

Year 10 Fine Art Curriculum:

In Year 10, students are given the broad-based theme of “Structures”. Student independent learning is encouraged from the outset. The early initial exploration of materials and techniques is adopted to build student confidence through experimentation. Teacher workshops are used to initiate learning of new skills and to embed prior learning. Students acquire a significant set of skills and knowledge for them to draw upon when they begin to undertake much more independent study. Prescriptive teaching is kept to a minimum and students learn to explore, develop, and refine ideas independently. The design of the curriculum is intended to prepare students for the rigours of independent work expected in Year 11 (students start their Year 11 project in term 6 of Year 10).

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
STRUCTURES COURSEWORK THEME						
<p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and</p>	<p>Researching and analysing the work of other practitioners, cultures etc, which is used as the foundation for the development of student ideas. Students can demonstrate their critical understanding.</p> <p>Students experiment with a wide range of materials and techniques, gaining a greater understanding of their appropriate</p>	<p>Title Page-based on the theme of Structures. Mind Map- Initial ideas on the given theme Preliminary Studies- Using microscopic images as reference, students explore a wide range of media and techniques to demonstrate levels of skill and knowledge. Contextual research- appropriate and meaningful research into practitioners relevant to intentions, which will aid the</p>	<p>Explicit reference to HPL. One-to-one feedback regularly given. Peer/self-assessment (including group critiques). Verbal feedback. Light touch. Live marking. Use of assessment criteria marking grid in lessons whilst discussing student work. Standardization of student work at each Census point and feedback given with Predicted Grades.</p>	<p>Literacy-Students must demonstrate analytical and critical understanding through written annotation. Students must demonstrate use of appropriate specialist vocabulary. Students’ development of ideas is both visual and written. PSHE- contextual research into practitioners, cultures etc.</p>	<p>All or most ACP and VAA’s are developed in each unit. Students to direct HPL focus themselves each lesson with discussion with teacher.</p>	<p>Key Stage 4 after school/lunch time Art Club throughout year. Opportunity for trip to Kew Gardens (possibly a residential to Norfolk-dates tbs) Community projects and Art competitions (throughout year)</p> <p>Homework: Title page on structures. Mind Map.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p>uses in connection to their own work. Students demonstrate how they review and refine their ideas and work as they progress</p> <p>Students make informed decisions as to how they record ideas, observations and insights and what techniques are appropriate to purpose. Students reflect critically on work through one-to-one meetings with teachers and group critiques</p> <p>Students understand the visual journey to its full conclusion,</p>	<p>student's development of ideas</p> <p>Mark Francis- students produce an acrylic painting outcome. Based on their understanding of the artist's work.</p> <p>Rachael Newling – teacher-led printmaking workshops based on the artist's work.</p> <p>Students learn several printmaking disciplines.</p> <p>Antoni Gaudi – drawing, painting and ceramic sculpture. This is designed as a mini-project to further students understanding of project-based work.</p> <p>Development of Ideas – Students will use their own contextual research to inspire the</p>				<p>Preliminary studies. Artist research and practical responses.</p> <p>Continuous development of independent project</p> <p>Students work independently, making use of the department facilities during lunch time & after school. They are expected to work at home on their studies and this is checked by their teachers.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>	<p>which usually takes the form of an outcome or series of outcomes which fully realises their intentions.</p>	<p>development of their own work. Students work independently with one-to-one discussions with teacher.</p> <p>Project development - From the outset, students experiment with and choose their own resources, materials and techniques in the pursuit of the development of their ideas and work. Skills are refined through the use of demonstrations and practise. One-to-one discussions take place on a regular basis with teachers and group critiques, to help review and refine ideas.</p>				

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>Students begin their Year 11 project.</p>	<p>See Year 11 rationale.</p>	<p>Students make informed decisions about how to record their ideas, observations and insights throughout the coursework, from their initial research, through the development of ideas to their conclusion</p> <p>Students present personal and meaningful responses throughout their work in the form of outcomes and eventually arrive at a conclusion which realises their intentions.</p> <p>In term 6, students begin their Year 11 project.</p>				