

## Year 10 – Art, Craft and Design

| Year 10                          | Autumn 1<br>Year 10 Art, craft & Design   | Autumn 2<br>Year 10 Art, craft & Design  | Spring 1<br>Year 10 Art, craft & Design   | Spring 2<br>Year 10 Art, craft & Design   | Summer 1<br>Year 10 Art, craft & Design  | Summer 2<br>Year 10 Art, craft & Design   |
|----------------------------------|---|--|---|---|--|---|
| Topic/Unit to be studied         | <u>Introductory Phase</u>   | <u>Development Phase</u>   | <u>Component 1:</u>   | <u>Component 1: portraits</u>   | <u>Component 1 Portraits</u>   | <u>Component 1 Portraits</u>  |
| <b>Core Knowledge and skills</b> | <ul style="list-style-type: none"> <li>Photography of still life objects, learning about lighting, angles, close-up views and composition.</li> <li>Artist research, Critical thinking skills, analysis and evaluation.</li> </ul> <p><b>Observational Drawing</b> and recording -use of shading, tone and detail.</p> <p>Development of drawing skills using other media e.g., pen and ink, coloured pencil</p> <p>Use of mixed media to create tone and texture and to develop ideas.</p> | <ul style="list-style-type: none"> <li>Artist research: reference to the work of sculptors, including experiencing sculpture first-hand at the Hepworth Gallery and the Yorkshire Sculpture Park.</li> </ul> <p>Exploration of a range of 3D techniques and materials.</p> <p>Design for sculptures, including drawing for design purposes.</p> <p>Creation of a maquette.</p> | <ul style="list-style-type: none"> <li>Refining design work, including use of maquettes and drawing.</li> <li>Creation of a sculpture which links to prior research and is a personal response to the theme of Natural Forms.</li> </ul> <p>Photography and evaluation of completed sculptures.</p> | <ul style="list-style-type: none"> <li>Photography, including expression and art direction.</li> </ul> <p>Artist research: reference to the work of others including Chuck Close.</p> <p><b>Observational drawing and recording:</b> use of tone, detail and shading. Practising drawing facial features and sections of detail. Use of the grid method to create an accurate enlarged drawing from a photograph.</p> | <ul style="list-style-type: none"> <li>Image transfer techniques including oil pastel transfer and monoprinting.</li> </ul> <p>Investigation of appropriate artists and illustrators including Martin O'Neill</p> <p>Assessment drawing (A3 pencil portrait). Development of work through the creation of an A3 portrait in the style of Martin O'Neill.</p> | <p>Additional photography</p> <p>Additional artist research to include photographers and digital artists</p> <p><b>Development of ideas</b> through creative painting techniques, altered photographs (digital and manual) and collage.</p> <p>Further artist research to inspire final portrait piece.</p> |

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| <b>Assessment for and of learning</b> | This work links to Assessment Objectives 1 & 3. Assessment will be formative and regular verbal feedback will be used. Peer and self-assessment will reinforce students' understanding of success criteria and how to improve their work. Individual tutorials will be used to give summative feedback. | This work links to Assessment Objectives 2 & 4. Assessment will be formative and regular verbal feedback will be used. Peer and self-assessment will reinforce students' understanding of success criteria and how to improve their work. Individual tutorials will be used to give summative feedback. | Students will have regular verbal feedback and formative assessment as they progress. Individual tutorials will make use of the AQA GCSE Specification and give focused summative assessment. |  |  |  |
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