

Art and Design Curriculum Year 10

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Topic	Portraits	Portraits	Portraits/ clay mask	Natural forms	Natural forms	Natural forms	Natural forms
Subject Art, Craft and Design	<p>Why this and why now?</p>	<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. Students will have studied portraits in year 9 so should be confident with the theme whilst being given greater opportunity for personal investigation and experimentation In half term 1 students will start their first coursework project- 'Portraits'. This is a drawing and painting project and is planned for the first term of y10 so students have been able to build up their drawing skills year 9 and are also keen to try more painting. 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</p>	<p>In half term 2 students continue with their 'Portraits' project. Having focused on researching two painters and developing their painting skills in HT1 they now choose a subject to study to create their own large scale portrait in a mixture of the styles of the painters they have studied. By spending time in HT1 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 and raises aspiration from KS3 outcomes to GCSE</p>	<p>In half term 3 students will be split into 2 camps. Some students will be continuing to work on painting portraits with possible use of canvas whilst others will choose to take their work into a 3d clay piece. This gives those slower workers the chance to finish their main painted portrait without compromising on quality of finish. Less able may need this time. Other students may prefer to work in clay and this will give higher ability students the greater range of materials to equip them for future projects. The aim would be for all students to experience the clay with differentiated outcomes based on strengths and weaknesses found in the first term.</p>	<p>In half term 4 students will start their 2nd coursework project- 'Natural forms'. This is a drawing, painting and printing project and is planned for the first year of y10 so students have been able to build up their drawing and painting skills in year 10 and are also keen to develop and refine their drawing and painting skills further. Students will also be introduced to block and lino printing, this supports students who may find it challenging to recreate realistic drawings and encourages students who are already confident and skilful to take risks with pattern and texture.</p>	<p>In half term 5 students continue with their 'Natural forms' project. Having focused on researching a printer and developing their painting skills in HT4 they now refine their drawings of natural forms to create a multi layered block print. By spending time in HT4 experimenting with drawing materials and paint and working in the styles of the artists studied, students have developed their skills further and they should be confident to develop their work into print. Planning a large scale or repeating multi layered print for this point in the course builds confidence so that when students enter year 11 they can work on their individual projects they should have developed some independence.</p>	<p>In half term 6 students will be producing their final prints having developed their ideas and printing techniques in HT5. Again the emphasis is in modifying and refining work as this is something which does not happen as much in KS3 due to time constraints</p>

	challenging to recreate faces and encourages students who are already confident and skilful to take risks with scale and use of tools.					
What is the essential knowledge that needs to be remembered?	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.	Selecting and refining drawings to create a series of designs for a final clay mask that connects to the artists/sculptors studied. 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 mask. How the work connects to the artists/sculptors studied and the theme of the project.	Understanding of the qualities of a range of wet and dry media and how to use them with skill. Producing independent research into an artist including your own opinions. Use of more complex key words in verbal and written comments and opinions. The block printing process.	Understanding how to interpret a style of printing by choice of colour and texture. Refining presentation skills in sketchbook/folder. Increasingly complex use of key words in verbal and written comments, opinions and evaluations.	Continued and further understanding how to interpret a style of printing by choice of colour and texture. 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/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 own portraits. 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>Summative assessment will take place of the whole project once the final portrait or clay mask has been completed and evaluated. This summative assessment will be standardised by at least 2 members of staff.</i>	Observational drawings and research will be assessed and feedback given. This will give students ideas of the areas they need to develop in the second part of the project to improve their overall grade. Data will be recorded via SIMs in accordance to the	Printing processes and overall composition will be assessed and feedback given orally and on feedback sheets. MIB activities will help with refinement and modifying ideas	Summative assessment will take place of the whole project once the final block print 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>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>	school calendar- this data will be a holistic grade including all the work completed by the student		school calendar- this data will be a final grade for this coursework project.
What should the end point look like?	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.	Final portrait and/or clay mask completed, photographed and evaluated. All tasks completed and handed in for summative assessment.	Observational drawings of natural forms using a range of media. In depth research into an artist/printer. Presentation and annotation of all work.	Observational drawings of natural forms using a range of media will be presented in a concertina book format A series of prints will be presented to show the ideas leading up to the final print idea	Final multi layered block print. Evaluation of block print.
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 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.	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.