

Curriculum Knowledge Map

Year 10	AUTUMN		SPRING		SUMMER	
Art	Art Messages/mixed Media DEVELOPMENTAL	Messages/mixed Media INDEPENDENT	Messages/mixed Media INDEPENDENT	Portraiture INDEPENDENT		
Declarative <i>What should they know?</i>	Exploration of the theme Messages in Art through the work of ROA. Art/photography/painting/collage. Discussion and analysis of the work ROA.			Drawing faces from observation, using a variety of materials Developing an understanding of the history of portraiture from traditional portraiture to contemporary and post-modern ideas of portraiture Using ‘the self’ as a starting point for ideas Developing ideas, researching ideas, producing a mind-map, problem solving, evidencing progress, producing		
Procedural <i>What should they be able to do?</i>	Annotate, record, collect, observe, show, markmaking. Develop, make connections, understand research, investigate, and apply. Investigate contemporary artists and their methods. Explore processes, markmaking, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.	Annotate, record, take photos, collect, observe, show, markmaking. Develop, make connections, understand research, investigate, and apply. Learn about contemporary artists and their methods.	Explore processes, markmaking, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.	Annotate, record, collect, observe, show, markmaking. Develop, make connections, understand research, investigate, and apply. Learn about contemporary artists and their methods.	Explore processes, markmaking, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.	
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Context, markmaking, theme, observation, representational.	Process, quality of line, composition.	Composition, formal elements, texture, layering, visual language.		Formal portraiture/informal portraiture, rule of thirds, proportion, scale.	
Assessment	Roa skull drawing.	Roa ink drawing.	Portfolio check point	Portfolio check point	Portfolio check point	Portfolio check point



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Photography			
Declarative <i>What should they know?</i>	Analysis of the following artists: Laurence De Maison, Miguel Leal, Richie Valazquez, Shannanbrook, Jean Faucher, Rosanna Jones. Understand the formal rules of portraiture.	Analysis of the following artists: Maya Rachat, Aaron Siskins, Bill Armstrong, Waleed Beshty, Jan Dibbets, Francios Brugere. The formal rules of still life and the formal elements of abstract photography.	
Procedural <i>What should they be able to do?</i>	Take formal portraits. Experiment independently with the photograph as an object. Recall and apply painting techniques. Recall and apply using the appropriate camera settings. Develop an independent response inspired by artwork researched.	Take formal still lives then experiment. independently with isolation, performance, repetition, texture, viewpoint and the photograph as an object. Recall and apply using the appropriate camera settings. Develop an independent response inspired by artwork researched.	Mock exam: Developing a personal, independent response to a theme set.
Disciplinary Literacy <i>(Tier 3 Vocab)</i>	Portraiture, genre, aperture, shutter speed F Stop, ISO, Depth of Field, composition, narrative.	Colour, shape, form, texture, pattern, composition, contrast, tension, space, balance, inference, narrative.	
Assessment	Artist Interpretations, formal set of portraits, final independent pieces.	Artist Interpretations, formal set of still lives, final independent piece/s.	Independent piece and NEA interim mark.

