

Year 10 Curriculum Implementation: ART						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge & Skills	<ul style="list-style-type: none"> Understanding the assessment objectives in Art Observational drawing skills Use of tone Use of charcoal Crosshatching skills in biro 	<ul style="list-style-type: none"> Acrylic paint skills Moulding clay Research of clay artist 	<ul style="list-style-type: none"> Photography skills How to use artefacts and objects to inspire a personal project Artist research linking to culture Printing skills 	<ul style="list-style-type: none"> Developing a personal project based on a culture 	<ul style="list-style-type: none"> Further development of personal project based on culture or organic form 	<ul style="list-style-type: none"> Understanding composition Creation of final piece linking to culture or organic form
Links to prior learning	<ul style="list-style-type: none"> What learning is needed as a pre-requisite or I being developed? How to create depth with tonal values in various mediums. which has been explored in each year 	<ul style="list-style-type: none"> Knowledge of how to research and present an artist research page to a high standard Analysis of artist's work Students will have experienced clay in Year 8 	<ul style="list-style-type: none"> Knowledge of how to research and present an artist research page to a high standard Analysis of artist's work Students will have created a print in Year 8 	<ul style="list-style-type: none"> Drawing Painting Use of tone Observational drawing Knowledge of how to research and present an artist research page to a high standard Analysis of artist's work 	<ul style="list-style-type: none"> Drawing Painting Use of tone Observational drawing Knowledge of how to research and present an artist research page to a high standard Analysis of artist's work 	<ul style="list-style-type: none"> Drawing Painting Use of tone Observational drawing Knowledge of how to research and present an artist research page to a high standard Analysis of artist's work
Assessment	<ul style="list-style-type: none"> How will students' progress in developing these skills and knowledge be assessed? Students work be marked across four assessment objectives. Inline with the exam board AQA and in the same way their final exam and course work will be marked Students will constantly refine their work as they progress and be advised verbally and in written feedback how do so by their teacher and through peer feedback and plenaries 					
Home learning	<ul style="list-style-type: none"> In what ways will home learning support the students' progress Home learning is essential to be successful in Art. Students are made aware that to achieve the highest level more time must be spent on artwork out of class hours than in class. This is supported by art club after school. All home learning is included in students' portfolios and is marked as coursework. Home learning is a continuation of class work 					
Cultural Capital and extra-curricular opportunities	<ul style="list-style-type: none"> What extra-curricular opportunities are there Students will go on a trip to the world museum in Liverpool to provide stimulus for their personal project on culture 					
Literacy	<ul style="list-style-type: none"> Tier 3 vocab Oracy opportunities are included in lessons when students discuss their own ideas with each other and share with the class In A01 student analyse artwork and research the work of other artists and draw comparisons with their own artwork 					
Numeracy	What opportunities are there to refer to numeracy skills? <ul style="list-style-type: none"> Opportunities for numeracy are varied due to the personal nature of student's projects but may include but are not limited to ratio, symmetry, tessellation, pattern ,3D forms, measuring, construction, enlargement of images using grid method 					
Careers Information, Education, Advice and Guidance (CEIAG)	What careers links are flagged up in these units of work and how? <ul style="list-style-type: none"> Visual communication, creativity, critical thinking, problem solving, and project management. Students are made aware of the many creative careers they can go into after studying GCSE Art Students can visit Runshaw college for mastery classes in Art 					
Spirituality	In what ways will students be able to reflect upon the outward and upward looking elements of their spirituality? <ul style="list-style-type: none"> GCSE Art can connect to spirituality in lots of meaningful ways, because art often explores personal beliefs, identity, and the human search for meaning. Students undertake personal projects which are encouraged to be personal and meaningful. After visiting the World Museum students will create a personal project based on a culture 					
How can parents support the curriculum?	How can parents support learning during this ½ term? <ul style="list-style-type: none"> Parents can support by being aware of the home learning expectations for art and providing a space where possible for students to work on their art. parents can also support by sharing in interest in the artwork that is being created and researching interesting artists. Visiting galleries can also enrich students understanding of artists 					