










Curriculum Content Map Art – Year 10

	TERM 1		TERM 2		TERM 3	
Unit title & description	<p>Identity – Core Skills; Observational Drawing (theme of human & animal skulls). Students to produce works that are realistic and accurate and that meet the assessment objectives in full and are of a quality that is worthy of final submission for assessment. The focus throughout is about raising standards and expectations</p>	<p>Identity – Core Skills; Observational Drawing, Painting & Printing (theme focused on contextual references). Students to respond to several artist’s work and produce a series of drawn, painted & printed responses; that build on their prior knowledge and further develop their understanding of painting and printing techniques, as well as presentation expectations and standards</p>	<p>Identity – Development of Skills; Explore and experiment with different media and techniques (theme based on identity of others). Students to produce works that respond directly to observations and first-hand sources from photographic work undertaken and completed in class and outside the classroom. They will explore their responses through a range of techniques which will include computer-based work</p>	<p>Identity – Development of Skills; Explore and experiment with different media and techniques (theme based on identity of others). Students will produce work that is much more directly related to themselves and start exploring their own identity – with work that directly results from images of themselves and merges the themes of skulls, contextual references and concepts of self in their work. This will include a self-edited refence completed on photoshop</p>	<p>Identity – Explore Personal Responses; Explore and experiment with a wider range of more developed techniques (theme based on identity of self). Students will start exploring the artist process of developing their own, personal idea through the development process; exploring the work of artists that they source and research and that is relevant to their own personal ideas, thoughts and themes</p>	<p>Identity – Explore Personal Responses; Explore and experiment with a wider range of more advanced techniques (theme based on identity of self). Students will learn the design and artistic process; from the initial researching of relevant artists, to developing initial ideas, developing these ideas through informed investigations, making decisions and making choices about a final idea that they refine and then produce a ‘final’ outcome</p>
Sequencing - Why is this taught and now?	<p>Skull Studies series; students build on core drawing skills and develop understanding and experience of working on larger scale (A3 as opposed to A5 or A5 as has been their experience throughout KS3). Students are introduced and experience using a range of graphite pencils to develop their appreciation of working with a range of tonal values and mark making outcomes – with a focus on producing</p>		<p>Skull Studies series; students have a basic knowledge of painting skills having used water-based paints to a basic level in KS3. Students are introduced to using acrylic paints and learn key, advanced painting techniques – from the process of ‘breaking down’ an image into shapes of colors and tones, to learning how to mix and blend colors to create tonal ranges and further detail that help produce much more realistic</p>		<p>Personal Response series; students will now have a much more developed range of skills and techniques and have built their experience of using these techniques and (more importantly) when it is appropriate to apply and use a particular skill accordingly in their work. They will explore ideas of self and the world around them and the work they produce will be much more personal. They will learn the design and</p>	

	work of the highest standard with a view have outcomes that answer both the given brief (Identity; theme of human & animal skulls) but also work that will meet requirements of assessment objectives; both at this stage of their studies but also in relation to the final assents in the summer of their Y11 final year.	and developed painterly outcomes. Students will also develop their printing knowledge; again, learning key, advanced printing techniques such as Lino-printing; learning how to print with one, two & three colors that allow them to blend colors together. This will support the range of outcomes in the portfolios.	artistic process; from the initial researching of relevant artists, to developing initial ideas, developing these ideas through informed investigations, making decisions and making choices about a final idea that they refine and then produce an outcome that responds to the final brief of an 'independent, self-directed idea.
 Knowledge	<ul style="list-style-type: none"> • Developing observational drawing methods • Focused on theme of skulls; both human and animal – this is one of the major starting points for artists throughout art history (the theme of life and death) • Exploring a wide range of media and materials • Further developing understanding of basic colour blending and layering using colour pencils which further enhances drawing and mark making skills • Links to cultures and artists through contextual referencing; with initial discussions of the work of Damien Hirst • Developing written skills to communicate own ideas about own work; ensuring that students build their knowledge and understanding of the assessment objectives 	<ul style="list-style-type: none"> • Further developing recording techniques using primary and secondary resources • Further research and respond to contemporary based art and artists • Exploring a wide range of media and materials • Further developing understanding of wider range of techniques and processes • Links to cultures and artists who have explored their own or differing viewpoints relating to the themes explored of skulls and identity • Further developing written skills to communicate own ideas about own work; ensuring that students build their knowledge and understanding of the assessment objectives 	<ul style="list-style-type: none"> • Advanced range of recording skills, techniques and knowledge using primary and secondary resources • Issue based art using historical or current content • Exploring a wide range of media and materials • Exploring fine art ideas, techniques and materials • Making informed choices about media and processes • Engaging with fine artists and using that information to inform own work • Developing own views and expressing judgments • Reflect on and evaluate own and others' work at all stages of the creative process
 Skills	<ul style="list-style-type: none"> • Developing observational drawing skills in a range of media • Exploring a wide range of media and materials and how to refine them • Developing understanding of colour blending and early printing (bubble-wrap) techniques • Links to cultures and artists both visual and written forms • Developing annotation to communicate own ideas 	<ul style="list-style-type: none"> • Further developing observational drawing skills in a range of media using both primary and secondary resources • Exploring a wide range of media and materials and understand how to refine them • Developing understanding of a range of techniques based on personal preferences, strengths or context • Links to propaganda and artists both visual and written forms 	<ul style="list-style-type: none"> • Have an advanced range of observational drawing skills in a range of media using both primary and secondary resources • Exploring a wide range of media and materials and have the skills, confidence and understanding of how employ and how to refine them appropriately • Developing understanding of a range of skills & techniques based on personal preferences, strengths or context

		<ul style="list-style-type: none"> Developing annotation to communicate own ideas 	
<p>Retrieval practice Prior knowledge and skills that are revisited</p>	<ul style="list-style-type: none"> Build on observational drawing skills learnt in Y9 with a focus on realistic outcomes that use the 'gridding method' Exploring a wide range of media and materials and how to refine them Developing understanding of different printing techniques; such as bubble-wrap printing Links to cultures and artists both visual and written forms – with initial references to the artist Damien Hirst and YBA movement of the 1980's Developing annotation to communicate own ideas clearly & effectively 	<ul style="list-style-type: none"> Further developing observational drawing skills in a range of media using both primary and secondary resources Further exploring a wide range of media and materials and understand how to refine them Further developing understanding of a range of techniques based on personal preferences, strengths or context Links to observed and recorded first and secondary sources and artists; in both visual and written forms Further developing annotation to communicate own ideas clearly & effectively 	<ul style="list-style-type: none"> Students will build on their knowledge-based skills & techniques and be able to work and confidence and should take risks and learn from their mistakes with the use of new techniques and media Re-evaluating and reflecting on own work and the work of others Revisit and further analyse work from diverse contexts Develop ideas when creating expressive images and make comparisons with initial ideas and starting points Produce an outcome that develops and evolves from ideas earlier in their work/folders
 Literacy			
 Numeracy			
 Enrichment learning			
 British values			

 Character						
 Careers						
 Assessment opportunities						
Personalised challenge for all: SEND, HPA						