

Art Curriculum Overview – Year 10

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Metamorphosis -Surrealism	<p><i>In Fine Art study, three areas of art are covered</i> Realism, Surrealism and Abstraction. Students will learn about different painting techniques & art styles. <i>They will also continue to develop their pencil drawing tonal skills.</i></p> <p><i>On gallery visits they will learn about Great Masters / Religion in Art (Year 10) and on a trip to Curwen Print Study Centre, (Year 11) they will use early printing methods.</i></p> <p><i>Towards the end of the coursework section for 'Identity', students will explore Cubism and create their own 3D Picasso-inspired self-portrait sculpture.</i></p> <ul style="list-style-type: none"> Combination all previously learnt skills and working within Edexcel Examination guidelines. Primary observational drawings of natural and man-made objects. Creative metamorphosis nature & man made. Artist studies :Dali, Magritte, O'Keefe, Paul Nash Idea development Refinement Final artwork – essay writing 	<p>Independent learning, Time management, Creativity. Lateral thinking. Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc)</p> <p>Literacy & numeracy</p> <p>Plotting, composition – referring back to framing, man-made and natural textures. Surface, reflection.</p> <p>Contrast & scale.</p> <p>Subjective and Objective drawing, Balance, symmetry, value, negative space</p> <p>- painting, under painting.,</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>2 x A3 'Man Made' objects (line drawing, Black & White tonal pencil drawing, colour tonal drawing)</p>	<p>Students will be made aware of links to the Catholic Social teaching *through art tutorials. Capital culture* will be evident in the connections made with everyday living and students will be made aware of the pathways to careers* in the creative sectors.</p> <p>Faith filled & Joyful –National galley</p> <p>Many of the themes covered also have cross curriculum* connections</p> <p>*Cross Curriculum</p> <ul style="list-style-type: none"> History Geography Maths English Literature Science <p>Sharing and empathising. O'Keefe</p> <p>Compassion, sympathy Paul Nash –war art</p> <p>Imaginative Passion Appreciation of art</p> <p>Generosity/ Respect of differences Exchange of ideas</p> <p>Spiritual appreciation.</p>	<p>Links to all previous years (Yr 7,8 & 9) curriculum skills with new artists explored and linked to previously taught Art movements, ie <i>Fauvism, impressionism.</i></p> <p>New links to styles <i>Realism, Surrealism & Abstract.</i></p> <p>Annotation, comparing and evaluating. (Literacy)</p> <p>AO1 AO2 AO3 AO4.</p> <p><u>Edexcel</u> GCSE Assessment Objectives</p> <p>AO1 <i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p>AO2 <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p>

	<ul style="list-style-type: none"> Annotating, comparing and evaluating. <p>Primary drawings</p> <p>2 x A3 'Man Made' objects (line drawing, Black & White tonal pencil drawing, colour tonal drawing)</p> <p>2 x A3 'Nature' objects (line drawing, Black & White tonal pencil drawing, colour tonal drawing)</p>	Students are required to combine their skill set of drawing, perspective and shading. The emphasis will be on further development – accurate studies of objects, with a greater range of tone and contrast.			<p>Faith-filled and hopeful</p> <p><i>Art appreciation.</i></p> <p>Grateful</p> <p><i>Appreciation of beauty in nature.</i></p> <p>Include 2 x tonal drawings of large items from home</p>	<p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
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Autumn Term 2

