**Art Curriculum Progression Map Year 10**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **BLOCK 1** | | **BLOCK 2** | | **BLOCK 3** | |
| **YEAR 10** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Dates** | 1st September – 21st October | 31st October – 21st December | 9th January –10th February | 20nd February – 31st March | 17th April – 26th May | 5th June – 19th July |
| **Weeks** | 8 Weeks | 8 Weeks | 5 Weeks | 6 Weeks | 6 Weeks | 7 weeks |
| **Assessment** | N/A | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment) | | Mock exams: Friday 23rd June (provisional depending on external exam dates) | |
| **Inset** | 1S September, 2nd September 22nd December, | | 4th, 5th and 6TH January | | 1st May (Bank Holiday) | |
| **Unit Title** | **Sweets and Treats Sweets and Treats outcomes** | | | | | |
| **Sequence** | * Research the overall theme ‘Sweets and Treats’ and how different artists are inspired by the theme through research pages and drawings. * Research artists: Sarah Graham, Wayne Thiebaud, Tara Larsen Chang and Harold Fold. These are just examples students can research so that they see how the theme inspires a wide range of artists and styles of artwork. Students can also research the Pop Art movement. * Students produce art work from their artist research. * Students take their own photographs in the style of an artist they are inspired by (these look effective when they are taken in school with a DSLR camera). * Students use Photoshop to edit photographs in the style of their artist and produce developmental drawings and paintings in preparation for outcomes. * Students will annotate and write about their work as it progresses. | | * Students will continue to develop a series of ideas responding to the theme sweets and treats exploring a wide range of techniques and processes. Students will refer not only to their own photographs, but the work of other artists who are inspired by this theme. * Students will annotate and write about their work as it progresses. * Students present one or more final pieces from this work. This will take a number of weeks and lessons to complete. | | * Continue with the overall theme ‘Sweets and Treats’ and how different artists are inspired by the theme. Students will continue creating various outcomes inspired by their research. * Students produce art work from their artist research using different media, techniques and processes. * Students will use this time to work on their personal response outcomes. | |
| **Key Building blocks** | * Observational drawings of sweets and treats * Formal elements of drawing (Line, tone, colour, pattern, texture) * Developing ideas and responding to a theme. * Drawing materials and exploring different techniques and processes. * How to take a photograph and Photoshop techniques and processes (cropping, polygonal lasso tool, layers, blending modes) * Work towards a personal response. | | * Students will produce a series of outcomes based on their research, development and the artists studied. * Students will therefore focus on producing a series of Personal Responses based on the theme ‘Sweets and Treats’. * Producing a personal response. * Students will have the opportunity to develop and refine their ideas and annotate their work as it progresses so that they show an understanding of what they have done and why. | | * Formal elements of drawing (Line, tone, colour, pattern, texture) will be evident in the outcome’s students produce. * Developing ideas and responding to a theme. * Drawing materials and exploring different techniques and processes. | |
| **Retrieval Practices** | * Applying drawing techniques and processes with accuracy. * Exploring materials and techniques. * Responding to the work of one or more artists. | | * Applying drawing techniques and processes with accuracy and within context. * Exploring materials and techniques. * Responding to the work of others. * Annotating and analysing their work and the development of their ideas. * Producing a Personal Response. | | * Applying drawing techniques and processes with accuracy. * Exploring materials and techniques. * Responding to the work of one or more artists. * Producing a Personal Response. | |
| **Key Skills** | * Drawing techniques * Understanding the formal elements within art. * Exploring techniques and processes. * Using a DSLR to respond to the theme and collect and gather own images for development. * Basic Photoshop techniques. * Annotating and writing about their own work and the work of others. * Producing a Personal Response. | | * Drawing techniques * Understanding the formal elements within art. * Students will draw together different knowledge, skill and understanding from initial engagement from their starting point through to their realisation of intentions with their outcomes. * Composition. * Stylisation. * Scale. * Structure. | | * Mark-making * Printmaking techniques. * Painting techniques and processes. * Digital working methods. * Drawing techniques. * Experimentation with colour and colour mixing. * Annotating their work and the work of others. | |
| **Literacy** | Students develop literacy skills through their annotation of their work, research into relevant Artists. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating their work.  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Students will be analysing their work as it progresses through their annotations. This should help students realise their final intentions. Annotations should feature as an integral part of the GCSE course which enables and supports students through the creative process. Students will develop critical understanding when annotating their work.  Reading articles: X 1 per term (2 per block). See departmental reading document. | | Students develop literacy skills through their annotation of their work, research into relevant Artists. Key vocabulary is used and highlighted on student Knowledge Organizers. Students will be using literacy skills throughout the developmental process. Students will develop critical understanding when annotating their work.  Reading articles: X 1 per term (2 per block). See departmental reading document. | |
| **Numeracy** | Cropping images  Rule of thirds  Using view Finders  Composition and Perspective  Proportion when using tone, mixing paint and blending colours. | | Composition  Structure  Proportion  Measuring  2D and 3D  Placement  Repetition | | Composition  Structure  Proportion  Measuring  2D and 3D  Placement  Repetition | |
| **Formative Assessment** | Self/Peer Assessment  Whole-class feedback  Individual personalised checklists  Tracking documents shared with students (when necessary)  GCSE Assessment Objectives | | | | | |
| **Summative Assessment** |  | | AP1 Task which will be producing a personal response based on their research and their development. | | Preparation for final assessment. Task which will be to produce an outcome based on their photographs and artist research. | |
| **Social** | Students research themes and issues which are thought provoking and challenging. In order to see this on a local scale, students will be encouraged to visit local galleries and exhibitions. Students will also see how art plays an important part in the wider world.  Students need to work as part of a team as a classroom community when sharing ideas in class, some of the artists studied explore social issues which broaden students’ knowledge of current affairs and issues. Students will also need to talk about their experiences and opinions. | | | | | |
| **Moral** | Through encouraging good behaviour traits and positive values within the classroom, students understand and learn the consequences of certain actions and the overall impact not only on themselves, but others around them. | | | | | |
| **Spiritual** | Students get a sense of wonder and awe from exemplar work, as part of their journey in Art, students experience the ability to express themselves creatively.  Resilience and independence skills are developed when workload becomes a challenge to manage. Students can express themselves imaginatively through tasks when producing a Personal Response when developing their ideas. | | | | | |
| **Cultural** | Students will be encouraged to visit the local community as inspiration for artwork, visit local galleries and exhibitions. Through this exploration students will understand the influences around them and the impact that it has on their art work. | | | | | |
| **British Values** | Individual Liberty: expressing their own opinions, thoughts and feelings creatively through art and photography.  Tolerance: becoming aware and tolerant of other cultures and social groups. | | | | | |
| **Linking Curriculum to Careers Gatsby Benchmark 4** | Working as a team, working to deadlines, sharing ideas, working to a brief with limits and constraints. Students will see the end result in their own exhibition at the end of year 10 and also see how art work is portrayed in museums and galleries. Develops enquiring minds.  Responding to briefs, adhering to deadlines, developing tolerance and acceptance of others are all behaviour traits which will be required in the workplace. Students actively engage in the creative process which requires a solution. | | | | | |