

Year 10 Art

	Content /Topic	Reference	Essential Knowledge	Assessment	Rationale
YEAR 10					
HT1	Students will research the artist Liam Spencer and produce a collage of selected images of the artist’s work. Students will also produce an A4 copy of Liam Spencer’s artwork	1C To develop ideas through sustained and focused investigations, informed by contextual & other sources demonstrating analytical & critical understanding	Year 10 starts with an introduction to the types of artwork and pathways produced by previous students. Students will learn that throughout this course that Arts and Cultural learning encourages awareness, empathy and appreciation of difference and diversity and the views of others	The ‘Cityscapes’ project is assessed as an entire body of work and formally assessed through the KS4 journey. Formative- <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding Open, closed, higher order, Hinge, and process <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process 	Arts and cultural learning is an essential element of the KS4 curriculum as this allows students to engage and develop/question a sense of their own identity and value when making decisions throughout the KS4 curriculum. In KS3 students have explored different cultures and techniques. Students have experience of bringing together their learning. This has prepared them to be able to apply this knowledge in greater detail and depth at KS4. For example, in the Year 9 identity unit they developed, for example, printing and drawing techniques. These are built upon in this half term when students are required to
HT2	Students will produce a display of their artwork using a range of sketchbook presentation techniques Students will practise and Develop	2C Experiment with & select appropriate resources, media, materials, techniques & processes reviewing and refining their ideas as their work develops 3C Record observations, experiences, ideas, and insights in visual and other forms	Essential knowledge Reading to provide greater breadth and Understanding: Artists and designers find stimuli in the world around them or research a particular topic to find stimuli. They use this material to help them generate a personal creative response in their work. Responding to stimuli - Responding to stimuli - GCSE Art and Design Revision - BBC Bitesize Students are taught that the capacity to think and act creatively as they progress through the course will	Summative Assessment of total completed pages. Pages marked holistically as this requires students to bring all together their knowledge developed.	

<p>colour mixing and blending skills using paint, coloured pencils, and Oil pastels</p> <p>Students will develop an understanding of acrylic and watercolour Painting, oil pastels through the production of an A4 Artist copy of Liam Spencer's work</p> <p>Outcomes:</p> <p>Extended writing focusing on Liam Spencer artist research and collages in sketchbook</p> <p>1 x A4 Acrylic or Watercolour copy</p> <p>1 x A1 Oil pastel Liam Spencer outcome</p>	<p>appropriate to intensions. They should be able reflect in their work and progress</p> <p>4C Present a personal, coherent, and informed response, realizing intensions, and articulating and explaining connections with the work of others.</p>	<p>enable them to demonstrate skills in problem solving, inventing and communication.</p> <p>Students are introduced to the theme of Cityscapes. In order to enrich the experience of studying Cityscapes they are also introduced to the work of Liam Spencer a local North-West artist who paints dramatic cityscapes of Manchester, New York, and Shanghai.</p> <p>Students are introduced to sketchbook presentation techniques that will enhance their work.</p> <p>Students will start to collate/produce work that will form a portfolio of artwork in relation to the theme of Cityscapes.