

Art Curriculum Content Year 10

Assessment Objectives:

A01 *Develop ideas* through investigations, demonstrating critical understanding of sources.

A02 *Refine work by exploring ideas*, selecting and experimenting with appropriate media, materials, techniques and processes.

A03 *Record ideas*, observations and insights relevant to intentions as work progresses.

A04 *Present a personal and meaningful response* that realises intentions and demonstrates understanding of visual language.

Initially the GCSE course comprises of workshops and lectures designed to challenge students; to encourage them to try out new things, working outside of their comfort zone and to teach them new techniques and processes. During this period students are introduced to a wide range of artists and concepts in order to help them to start to formulate their own personal ideas.

Autumn Term	Assessment	Extension/Development
<p>Workshops</p> <p>1. Experiment with Drawing- Tactile and blind- <i>Kate Atkin and Claude Heath</i> Students to record objects using 'tactile' and 'blind' approaches.</p> <p>2. Subtractive – Still Life – <i>David Tress, Mark Francis Williams and Pete Cernis</i> Students to produce subtractive drawings from Still Lives set up on mirrors to include reflections.</p>	<p>Ability to <i>record</i> observations with line, marks, texture and detail. Willing to take risks, <i>experimenting</i> with approaches.</p> <p>Have I experimented with blind and tactile drawing? What are the qualities that these drawings possess and what can I learn from this?</p> <p><i>Record observations</i> focussing on tone and incorporating some line, texture and detail. <i>Develop ideas</i> with links to artists' work, considering light and how this technique can convey atmosphere?</p> <p>Have I used this technique to create a strong light/dark contrast and can I count layers of tone? Have I experimented</p>	<p>To produce a series of Claude Heath inspired drawings from a Still Life set up on a table – drawing on the underneath of the table.</p> <p>Produce a series of <i>plein air</i> studies inspired by David Tress really trying to capture the atmosphere of the moment – specific weather conditions.</p>

<p>3.Scale - Jim Dine Students to draw large scale, first hand from everyday tools.</p>	<p>with light in order to communicate a feeling or a sense of atmosphere?</p> <p><i>Record observations</i> focussing on expressive line and marks, working with ink and graphite on a large scale. <i>Experiment</i> with materials, scale and approaches. <i>Developing ideas</i> in response to artists' work.</p> <p>Have I experimented at using a loose, energetic, vigorous, yet focussed line? Have I considered how my treatment of ordinary, everyday objects can create something extraordinary? Have I understood the power of scale and repetition?</p>	<p>Produce a series of press prints based on everyday household objects and tools. Research the Pop Artists in detail.</p>
<p>4.Vanitas Autumnal Study Oil Pastel <i>Monet, Turner and Twombly</i> Students to produce large mixed media studies from Vanitas – Autumnal Still Life.</p>	<p><i>Record observations</i> with colour, <i>experimenting</i> with mixed media: oil pastel, graphite and ink, really working the layers. <i>Developing ideas</i> from artists work, layering colour upon colour in order to achieve a sense of depth.</p> <p>Have I fully explored the materials, using the tools in different ways to achieve a range of marks and textures? Have I considered colour and how experimented with different combinations? Have I scrutinised the artists' work and tried to use the pastels to achieve similar effects?</p>	<p>Produce a series of oil pastel studies inspired by one of the three artists; studies of skies, studies of water and light, abstract responses to seasonal change?</p>
<p>5.Watercolour – macro – Angela Faustina</p>	<p><i>Record observations refining</i> ability to use paint. <i>Develop ideas</i> from artists' work.</p>	<p>Take a series of photographs looking at a variety of different objects in macro – consider</p>

<p>Students to take a photograph in macro – focussing on texture – to produce a layered watercolour painting from this.</p>	<p>Have I considered macro imagery and how an image starts to become abstract due to magnifying and focus? Have I carefully built up layers of translucent wash, refining my technique as I progress?</p>	<p>texture and experiment at abstraction.</p>
<p>Spring Term Illustration Project – Students to study Illuminated manuscript, The Ingolsby’s Legends, Golden Age and contemporary Illustration. Students use this knowledge to help develop ideas for their own illustration for which they write a poem – tanka or haiku.</p> <p>Oil Paint – Introduction to colour mixing and basic blending Students to practise mixing a range of hues using two colours, white and a black or a burnt umber. Students to record a crumpled piece of paper or fabric taking inspiration from Alison Watt and Alex Hanna’s simple yet beautiful images.</p> <p>Experimenting with surfaces Students to experiment with oil paint, water based paints</p>	<p><i>Develop ideas</i> inspired by research and knowledge of artists’ work. <i>Explore</i> several composition and combination possibilities. <i>Record observations</i> and ideas and present a <i>personal response</i>. Have I used my knowledge and understanding of Illustrative artworks to help me to create an effective and coherent composition? Have I depicted the various images with skill and refinement and are there areas of ornate detail? Do the images and the text work well together to communicate my well thought out intentions?</p> <p><i>Explore</i> materials, refining technique and <i>experimenting</i> with colour. <i>Record observations</i> and <i>develop ideas</i> by researching artists’ work. Have I experimented at creating a wide range of hues using a limited palette? Have I considered how this can create a mood or atmosphere? Have I practised blending when recording the crumpled paper/fabric?</p> <p><i>Experiment</i> with materials, developing an understanding of paint as work progresses. <i>Record observations</i>.</p>	<p>Write a short story and illustrate this thinking creatively about ways of incorporating text. Construct your own little book with a cover and title page.</p> <p>Produce a series of photographs recording mundane, everyday objects - think very carefully about light so that that they appear intriguing. Take inspiration from Alex Hanna.</p> <p>Produce a range of surfaces on canvas and board, working into these with imagery that helps to explore an idea.</p>

<p>and a range of other materials, creating surface texture. Students to work into surfaces, responding to the random nature of the results.</p> <p>Personal Project <i>Develop ideas, explore and experiment, record observations in order to present a personal response</i> At this point students embark upon their personal journey whereby they identify their own starting point, passions and ideas. These are <i>investigated</i> and outcomes are <i>reflected</i> upon in order to <i>refine</i> ideas as the project develops.</p> <p>*Key Date: Year 10 Mock Exam – students will begin an ambitious, planned, investigated and well thought out personal response during a 5 hour exam</p>	<p>Have I fully explored and experimenting with different material and processes? Have I considered how I can use these processes in the future?</p> <p>Have I investigated my idea in depth? Have I recorded my observations and ideas and do I demonstrate an understanding of the formal elements – visual language? Have I explored different possibilities and have my experiments helped me to refine my idea for my mock exam? Have I produced a final response that is well considered, skilfully rendered and that realises my intentions?</p>	<p>Students can produce a range of outcomes based around the same idea: painting, small scale illustration, basic animation, digital art and sculpture.</p>
<p>Summer Term Personal Project Students <i>reflect</i> upon their mock exam in order to <i>refine</i> their ideas, skills and techniques, moving forward with depth and intent. Students to set themselves specific challenges which they will <i>explore</i>.</p>	<p>How successful was my mock exam and why? What skills do I need to practise and refine to more fluently communicate my ideas? How can I investigate my idea in more depth to result in art work that is well considered? What challenges can I set myself?</p>	<p>Students can read about Art History in order to develop an awareness of meaning and context. Recommended is ‘The Story of Art’ by E.H Gombrich.</p>