

| Year 10 Art, Craft & Design | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------------------------------|--|---|---|--|--|--|
| Theme | Theme: ‘Structure’ – natural and manmade | | | | Individual sub-themes within the main theme of ‘Structure’ – Students choose from Anatomy, Architecture or Natural Forms | |
| Knowledge | <ul style="list-style-type: none"> Foundation art skills Course introduction, structure and expectations. The GCSE assessment objectives Review and deeper study of the formal elements of art - Line, Tone, Colour, Pattern, Texture, Shape, Form, Space Analyse how artists use the formal elements in their work. Observational drawing techniques Colour theory and meaning Primary and secondary image sourcing. | <ul style="list-style-type: none"> Photography Understand that light and shadow creates 3D form in images – ‘chiarascuro’ Control DSLR camera settings and take photos to draw from Research and analyse the work of photographers: Edward Weston, Patrick Gries and Karl Blossfeldt Know how to take own photos of natural structures Understand contact sheets, how to edit and control own photography choices and print images | <ul style="list-style-type: none"> 3D ceramic design Review and deeper study of: The principals of design - balance, proportion, rhythm, emphasis and unity Understand how artists find inspiration in natural structures for their 3D sculptures Research and analyse the work of ceramicists: Pater Randall, Jennifer McCurdy, Yayoi Katsama and Steve Royston-Brown Study natural textures and apply to own design ideas Understand the possibilities & limitations of clay Explore clay techniques and processes: drying times, slips, slabs, coils, carving, stamping and imprinting Gather primary resources images of a natural structure to inspire own sculpture designs | <ul style="list-style-type: none"> 3D ceramic making Know how to develop a range of design ideas based on a selected structure, e.g. sea shells, flowers, fossils, microbes, trees etc. Refine designs for a 3D tile or pot based on the natural structure, by drawing several iterations Understand how to convey abstract elements of the natural structure, rather than creating a precise copy Review clay skills and construct the final design Apply texture, colour, shading glaze and metallic highlights | <ul style="list-style-type: none"> Photography, photomontage and collage Understand how meaning can be distorted when images are taken from their original contexts, by analysing the work of artist Roccio Montoya Photomontage techniques - how to manipulate scale and juxtaposition H & S – handling craft knives Set up a studio photo-shoot and take portraits lit with high key and low key lighting Direct the subject’s body language to convey meaning Select found images and cut and paste into the portraits in order to create a a range of expressive artworks Further develop ideas by adding mixed media | <ul style="list-style-type: none"> Personal sub-themes and mono printing Select a personal sub-theme and identify your area of interest by writing a statement of intent Visual mindmap Find an artist that links to sub-theme, the research and analyse their work in detail Source primary reference photos, e.g. skeletons, organs, anatomical/biology illustrations, buildings, shells, seed pods etc. Explore the images by making a range of mono prints Develop the mono prints by applying cutting, collage, ink, paint, tea staining, stitching etc. Identify relatable links with your sub-theme and the artist you have chosen |
| Skills | <ul style="list-style-type: none"> Observational drawing from still-life Shading techniques and tonal range Colour mixing Pattern Texture Image research techniques Sketchbook layout Annotation techniques | <ul style="list-style-type: none"> Black and white digital photography Lighting photographs and creating ‘chiarascuro’ Printing contact sheets Observational drawing from photographs Artist research and analysis | <ul style="list-style-type: none"> 3D design Handling clay and making a pinch pot Ceramics processes Developing a design idea Finding inspiration Analysing the work of artists in order to inform own design | <ul style="list-style-type: none"> Developing a design Refining a design Evaluating own work Recording process and progress Applying paint and finishes | <ul style="list-style-type: none"> Studio lighting – high /low key Studio portrait photography Photomontage Image sourcing Cutting and manipulating materials Composition Balance Refinement of ideas | <ul style="list-style-type: none"> Independent choice Identify personal intentions Image sourcing Mono printing Making artist links Development/refinement Collage Embroidery Ink/water colour Cutting |
| Independent Learning Link | https://www.bbc.co.uk/bitesize/topics/z9kmhyc https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/1 | https://www.bbc.co.uk/bitesize/guides/zgwpnbk/revision/1 | https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 | https://www.bbc.co.uk/bitesize/guides/zsnbg82/revision/1 | https://rociomontoya.com/ https://www.studentartguide.com/ | https://www.bbc.co.uk/bitesize/guides/z38s6yc/revision/1 https://www.studentartguide.com/ |

| Year 11 Art, Craft & Design | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
|-----------------------------------|---|--|--|---|--|--|
| Theme | Individual sub-themes within the main theme of 'Structure' – Students choose from Anatomy, Architecture or Natural Forms | | Exam theme – this is a theme released by the Exam Board at the start of the exam unit in January | | | |
| Knowledge | <ul style="list-style-type: none"> • Development of personal sub-themes • Students explore their sub-themes further and are encouraged to take a very individualised approach to their work • Development of own ideas based on Artist research and analysis • Creating outcomes in a range of art and photography media | <ul style="list-style-type: none"> • Make a final piece • Students plan a final artwork that is relevant to the theme they have been exploring • Show that a range of different ideas has been explored for the final piece • Test and refine art techniques that will be used to make the final piece • Complete the final piece in a mock exam in November • Evaluate and analyse the final piece. Explain how it is personally meaningful • Final submission of the Coursework unit and final piece | <ul style="list-style-type: none"> • Exam Unit • Exam paper released • Using the skills refined throughout the course, Students generate individual ideas for the exam theme • Bespoke workshops and individualised support according to the exam theme | <ul style="list-style-type: none"> • Exam Unit • Using the skills refined throughout the course, Students generate individual ideas for the exam theme • Bespoke workshops and individualised support according to the exam theme | <ul style="list-style-type: none"> • Exam Unit • Using the skills refined throughout the course, Students generate individual ideas for the exam theme • Exam – a 10 hour period of sustained focus in controlled assessment conditions • Final submission of the Exam unit and final piece | <ul style="list-style-type: none"> • Exhibition and moderation of work |
| Skills | <ul style="list-style-type: none"> • Development of own ideas in response to a theme and the stimulus of artists, designers and personal contexts • Practical skills – drawing, painting, 3D, printing, photography etc. | <ul style="list-style-type: none"> • Identifying a personally resonant and meaningful final outcome • Practical skills – drawing, painting, 3D, printing, photography etc. • Plan a large scale final artwork • Evaluation and analysis of own work | <ul style="list-style-type: none"> • Independent application of art skills • New practical art skills and processes depending on the exam theme | <ul style="list-style-type: none"> • Independent application of art skills • New practical art skills and processes depending on the exam theme | <ul style="list-style-type: none"> • Independent application of art skills • Evaluation and analysis of own work | |
| Independent Learning Link | https://www.studentartguide.com/ | https://www.studentartguide.com/ http://www.art2day.co.uk http://www.thisiscolossal.com/ | https://www.studentartguide.com/ http://www.art2day.co.uk http://www.thisiscolossal.com/ | https://www.studentartguide.com/ http://www.art2day.co.uk http://www.thisiscolossal.com/ | https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1 | |