
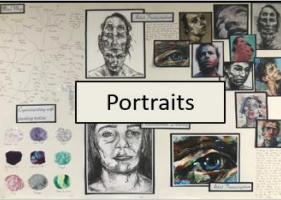
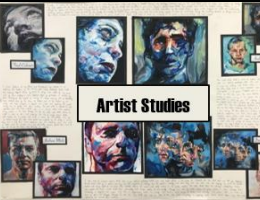

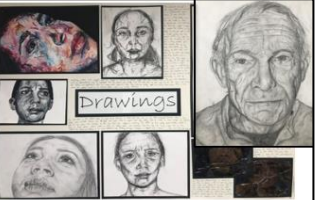


## Curriculum Mapping: ART Year 10-11

The GCSE Art curriculum content encompasses the 4 GCSE Assessment Objectives holistically throughout the course. We start year 10 with teacher led workshops in order to refine students' skills in using the formal elements, before we challenge their independence and support them in developing their own personal investigation and externally set assignment project that is tailored to their own interests and passions within the subject. Our course is highly differentiated to the needs and interests of each student. They have a vast range of topics, artists and media to explore, with support and guidance by the teacher, that is relevant to their own intentions. Students develop autonomy and independent learning, fostering a sense of ownership and develop their own artistic style with an increased proficiency in handling materials to allow them to move onto further education, A-Level Art and Photography courses, and creative industries.






Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 10	<i>Coursework - Workshops</i> Dry Media/ Printmaking / Colour Pencil / Oil Pastels / Painting		<i>Coursework – Extended Project</i> Board 1 – Initial Ideas	<i>Coursework – Extended Project</i> Board 2 – Artist Studies	<i>Coursework – Extended Project</i> Board 3 - Photography	<i>Coursework – Extended Project</i> Board 4 - Observations	
	Content/ Context Observational Subjective Abstract Surreal Portrait/Self-Portrait Architecture City-scape Pop Art Tribal/Cultural Cubism / Neo Cubism Graffiti / Street Art Photo-realistic Hyper-realistic	Figurative Landscape Manmade Still life Natural Forms Typography Contemporary Conceptual Expressionist Futurist Impressionist Renaissance Vintage Organic Aesthetic	Form/ Shape /2D/ 3D Composition Background Foreground Midground Texture/Pattern Line/Contour Scale/Proportion Perspective/Viewpoint Greyscale Graduated Shadow/Contrast Primary/Secondary/Tertiary Cold colours/Warm colours	Transparent/ Opaque Complementary colours Harmonious colours Hue/Tint/Pigment Monochromatic Saturated Focal Point Horizontal/ Vertical Overlapping Elongated Distorted / Exaggerated Symmetry/ Asymmetric Fragmented/Irregular Flowing/ Angular	Mood Bold Playful Dull Calm Warm/Uplifting Confused Cold Depressing Angst Sombre/Bleak Despairing Gloomy Delirious	Dramatic Powerful Intense Harsh Delicate Energetic Idyllic Romantic Frightening Expressive Violent Aggressive Dramatic Erratic Chaotic	Process Media/ Materials Techniques Tone/Shading Directional Shading Blending Sketch / Drawing Continuous Line Mark-making Hatching Cross-Hatching Stippling Pointillism Cartridge paper Canvas

<p><b>Justification:</b> <b>Workshops</b> Students extend and develop their skills from KS3 by exploring a range of dry media, print making, colour pencil, oil pastel and painting techniques. These workshops introduce separate specific skills that allow students to discover what techniques and methodologies are most successful for them. Students are able to both refine their skills and discover new processes in order to help them become fluent in an area of Fine Art. Students will use their preferred skill set as they move on to their Coursework portfolio, allowing them to explore their next project in a more meaningful and personal manner.</p> 	<p><b>Justification:</b> <b>Board 1 – Initial Ideas</b> Students choose from a range of starting points and learn how to use art media with more independence, selecting materials they feel most appropriate to convey their intentions. These initial ideas help to springboard students to the next stage of their project, giving them more direction for the journey their coursework will take.</p> 	<p><b>Justification:</b> <b>Board 2 – Artist Studies</b> Students learn how to research and analyse their chosen theme, selecting artists, cultures or designers that relate to their own interests. This section of the coursework will provide inspiration for students to develop their ideas moving forwards.</p> 	<p><b>Justification:</b> <b>Board 3 - Photographs</b> Students learn the fundamentals elements of taking a successful photograph and create a photoshoot that demonstrates understanding of their chosen artists and themes. This vital stage allows students to go on to develop the rest of their project with first hand resources.</p> 	<p><b>Justification</b> <b>Board 4 – Observations</b> Students develop their skill in a range of art media, learning to apply a high level of detail and working with techniques which is within their chosen area of study and is relevant to conveying their message. Drawing is an important part of the specification, and this section allows students to record observations and insights relevant to intentions.</p> 
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**Assessment:**  
Students are assessed formatively throughout their work with verbal, peer, self and teacher assessment. They are also given a summative assessment at the end of each board within their workshops and coursework. Fine grading between 1- and 9+ is given, along with WWW and EBI comments.