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Tallest Buildings in the World - Traversing the World's Tallest Skyscrapers (artincontext.org)</p> <p>Students will be taught the foundation skills of how to demonstrate an understanding of the theme by producing Artist Research and analysis. They will learn how to discuss the artwork critically and analytically when expressing an opinion.</p> <p>Students are introduced to the techniques and colour schemes used by Liam Spencer.</p>	<p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work. Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	<p>apply it further using a wider range of tools and materials Students will build upon previous art and design skills such as the ability to research an artist, analysis and experimentation of techniques and the development of drawing skills acquired through KS3 (YRS 7 – 9)</p> <p>Students are introduced to key elements and techniques gradually throughout the term and subsequent year. These skills will enhance the quality of artwork produced. For example</p> <p>The collaboration of technical and material experimentation is encouraged as a foundation starting point to the range of approaches that students can use within future topics/unios of the KS4 curriculum.</p>
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HT3	<p>Students will work independently using Lens-/Light-based media, Photoshop editing,</p> <p>Students will continue to explore various drawing techniques, Ink and Printmaking.</p> <p>Students will creation firsthand resources and recording of observations by the taking of own photographs relating to the theme of 'Cityscapes'</p> <p>Students will develop drawing skills by drawing from their own photographs using</p>	<p>1C To develop ideas through sustained and focused investigations, informed by contextual & other sources demonstrating analytical & critical understanding</p> <p>2C Experiment with & select appropriate resources, media, materials, techniques & processes reviewing and refining their ideas as their work develops</p> <p>3C Record observations, experiences, ideas, and insights in visual and other forms appropriate to intensions. They</p>	<p>Students will continue to work on the theme of Cityscapes. They will start this term using the knowledge and skills acquired last term when completing artist research to research a Cityscapes artist of their own choice.</p> <p>Students will choose an artist whose work inspires them and one who will allow them to experiment with art and design techniques in the production of a body of work in relation to the theme of cityscapes.</p> <p>Students will further develop an understanding of the Cityscapes theme by producing Artist Research and analysis. They will learn how to use an extensive Art vocabulary when discussing the artwork critically and analytically when expressing an opinion.</p> <p>Students will present work in a sketchbook using new presentation techniques. They will learn how using different fonts/apply borders/raise work and how applying these</p>	<p>The 'Cityscapes' project is assessed as an entire body of work and formally assessed through the kS4 journey.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Each key piece of work will be assessed and students are required to bring all together their knowledge for this assessment piece</p> <p>Summative Assessment of total completed pages. Pages marked holistically.</p>	<p>Students will build upon Art and design skills acquired throughout the previous term.</p> <p>The personal choice of artist allows students to demonstrate an independence within the Art & design process/journey.</p> <p>Students are further introduced to key elements and techniques throughout the term that build on the skills acquired through the previous terms work.</p> <p>The introduction to Photography and the importance of applying Photography skills and techniques will help students understand how different viewpoints when taking a photograph can completely change how an image is viewed. This will be</p>

