



Scheme of Work
YEAR 10 GCSE

SUBJECT Art

	Natural Form	Pen and Ink – Daryl Feril	Colour Media – Georgia O’Keefe	Mask Making
Key concepts	Developing drawing and media skills further. Opportunity to revisit observational drawing skills and practice use of a range of media (building on techniques used earlier in KS3).	Detailed study of work of graphic artist Feril and his use of pen ink (with natural forms). How to look at the work of an artist and use their work to develop own ideas.	Detailed study of work of artist O’Keefe and using this as a means to explore and develop skills in using colour media (acrylic and watercolour paint and oil and chalk pastels). How to look at the work of an artist and use their work to develop own ideas.	Introduction of design briefs, research and mood boards, preparatory sketches and creating an original design. Opportunity to develop 3 dimensional skills and the use of Modroc.
Themes	Tonal pencil sketching Pen, ink, wash drawings Use of colour media and collage. Annotation skills	Copying the work of an artist as a means to investigate ideas and techniques. Grid technique for copying/scaling. Creating a version inspired by the artist’s work. Imaginative use of composition and pen/ink and wash.	Copying the work of an artist as a means to investigate ideas and techniques. Grid technique for copying/scaling. Creating a version inspired by the artist’s work. Control of colour media.	Appropriate research. Drawing for purpose as a means to investigate form and details. Constructing 3D forms. Imaginative use of details. Reviewing and refining finish.
Challenge	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.	Higher level tasks – more challenging ideas. More difficult resources.	Encouragement to attempt more challenging subject matter. Higher technique development and experimentation.	Encouragement to attempt more challenging subject matter. Explore more complex design features.
Support	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.	Simpler subject matter. Basic skill options Annotation guides – keywords and phrases.	Simpler subject matter. Exemplar examples. Step by step guides.
Literacy focus	Key words – tone, form, texture, detail, contrast, blend. Intensity. Final work to be presented with annotation (self-review opportunity).	Key words – tone, form, texture, detail, contrast, blend. Intensity. Final work to be presented with annotation (self-review opportunity).	Key words – tone, form, texture, detail, contrast, blend. Intensity. Final work to be presented with annotation (self-review opportunity). Research and discussion of artist’s work.	Key words – tone, form, texture, detail, contrast, blend. Intensity. Final work to be presented with annotation (self-review opportunity).



Numeracy Focus	Understanding of scale.	Understanding of scale. Using Grid technique for copying/scaling.	Understanding of scale. Using Grid technique for copying/scaling.	Scaling and transferring images from 2D to 3D.
Cross-curricular links	Science – plant studies/structures. English – when writing about artwork (annotation).	English – when writing about artwork (annotation).	English – when writing about artwork (descriptive writing). History – cultural references relevant to artists.	English – when writing about artwork (descriptive writing). DT – following a process, use of equipment and working in 3D.
SMSC & MBV	Respect and tolerance of others during class discussion. Imagination and creativity in learning. Following rules and guidance.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.	Respect and tolerance of others during class discussion. Considering issues that influence artists when they create work. Imagination and creativity in learning. Individual expression.
ASSESSMENTS	Final Natural Form work presentation.	Final Daryl Feril work presentation.	Final Georgia O’Keeffe work presentation.	Final Mask presentation, including research, prep work and completed mask.
Out of school learning	Additional sketches. Completion of outstanding work.	Research of Artist Selection of images to work from and research for own version. Completion of outstanding work.	Research of Artist Selection of images to work from and research for own version. Completion of outstanding work.	Research of theme Selection of images to work from and research for own version. Completion of outstanding work.