<p>3 x Artist copies (A4) with 'Metamorphosis' theme.</p> <ul style="list-style-type: none"> 1. Georgia O'Keefe 'Red Canna' 2. Paul Nash 'Totes Meer' (Dead Sea) or 2. Salvador Dali 'Metamorphosis of Narcissus' 3. Rene Magritte 'The Explanation' <p>Written Annotations x3</p> <p>Each artist copy is to be fully annotated with own opinions / views. Within the annotation there should be information about who the artist is, where they were from, how they achieved the art, (this should include artistic techniques, art terms, art materials used and descriptions of colours/mood/tone etc. When they created it and what the art means / represents and why they created it. (A4 -typed)</p> <p><i>It would be advantageous to create a comparison page on the artist's work and your observations, but this is not compulsory.</i></p>	<p>Develop ideas to include style/techniques/content or influences of chosen artists, using primary observations for the subject matter.</p> <p>Literacy</p> <p>Further development of literacy skills including comprehension, structure, grammar and spelling.</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>Artist copies x 3 (A4) paintings (Nash/O'Keefe/Magritte)</p> <p>(1 painting per 2 weeks)</p> <p>Artist Annotations x3 (A4) (Nash/O'Keefe/Magritte)</p> <p>(1 painting per 2 weeks)</p>	<p>*Capital culture</p> <ul style="list-style-type: none"> Personal Social Moral Cultural <p>Leading other in pursuit of justice</p> <p>*Careers</p> <ul style="list-style-type: none"> Advertising and marketing, Art director. Architecture Product Designer, Graphic Designer Fashion designer, Fine artist, Art gallery curator Digital Artist / Animator Film, & TV including broadcast production 	<p>GCSE Assessment Objectives</p> <p>AO1 <i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p>AO2 <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p>AO3 Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding</p>
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					○ Photographer & videographer	of visual language
Spring Term 1						
	<p>Developments</p> <p>Students create their own interpretation of the original artwork by including some of the primary objects they had previously drawn.</p> <ul style="list-style-type: none"> • 1. For example, <u>Paul Nash's 'Dead Sea'</u> which features twisted and broken WW2 German aircraft wings, arranged in such a way as to represent the waves of a rough sea- could be re-imagined as a sea of broken biscuits, or crushed cans (if the student had chosen to draw these items for their primary observation study) • 2. <u>Rene Magritte development</u> • 3. <u>Georgia O'Keefe development</u> <p>(3 x A3 painted)</p> <p>2 x Refinements</p> <p>Students chose one development to refine further. They may choose to change the composition / layout or the perspective. Essentially, they will keep the same content (although they can add to it from their primary observations)</p> <p>Metamorphosis Final piece - (Surreal)- A2</p> <p>Students combine all the skills they had previously</p>	Emulating the style (abstract/fauvism/surrealism) and colour palette of famous artists.	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (<i>Final pieces</i>)</p>	1 x (A3) development painting	<p>*Cross Curriculum</p> <ul style="list-style-type: none"> ○ History ○ Geography ○ Maths ○ English Literature ○ Science <p>*Capital culture</p> <ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural <p>Sharing and empathising. <i>O'Keefe</i></p> <p>Compassion, sympathy <i>Paul Nash –war art</i></p> <p>Imaginative Passion <i>Appreciation of art</i></p> <p>Generosity/ Respect of differences <i>Exchange of ideas</i></p> <p>Faith-filled and hopeful <i>Art appreciation.</i></p> <p>Grateful <i>Appreciation of beauty in nature.</i> <i>Georgia O'Keefe's artwork.</i></p> <p>Leading other in pursuit of justice 'Dead Sea' -war artist, Paul Nash.</p> <p>Courageous and Resilient</p>	<p>GCSE Assessment Objectives</p> <p>AO1 <i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p>AO2 <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p>AO3 <i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p>AO4 <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>

	learnt to create a final piece of artwork in the style of their chosen artist. The colour palette is considered and emulated; the content is altered to included 'man-made'/'nature' objects.					
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Spring Term 2

<p>Objects in a jar</p> <p><i>(Repeat patterns)</i></p> <p>-Abstraction</p> <p><i>Year 10 work 30%</i></p>	<ul style="list-style-type: none"> Combination all previously learnt skills and working within Edexcel Examination guidelines. Primary observational drawings of objects in a jar Creative repeat patterns relatable to the artist studies: <i>William Morris, William De Morgan, + Cultural artist.</i> Idea development Refinement Final artwork – essay writing Annotating, comparing and evaluating. <p>Primary observations</p> <p>2 x A3 Objects in a Jar (line drawing, black & white tonal pencil drawing, colour tonal drawing)</p> <p>2 x A3 Objects in a Jar (line drawing, black & white tonal pencil drawing, colour tonal drawing)</p> <p><i>The composition and perspective is to be arranged, in order to create most engaging results.</i></p> <p>Artist copies</p> <p>1. William Morris</p>	<p>Independent learning, Time management, Creativity.</p> <p>Lateral thinking.</p> <p>Use of multi media (acrylic, watercolour, poster paint, colouring pencils etc)</p> <p>Literacy & numeracy</p> <p>Further depth relating to contrast and value in both black & white and colour</p> <p>Accuracy, attention to detail, emulating a given style including the colour range used.</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>2x Artist copies (A4)</p> <p>1. <i>William Morris</i></p> <p>2. <i>William De Morgan</i></p> <p>Written annotations</p> <p>1. <i>William Morris</i></p>	<ul style="list-style-type: none"> Journalist Author Writer <p>Imaginative Passion</p> <p>Appreciation of art</p> <p>*Capital culture</p> <ul style="list-style-type: none"> Personal Social Moral Cultural Architecture Product Designer, Interior Designer Graphic Designer Fashion designer, Fine artist, Art gallery curator <p>Imaginative Passion</p> <p>Generosity/</p>	<p>GCSE Assessment Objectives</p> <p>AO1</p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p>AO2</p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p>AO3</p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p>AO4</p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</i></p>
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	<p>2. William De Morgan</p> <p>Each artist copy is to be fully annotated with own opinions / views. Within the annotation there should be information about who the artist is, where they were from, how they achieved the art, (this should include artistic techniques, art terms, art materials used and descriptions of colours/mood/tone etc. When they created it and what the art means / represents and why they created it. <i>(A4 -typed)</i></p>			<p>2. <i>William De Morgan</i></p>	<p>Respect of differences</p> <p>Faith-filled and hopeful</p> <p><i>Art appreciation. Grateful</i></p> <p><i>Appreciation of beauty of nature.</i></p> <p>1. <i>William Morris</i></p> <p>2. <i>William De Morgan</i></p>	
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Summer Term 1