**Wider reading/Cultural capital**  
Students have the opportunity to visit galleries to experience work first hand. They read about, research and analyse the work of other artists that are appropriate to their intentions and ideas. Year 11 students have their work exhibited in our annual Summer Exhibition where students' friends and family members, and members of the wider public are invited to view the work.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Year 11</b>	<b>Coursework – Extended Project</b> Board 5 – Experiments Board 6 - Developments		<b>Coursework – Extended Project</b> Board 7 – Final Piece Ideas <b>Final Piece – 10 hr practical</b>		<b>Externally Set Assignment</b> Board 1 – Artist Studies Board 2 - Photographs		<b>Externally Set Assignment</b> Board 3 – Observations Board 4 - Developments		<b>Externally Set Assignment</b> Board 5 – Final Piece Ideas <b>Final Piece – 10 hr practical</b>		Study leave	
	Content/ Context Observational Subjective Abstract Surreal Portrait/Self-Portrait Architecture City-scape	Figurative Landscape Manmade Still Life Natural Forms Typography Contemporary Conceptual	Form/ Shape /2D/ 3D Composition Background Foreground Midground Texture/Pattern Line/Contour Scale/Proportion	Transparent/ Opaque Complementary colours Harmonious colours Hue/Tint/Pigment Monochromatic Saturated Focal Point Horizontal/ Vertical	Mood Bold Playful Dull Calm Warm/Uplifting Confused Cold	Powerful Intense Harsh Delicate Energetic Idyllic Romantic Frightening	Process Media/ Materials Techniques Tone/Shading Directional Shading Blending Sketch / Drawing Continuous Line	Oil Paint/Acrylic/Watercolour/ Gouache Paint Wash Ink / Pen and Wash Collage Sculpture / Clay Cardboard Relief Mod-Roc				

<p>Pop Art Tribal/Cultural Cubism/ Neo Cubism Graffiti / Street Art Photo-realistic Hyper-realistic</p>	<p>Expressionist Futurist Impressionist Renaissance Vintage Organic Aesthetic</p>	<p>Perspective/Viewpoint Greyscale Graduated Shadow/Contrast Primary/Secondary/Tertiary Cold colours/Warm colours</p>	<p>Overlapping Elongated Distorted / Exaggerated Symmetry/ Asymmetric Fragmented/Irregular Flowing/ Angular</p>	<p>Depressing Angst Sombre/Bleak Despairing Gloomy Delirious Dramatic</p>	<p>Expressive Violent Aggressive Dramatic Erratic Chaotic</p>	<p>Mark-making Hatching Cross-Hatching Stippling Pointillism Cartridge paper Canvas</p>	<p>Grid Method Printmaking Poly Tile/Lino cut/Monoprint/Etching Screenprint / Stencil Scumbling Superimpose/Layer Photography</p>			
<p><b>Justification:</b> <b>Board 5 – Experiments</b> Students learn to be more creative with techniques including composition and more experimental mark-making that provide ideas to use later on in the project. <b>Board 6 – Developments</b> Students carefully consider how to create art that shows connections to the artists they researched earlier in the project. They implement this throughout their work as it progresses.</p> 		<p><b>Justification:</b> <b>Board 7 – Final Piece Ideas</b> Students evaluate their previous ideas in order to create new compositions that conclude their project in their final designs. <b>Final Piece</b> Students sit a 10 hour PPE practical exam in which they produce a piece, or pieces, of work that conclude their coursework project ending their journey and giving them the necessary tools to complete the ESA. .</p> 		<p><b>Justification:</b> <b>Board 1 – Artist Studies</b> Students choose their title and start to look at artists that link to their theme, producing transcriptions of some of their work in order to understand techniques and styles to implement later on. <b>Board 2 – Photographs</b> Students take photographs that link to their theme and are inspired by their chosen artists to provide first hand resources to use in the rest of their ESA.</p> 		<p><b>Justification:</b> <b>Board 3 – Observations</b> Students record their ideas and insights through a range of art materials in order to develop and refine their observational skills. <b>Board 4 – Developments</b> Students carefully consider how to apply artists' styles, processes and techniques to their own work in order to progress their ideas.</p> 		<p><b>Justification:</b> <b>Board 5 – Final Piece Ideas</b> Students conclude their ideas through composition designs that consider their project journey. These ideas will then inform what they produce in their 10 hour practical exam. <b>Final Piece</b> Students sit a 10 hour practical exam in which they produce a piece, or pieces, of work that conclude their externally set assignment and providing a foundation to move on to the next stage of education.</p> 		<p><b>Study leave</b></p>
<p><b>Assessment:</b> Students are assessed formatively throughout their work with verbal, peer, self and teacher assessment. They are also given a summative assessment at the end of each board within their workshops and coursework. Fine grading between 1- and 9+ is given, along with WWW and EBI comments.</p>										
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