Topic: Natural Form

Project	Key concepts	Learning outcomes	Differentiation	Resource
1	Pencil Studies Introduction of natural form theme and tasks. Review of previous learning and drawing skills practice – particular focus on observational drawing skills.	Students to produce tonal pencil sketches of natural forms (using objects in class) – focus on accuracy of form, tone, texture and detail. Task: Revisit of tonal range and pencil control. Demonstration of exemplar drawing. Production of 1 -2 pencil studies of natural forms.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, Pencils Resource sheets.
1	Creative backgrounds Encouragement to be imaginative with drawing techniques through creative use of background materials. Paper stretching.	Students to produce two different types of background (colour ink and collage). Drawings to be completed on the backgrounds showing imaginative use of tone and highlights. Task: Demonstration on creating a coloured ink background on stretched paper. Demonstration on creating a collaged background using a combination of newspaper and coloured paper. Students to produce at least two drawings on the backgrounds either using pencil, pen or chalks/charcoal.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, Pencils, drawing pens, ink, ballpoint pen, inks, newspaper, boards, tapes. Exemplar examples.
1	Colour Media Revisit media skills from KS3 and encouragement to experiment develop the technique through more imaginative use of media.	Students to produce colour studies of natural form. Studies should show some experimentation with media as well as focus on accuracy, form and detail. Task: Revisit of colour techniques – demonstration on good use of colour pencil and working on colour or black paper. Demonstration on using watercolour paints appropriately. Production of at least 2 colour studies of natural forms.	Challenge Encouragement to attempt more challenging images. Support Step by step guides Simpler resources. Exemplar examples.	Paper, pencils, colour and watercolour pencils, watercolour paints, coloured paper, examples.



Topic: Natural Form

Project	Key concepts	Learning outcomes	Differentiation	Resource
1	Final Natural Form presentation Review and refinement of work – selection of best examples and presentation. Annotation skills.	Students to select and present best examples of their studies. They should have at least one example of each technique and annotate explaining what they have done with comments on strengths and targets. Opportunity to revisit and improve on work. Task: Explanation of task and example of best practice for presenting work. Students to present work on an A2 sheet pf paper.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Support in reviewing work.	Paper, glue, annotation guide.



Topic: Pen and Ink – Daryl Feril

Project	Key concepts	Learning outcomes	Differentiation	Resource
2	Daryl Feril Introduce students to artist based task. Copying as a means to investigate work and develop own skills. Copying and scaling techniques. Exploring media techniques.	Be familiar with the work of Feril and select an image that they are going to copy. Successfully produce a version of Feril's work with consideration of his use of pen/ink, natural form embellishment, strong use of contrast and experimental colour. Create own interpretation of Feril's work. Task: Selection and copying of one of Feril's designs (either all or part). Students can either freehand copy or use grid method (there will be a demonstration of how to do this). Once design drawn out, students can start to add pen/ink details in the style of Feril.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, rulers, pen/ink.
2	Daryl Feril – Own version Creating your own interpretation of an artists work reflecting their techniques and inspirations.	Students to produce their own version of Feril's work showing links to his technique, media use and subject matter. Task: Students to research their own image that they will produce in the style of Feril – can be any subject matter but ideally should show direct links to his work through decorative elements and use of pen/ink technique.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, rulers, pen/ink.
2	Final Daryl Feril presentation Review and refinement of work. Annotation skills.	Students to present their copy and their own version of Feril's work and annotate explaining what they have done with comments on strengths and targets. Opportunity to revisit and improve on work. Task: Explanation of task and example of best practice for presenting work. Students to present work on an A2 sheet pf paper.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Support in reviewing work.	Paper, glue, annotation guide.



Topic: Colour Media – Georgia O’Keeffe

Project	Key concepts	Learning outcomes	Differentiation	Resource
3	Georgia O’Keeffe Introduce students to artist-based task. Copying as a means to investigate work and develop own skills. Copying and scaling techniques. Exploring media techniques.	Be familiar with the work of O’Keeffe and select an image that they are going to copy. Successfully produce an outline version of a piece of O’Keeffe’s work. Task: Selection and copying of one of O’Keeffe’s pictures (either all or part). Students can either freehand copy or use grid method (there will be a reminder demonstration of how to do this if needed). Once design drawn out, students need to divide the image into 4 sections.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, rulers,
3	O’Keeffe – Pastel techniques Good practice using watercolour and acrylic paint.	Students to fill in two of the sections of their image using watercolour paint and acrylic paint. Work should show consideration of good technique, colour blending and application of layers. Task: Demonstration of water colour technique, careful colour layering, translucency, blending, we on wet, etc. Demonstration of using acrylic paint – thin or thick application, blending, colour mixing, etc. Students to complete a section of their choice on their image demonstrating each technique.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, paint, brushes.
3	O’Keeffe – Pastel techniques Good practice using oil and chalk pastel	Students to fill in two of the sections of their image using oil and chalk pastel. Work should show consideration of good technique, colour blending and application of layers. Task: Demonstration of oil pastel technique – how to blend colours. Demonstration of using chalk pastels – blending and smudging techniques. Students to complete a section of their choice on their image demonstrating each technique.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, pastels.