<p>HT4</p>	<p>either traditional drawing methods such as pencil or fineline pen.</p> <p>Students will use photo editing techniques to improve and experiment with own photographs.</p> <p>Students will experiment with Photography apps and a variety of media to develop ideas from initial drawings.</p> <p>Outcomes:</p> <p>2 x A4 pages of own photographs in sketchbook</p> <p>2 x pages of Photoshop edits</p> <p>3x A4/A5 accurate drawings from photographs in traditional media – Shaded pencil, Fine liner, colour pencil</p> <p>3x A4 experimental drawings from previous</p>	<p>should be able reflect in their work and progress</p> <p>4C Present a personal, coherent, and informed response, realizing intensions, and articulating and explaining connections with the work of others.</p>	<p>techniques in different ways can alter the layout of a piece of work.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Developing ideas is part of the creative process for artists and designers. By exploring and refining ideas, effective decisions can be made about the final piece of artwork or design solution.</p> <p>Developing ideas - Developing ideas - GCSE Art and Design Revision - BBC Bitesize</p> <p>Students are introduced to Photography and the skills/techniques required to take a photograph from a different angle. These skills will include:</p> <p>The rule of thirds Perspective Focus Angle of photo taken</p> <p>Students will photograph cityscapes of their own choice either locally or further afield.</p> <p>Students will be introduced to Photography editing using photoshop and camera apps available in phones. Editing techniques such as:</p> <p>Contrast Brightness Crop and Rotate Saturation</p>	<p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work</p> <p>Learners are also assessed throughout the unit by using Peer/Self assessments and verbal feedback.</p>	<p>further developed in future half term content as students are required to record in a range of formats so this provides an excellent foundation for this future work.</p>
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	<p>images/drawings using textured background, pen, and ink</p>		<p>Students will decide upon an appropriate choice of media relating to their artist research and one that will allow them to demonstrate newly acquired art skills.</p> <p>Students will be introduced to a range of editing techniques using a Photography app such as Pixlr. This app will allow them to experiment with the use of filters, layers, size, and scale to produce differing textures and detail.</p> <p>Students will also be shown how to use the app to edit and enhance their own drawings based on Cityscapes.</p> <p>As the portfolio of work progresses students will continue to reflect on work produced and refine outcomes as the theme of Cityscapes progresses commenting on the formal elements on art: Colour, line, form, tone, texture, pattern, shape.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Recording your ideas, observations and insights will help your creative process. You can do this visually, through writing or by using other media. Reflecting on your work and progress - Recording and observing - GCSE Art and Design Revision - BBC Bitesize</p> <p>Through the development of a portfolio of work students will</p>		
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			demonstrate recording skills through photography and drawings		
HT5	<p>Y10 Mock exam and the production of preparation pages</p> <p>Students will take a more personalised approach, choosing their own artists to research and producing work inspired by their choices.</p> <p>Development of ideas and drawings into a 'Personal Response' and main outcome.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • 3x A4 pages written own choice of artist research and collages in sketchbook 	<p>1C To develop ideas through sustained and focused investigations, informed by contextual & other sources demonstrating analytical & critical understanding</p> <p>2C Experiment with & select appropriate resources, media, materials, techniques & processes reviewing and refining their ideas as their work develops</p> <p>3C Record observations, experiences, ideas, and insights in visual and other forms appropriate to intentions. They should be able reflect in their work and progress</p> <p>4C Present a personal, coherent, and informed response, realizing intentions, and</p>	<p>This term starts with an introduction to the Mock Exam process. Exemplar student responses and work is shared with students to demonstrate the journey through the design brief.</p> <p>Students will choose an artist of their own choice and will learn that ideas are best developed with reference to personal resources and evidence of personal and perceptive investigation.</p> <p>Students will learn that their choice of artist will allow them to authentically connect with the cultural context of their chosen artist and theme.</p> <p>Students will present all research using presentation skills that they have developed throughout the year.</p> <p>Students will be shown to ensure that work is presented skilfully and accurately when presenting own work.</p> <p>Students will refine work using a selection of media, materials, techniques, and processes. They will learn that the refinement of skills allows work to be further improved.</p> <p>Essential knowledge Reading to provide greater breadth and Understanding: Artists and designers</p>	<p>The 'Cityscapes' project is assessed as an entire body of work and formally assessed through the KS4 journey.</p> <p>Formative-</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding <p>Open, closed, higher order, Hinge, and process</p> <ul style="list-style-type: none"> • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Each key piece of work will be assessed as students will bring all together their knowledge in this piece</p> <p>Summative Assessment of total completed pages. Pages marked holistically as it brings all knowledge together.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p> <p>Written feedback is given and opportunities for students to improve their work and their grade. Learners are also assessed throughout the unit by</p>	<p>The personal choice of artist teaches students that they will have to justify their artmaking choices, and this will allow them to make deeper connections with the cultural context they are researching in this unit and future work.</p> <p>The reviewing, modifying, and refining of work as it progresses will allow students to reflect upon newly acquired skills and the application of these skills to demonstrate achievement. This is further developed in future units for example in future assessment pieces that require students to demonstrate their all their knowledge</p>
HT6	<p>1 X A4 artist copy</p> <p>3 x Drawings in a variety of media</p>				

	1x A3 main outcome inspired by new artist	articulating and explaining connections with the work of others.	<p>often record ideas they have for artworks and designs. They will note down observations as they go so, they can analyse and evaluate the effectiveness of the work produced</p> <p>Evaluating expressive work - Analysing and evaluating - GCSE Art and Design Revision - BBC Bitesize</p> <p>Drawing and painting skills introduced earlier in the year will be refined and main outcomes will be produced.</p> <p>Students will use research skills to develop their own personal ideas towards a 'Cityscapes' Mock exam piece.</p>	<p>using Peer/Self assessments and verbal feedback.</p> <p>Work will be formally moderated within the department and grading submitted for external OCR quality assurance.</p>	
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