<p>'Repeat patterns' <i>(Abstraction)</i></p>	<p><u>Gallery visit</u></p> <p>For research & cultural history. Students draw examples of repeat patterns from the Middle East, China, Britain. (on tiles, pottery, plates, dishes etc.,) They write about their history, what they have discovered and own opinions of the patterns/designs.</p> <p>Students then create their own Repeat Patterns from one section of one jar of objects.</p> <p><u>Repeat Patterns</u></p> <p>Line drawings (4 x4 cm) x2 -A4 (different patterns – linear, alternative, circular etc.)</p> <p>1x (7cm x 7cm) colour version (painted) -A3</p> <p>1 x extreme close up A3 (painted)</p>	<p>Independent learning / research</p> <p>Computer aided design</p> <p>Numeracy. Multiple measuring, scaling (<i>grid method</i>) and the production of geometrical shapes.</p>	<p>Formative assessment with individual students.</p> <p>Class critique.</p> <p>Formative feedback</p> <p>Portfolio assessments</p> <p>Summative assessments (Final pieces)</p>	<p>2x A4 line drawings repeat pattern</p> <p>1x A3 line drawings repeat pattern.</p>	<p>*Cross Curriculum</p> <ul style="list-style-type: none"> ○ History ○ Geography ○ Maths ○ English Literature ○ Science <p>Generosity/ Respect of differences</p> <p>Spiritual art appreciation at gallery visit.</p> <p>Tolerance of difference.</p> <p><u>Capital culture</u></p> <ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural ○ Architecture ○ Product Designer, ○ Interior Designer ○ Graphic Designer ○ Fashion designer, ○ Fine artist, 	<p>GCSE Assessment Objectives</p> <p>AO1</p> <p><i>Develop ideas through investigations, demonstrating critical understanding of sources</i></p> <p>AO2</p> <p><i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p>AO3</p> <p><i>Record ideas, observations and insights relevant to intentions as work progresses</i></p> <p>AO4</p> <p><i>Present a personal and meaningful response that realises</i></p>
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					<ul style="list-style-type: none"> ○ Art gallery curator 	intentions and demonstrates understanding of visual language
Summer Term 2						
Mock exam section 'Silk Painting' – <i>(forms part of Unit 1 coursework)</i>	<u>Objects in a Jar Final Pieces - (Abstract)- A2</u> <u>'Repeat Pattern /ECU'</u> 1 x A2 Repeat Pattern (painted) or 1 x A2 Extreme Close Up (painted) <u>Silk Painting</u> Silk painting preparation /planning from Extreme Close Up. <u>Developments / Refinements</u> 3x small circle colour plans. 1. <i>Hot colours</i> 2. <i>Cold colours</i> 3. <i>Own colours</i> 1 x large circle for final design (line drawing only) <u>Objects in a jar Final Piece - (Abstract)- A2</u> <u>'Silk Painting'</u> Extreme close up design (painted on silk using fabric paints)	Close observation of colour ratio for creating hot / cold palettes Attention to detail using different art materials. Mixed media. Creativity Independent planning Studies of different colour palettes (Harmony. Complementary and combination) Solid, block colour study and tonal colour responses to abstraction.	Formative assessment with individual students. Class critique. Formative feedback Portfolio assessments Summative assessments (Final pieces)	1 x A2 Repeat Pattern (painted) Silk painting planning 3 x small circles 1 x large circle.	* <u>Cross Curriculum</u> <ul style="list-style-type: none"> ○ History ○ Geography ○ Maths ○ English ○ Literature ○ Science <u>Generosity/ Respect of differences</u> <u>Capital culture</u> <ul style="list-style-type: none"> ○ Personal ○ Social ○ Moral ○ Cultural ○ Architecture ○ Product Designer, ○ Interior Designer ○ Graphic Designer ○ Fashion designer, ○ Fine artist, ○ Art gallery curator 	GCSE Assessment Objectives <u>AO1</u> <i>Develop ideas through investigations, demonstrating critical understanding of sources</i> <u>AO2</u> <i>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i> . <u>AO3</u> Record ideas, observations and insights relevant to intentions as work progresses <u>AO4</u> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language