3	O'Keeffe – Own version Creating your own interpretation of an artist's work reflecting their techniques and inspirations.	Students to produce their own version of O'Keeffe's work in a technique of their choosing. Task: Students to research their own image that they will produce in the style of O'Keeffe – the image should show direct links to her work through choice of subject matter. Own version can be produced in a technique of the student's choosing from the 4 we have looked at.	Challenge Encouragement to look at examples with higher levels of complexity. Support Simpler examples – support producing grid Step by step guides.	Paper, pencils, resources, rulers, colour media.
3	Final Georgia O'Keeffe presentation Review and refinement of work. Annotation skills.	Students to present their copy and their own version of O'Keeffe's work and annotate explaining what they have done with comments on strengths and targets. Opportunity to revisit and improve on work. Task: Explanation of task and example of best practice for presenting work. Students to present work on an A2 sheet of paper.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Support in reviewing work.	Paper, glue, annotation guide.



Topic: Mask Making

Project	Key concepts	Learning outcomes	Differentiation	Resource
4	Research – mood boards Good practice researching mood boards and images to work from.	Students to produce a mood board of images they can use for inspiration for an imaginative mask project. Work presented on A2 paper. Task: Introduction of theme and examples of good quality work. Students to have opportunity to mount up mood board (discussion about quality images, neatly mounting up images, etc). Students to start producing exploratory sketches.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.	Paper, Pencils Resource sheets.
4	Exploratory Sketches Using drawing as a way of experimenting and investigating ideas through studying research.	Students to produce a series of sketches based on their mood board images. Sketches should show accuracy, tone and texture. Task: Students to focus on creating a series of sketches initially in pencil, but they can start to explore other media if appropriate. The drawings should investigate different ideas and design features that they could potentially adapt for their own ideas.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images.	Paper, Pencils Resource sheets, selection of media.
4	Mask design Students to create their own design based on their studies and initial research.	Appropriate production of a design – it should show direct links to research and studies and be annotated with any additional information of construction ideas. Task: Discussion of task – reminder of key features and consideration of what limitations of techniques might be and suggestions for how to add imaginative details. Students to produce their design plan for a mask using media of their choice.	Challenge Encouragement to attempt more complex imagery. Support Step by step guides Simpler resource images. Mask template.	Paper, Pencils Resource sheets, selection of media.
4	Mask Mould Introduction to constructing a basic mould using clay.	Students to complete a basic mould for their mask showing appropriate consideration for brief and refinement of finished design. Task: Demonstration of how to construct basic face shape mould using paper base and building clay up over surface. Demonstration of how to add basic details (finer details not necessary at this stage). Students to construct their moulds, refine the surface and leave to dry.	Challenge Encouragement to attempt more complex imagery and features. Support Step by step guides Support with construction.	Newspaper, clay, modelling tools.



4	Modroc Introduction to using Modroc and how to construct details and features as well as refining the finish of the surface.	Students to create their mask from the mould that they have created. Masks should show appropriate use of technique, consideration of form and details and refinement of finish. Task: Demonstration of preparing the mould and applying Modroc – students to start the construction of their masks. Demonstration of removing mask from mould and then strengthening edges and building up details and features. Discussion of refining surface finish in preparation for painting.	Challenge Encouragement to attempt more complex imagery and features. Support Step by step guides Support with construction.	Moulds, Modroc, modelling tools, scissors.
4	Mask Completion Techniques for applying paint to mask surface and adding details to mask.	Students to produce their completed mask design by adding colour and any embellishment needed. Task: Demonstration of techniques for applying paint - students to start the painting of their masks. Demonstration of exaggerating highlights and shadows to create more dramatic characteristics. Discussion of refining mask if necessary.	Challenge Encouragement to attempt more complex imagery and features. Support Step by step guides Support with applying paint and details.	Masks, paint, brushes,
4	Final Mask presentation Review and refinement of work. Annotation skills.	Students to present their mask task with annotation and photographs of stages of production. Opportunity to revisit and improve on work. Task: Explanation of task and example of best practice for presenting work. Students to present work on an A2 sheet pf paper.	Challenge More detailed annotation – clear use of key words and terms. Support Step by step annotation guides Info on each stage of mask production. Support in reviewing work.	Paper, glue, photos, annotation guide.