their complex figure.</p> <p>Students will design this second figure with strong links to the research they completed in HT1. They will be given the opportunity to collect additional inspiration by completing more drawings and research.</p> <p>They will evaluate this second make to gain a clear idea of what their final figure will look like and how they will decorate it.</p>	<p>In half term 3 students will create design ideas and a final design for their final clay figure. They will be able to think about and plan the construction process they will use as well as timings of firings, scale and types of decoration they will use. They will have gained this knowledge from building their two smaller figures. Students will have a plan for the making of this final figure and will have begun making it.</p>	<p>In half term 4 students will finish making their final figure, decorate it, photograph it and evaluate it. This will be a natural refinement of their drawing, designing and making skills from the smaller figures and plans they made in the earlier part of the project. Making smaller and less complex figures first will have built their confidence up to enable them to be more independent as they complete this final figure. Doing a practical project and using clay at this point in y10 gives them the opportunity to develop their making skills further if they wish to either in their second coursework project or in the externally set task in y11.</p>	<p>In half term 5 some students may have some figure work to complete- this will be done as additional home learning tasks or in after school sessions.</p> <p>In half term 5 students will start their second coursework project- 'Portraits'. This is a drawing and painting project and is planned for the last term of y10 so students have been able to build up their drawing skills in the first two terms and are also keen to try more painting having practiced these skills on a small scale on their clay figures.</p> <p>Students will be introduced to painting on a bigger scale and in a more abstract style in this project, this supports students who may find it challenging to recreate faces and encourages students who are already</p>	<p>In half term 6 students continue with their 'Portraits' project. Having focused on researching two painters and developing their painting skills in HT5 they now choose a subject to study to create their own large scale portrait of in a mixture of the styles of the painters they have studied. By spending time in HT5 experimenting with tools and paint and working in the styles of these two painters, students have built up a bank of skills they are confident to use in this final painting. Planning a large scale painting for this point in the course builds confidence so that when students return into y11 they will work on a bigger scale and in a freer style with their materials.</p>

	skills and gain confidence in order to make accelerated progress during this project. In half term 1 students will begin with observational drawing and research and quickly move into making simple figures from clay.				confident and skilful to take risks with scale and use of tools.	
What is the essential knowledge that needs to be remembered?	Producing independent research into an artist/sculptor. Developing presentation skills in sketchbook/folder. Use of key words in verbal and written comments and opinions. Control of a range of media when drawing from observation. Use of clay to create a simple 3D figure. How to use clay glazes.	Producing further independent research into an artist/sculptor. Refining presentation skills in sketchbook/folder. Use of key words in verbal and written comments and opinions. Clay making processes and decorative techniques when developing plans for making second, more complex clay figure. Increasingly skilful use of clay to create a more complex 3D figure. How to develop decoration using collage and paint.	Selecting and refining drawings to create a series of designs for a final clay figure that connects to the artists/sculptors studied. How to build a hollow clay figure on a larger scale that survives the firing process.	Understanding how to use a range of tools to create controlled pattern and texture in clay. What order to use decorative techniques on the surface of clay to enable mixing glazes and paints. Evaluating the final clay figure. How the work connects to the artists/sculptors studied and the theme of the project.	Producing personal and independent research into an artist. Refining presentation skills in sketchbook/folder. Control of a range of paint and painting tools when painting from observation. Understanding how to interpret a style of painting by choice of paint and tools.	How to scale up a drawing/painting. How to mix paint colours as you are painting rather than before you apply the paint. Refining presentation skills in sketchbook/folder. Increasingly complex use of key words in verbal and written comments, opinions and evaluations.
What is the assessment intent and how will you assess?	<i>Observational drawings and research will be assessed and feedback given. Simple figure will be evaluated and verbal feedback given before the student begins to develop their second figure. This will give students ideas of the areas they need to develop in the second part</i>	<i>Plan of making for second figure will be assessed and feedback given. Second figure will be evaluated and verbal feedback given before the student begins to develop their final figure. This will give students ideas of the areas they need to develop in the final part of</i>	<i>Design ideas and final design for final figure will be assessed and formal feedback given. Making of final figure will be evaluated (if complete) and verbal feedback given before the student begins to develop the decoration on their final figure. This will give students ideas of</i>	<i>Summative assessment will take place of the whole project once the final figure has been completed and evaluated. This summative assessment will be standardised by at least 2 members of staff. Data will be recorded via SIMs in accordance to the</i>	<i>Observational drawings/paintings and research will be assessed and feedback given. Painting skills will be evaluated and verbal feedback given before the student begins to develop their second figure. This will give students ideas of the areas they need to</i>	<i>Summative assessment will take place of the whole project once the final portrait painting has been completed and evaluated. This summative assessment will be standardised by at least 2 members of staff.</i>

		<i>of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>the areas they need to develop to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>school calendar- this data will be a final grade for this coursework project.</i>	<i>develop in the second part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the school calendar- this data will be a holistic grade including all the work completed by the student.</i>	<i>Data will be recorded via SIMs in accordance to the school calendar- this data will be a final grade for this coursework project.</i>
	What should the end point look like?	Research sheets for 3 artists/sculptors, presented with drawings and annotation. Plan of making for simple clay figure. Simple clay figure made and glazed. Figure photographed and evaluated.	Plan of making for second clay figure. Second clay figure made (showing more complex making skills) and decorated using collage and paint. Figure photographed and evaluated.	Design ideas and final design for final clay figure and annotation. Plan of making for final clay figure. Final clay figure made.	Final clay figure completed, photographed and evaluated. All tasks completed and handed in for summative assessment.	Research sheets for 2 artists, presented with drawings, paintings and annotation. Experimentation with a range of paints and painting tools in the style of the artists.	Final portrait painting completed and evaluated. All tasks completed and handed in for summative assessment.
	How does it cover the NC	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.	GCSE AO's Assessment Objective 1- Research artists and inspiration Assessment Objective 2- Experiment and develop ideas Assessment Objective 3- Observe and record Assessment Objective 4- Final piece, annotation and evaluation.