

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 consists 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, skills and processes. During this period students are introduced to a wide range of artists and concepts to spark curiosity, creativity and challenge, which in turn will help them to start to formulate their own personal ideas and responses. Reflection and analysis of personal development is crucial in enabling students to not only develop and refine media manipulation but also supports them in their critical thinking skills.

Workshops	Assessment	Extension/Development
<u>Autumn Term</u> 1. Drawing- Experimenting with mark making in biro, fineliner and mapping pens. Students study the work of either Ernset Jessop or Vincent Van Gogh. Students explore to understand the importance of mark making on mood and the depictions of surface textures. Students study, experiment and practise varied mark making techniques in a range of different pens.	Ability to record observations with line, marks, texture and detail. Willing to take risks, experimenting with approaches. Understand how to skillfully manipulate pens to create a range of tonal values through pressure, layering and dispersal to depict form. Compare and contrast the outcomes of different drawing implements, and the quality of marks they make. Record observations and ideas and present a personal response.	To produce a series of Ernset Jessop or Van Gogh studies. Can these techniques be applied to other media such as pencil or paint? Explore and experiment with using mark making techniques in a variety of other media and compare and contrast them.
2. Illuminated manuscript illustration Students study Illuminated manuscript (The Ingolsby's Legends, Golden Age and contemporary Illustration). Students use this knowledge to help develop ideas for their own individual illustrations for which they select an appropriate fragment of text.	Develop ideas inspired by research and knowledge of artists' work. Explore and plan several compositions and combinations of possibilities. Record observations and ideas and present a personal response. Use and develop prior knowledge of mark making techniques. Selecting preferred methods and implements. Present their own work which is well considered and shows development and refinement of skills/techniques.	Write a short story and illustrate this thinking creatively about ways of incorporating text.

3. Greek Coffee Columns Students study the various types and styles of classical Greek column designs through history. Students explore and experiment with unusual media such as coffee, creating varied tonal values to depict form.	Develop ideas inspired by research and knowledge of artists' work. Explore gradients of tonal values through various concentrations of coffee solutions. How to build and develop tonal values through dilute washes to opaque layers. To neatly control and manipulate wet media using wet on dry and wet on wet techniques. Record observations and ideas and present a personal response.	Develop further studies of more elaborate architectural ornamentation. Push studies further by incorporating other media such as pencil or biro.
4. John Piper Printmaking Visually explore the work of John Piper and the contextual meaning behind his architectural studies. Students explore and experiment with polyboard printing and chine colle techniques to create bold and vivid architectural studies.	Develop ideas inspired by research and knowledge of artists' work. Explore and experiment with various compositions that are well composed with colour, layers, shapes, lines and forms Explore compositions and their understanding of positive and negative space. Create a clean, bold and stylised print on top of a well considered chine colle background. Select best design to develop compositional ideas through experimentation and plan a refined final design Present their own work which is well considered and shows development and refinement of skills/techniques	Research and explore alternative print methods such as: Mono Lino Silkscreen Etching Compare and contrast the benefits and drawbacks for each method.

5. John Ruskin Watercolour Visually explore the work of John Ruskin and the contextual meaning behind his architectural studies. Students explore and experiment with watercolour, creating varied tonal values to depict form.	Develop ideas inspired by research and knowledge of artists' work. Research, practise and refine various watercolour techniques such as: Flooding, flat washes, graded washes, variegated washes and wet on dry. Build upon prior knowledge of tonal values through layered washes of watercolour, considering how colours are affected through layering techniques. Build upon prior knowledge of how to build and develop tonal values through dilute washes to opaque layers. To neatly control and manipulate wet media using wet on dry and wet on wet techniques. Develop knowledge and application of colour theory. Build up a more complex understanding of how contrasting colours affect saturation. Record observations and ideas and present a personal response.	Can this style and range of techniques be applied to other forms of study such as still life, landscapes or portraiture? Create a painting from one of these genres using primary source images.
6. Turner Oil Pastels Look at the historical context of J.M.W Turner's work, to develop understanding of composition, colouring and style of artwork of the Romantic period . Students explore and	Develop ideas inspired by research and knowledge of artists' work. Research, practise and refine various oil pastel techniques. Build upon prior knowledge of tonal values and colour theory through layered application.	Research the Romantic period, how did it impact the Impressionist art movement that followed. Compare and contrast these two art styles. Which do you prefer and why? Produce small studies of work by Monet in oil pastel.

experiment with oil pastels, creating varied tonal values, expressive mark making and selecting appropriate colours to depict/reflect the mood and ambience of a landscape scene. Develop knowledge and application of colour theory. Build up a more complex understanding of how colour and mark making affects the mood and emotion of the viewer.	Build upon prior knowledge of expressive mark making to depict surface texture and mood. Develop knowledge and application of colour theory. Build up a more complex understanding of how contrasting colours affect ambience. Record observations and ideas and present a personal response.	
7. Alex Hanna & Alison Watt Oil Painting Look at the conceptual/historical context of Alex Hanna/Alison Watt's work, to develop understanding of composition, colouring, style and symbolism. Students explore and experiment with oil paints, creating varied tonal values to depict form. Develop knowledge and application of colour theory. Build up a more complex understanding of how to mix their own shades of black to create warm/cool tints and shades.	Develop ideas inspired by research and knowledge of artists' work. Understand, explore, experiment and refine oil painting techniques such as underpainting, blocking, blending and glazing. Understand, explore, safely experiment and refine understanding of colour theory/mixing/blending and layering in a refined and realistic style. Use primary source photography to experiment with different compositions to create symbolism. Reflect and review the effectiveness and success of your techniques and outcome. Record observations and ideas and present a personal response.	Explore looser, more expressive and gestural styles of contemporary painting, specifically look at the use of palette knives to create depth, expression and texture on surfaces.

<u>Spring Term</u> Portfolio (60%) 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. *Key Date: Year 10 Mock Exam – students will begin an ambitious, planned, investigated and well thought out personal response during a 5 hour exam period.	A01 <i>Develop ideas</i> through investigations, demonstrating critical understanding of sources. A02 <i>Refine work by exploring</i> ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 <i>Record ideas</i>, observations and insights relevant to intentions as work progresses. A04 <i>Present a</i> personal and meaningful response that realises intentions and demonstrates understanding of visual language. 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?	Students can produce a range of outcomes based around the same idea: painting, small scale illustration, digital art and sculpture.
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<u>Summer Term</u> 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 set themselves specific challenges which they will <i>explore</i>.	A01 <i>Develop ideas</i> through investigations, demonstrating critical understanding of sources. A02 <i>Refine work by exploring</i> ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03 <i>Record ideas</i>, observations and insights relevant to intentions as work progresses. A04 <i>Present</i> a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 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?	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.
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Through the course of study, learners must understand the importance of the on-going development and refining process. The production of outcome(s) in the context of developing their skills and knowledge, as well as an awareness of the links between practical and written material, is necessary.

Learners are required to develop the skills to:

- Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information

- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.