

## ART AND DESIGN Year 10 Curriculum Overview

### What is the Year 10 ART AND DESIGN curriculum aiming to achieve?

What do we want our Year 10 Artists to be like?	How are we building on prior learning?	How can parents/carers support their child's learning?
<ol style="list-style-type: none"> <li>1. To be <b>INQUISITIVE</b> about Art and things in the wider world that shape their identity.</li> <li>2. To be <b>EXPRESSIVE</b> with different mediums as a means of communicating aspects of their identity.</li> <li>3. To be <b>DISCIPLINED</b> in documenting their creative journey in their sketchbooks and portfolio.</li> <li>4. To be <b>DEDICATED</b> to building technical skills.</li> <li>5. To be <b>RESILIENT</b> when creative challenges arise.</li> </ol>	<ul style="list-style-type: none"> <li>• All students will have gained an understanding of how Artists are influenced by their travels and different cultures.</li> <li>• Most will have been exposed to some drawing, printmaking and painting techniques working in different genres, such as still life.</li> <li>• Most students will have been partly exposed to key artists that underpin the GCSE course.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit Art galleries and exhibitions and encourage them to draw and speak about what they see.</li> <li>• Make Art materials available to use at home and encourage their use to draw and experiment with creatively.</li> <li>• Show an interest in their sketchbook and encourage them in their homework tasks.</li> </ul>

### How are we organising the Year 10 Art & Design curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<b>ME, MYSELF &amp; I: FOUNDATION BUILDING OF SELF- PORTRAITURE SKILLS.</b>	<b>ME, MYSELF &amp; I: DEVELOPMENT OF SELF-PORTRAITURE CASE STUDIES.</b>	<b>ME, MYSELF &amp; I: EXPRESSIVE SELF- PORTRAITURE RESPONSES.</b>	<b>ME, MYSELF &amp; I: GERMAN EXPRESSIONIST LINOPRINT AND SPIN OFF WORK.</b>	<b>BLACK LIVES MATTER: PORTRAIT WORK BASED ON HISTORICAL BLACK FIGURE(S)</b>	<b>LEGACY OF POP ART: EXPLORATION OF POP ART THEMES AND ITS INFLUENCE ON CONTEMPORARY ART.</b>
Threshold Concepts	<b>TC#5- ARTISTS PLAY – WITH IDEAS, MATERIALS &amp; FAILURE.</b>	<b>TC#1- ARTISTS MAKE MARKS, DRAWING OUR ATTENTION.</b>	<b>TC#3- ART HAS ITS OWN VOCABULARY, SHAPED ACROSS TIME AND SPACE</b>	<b>TC#6- ART ENGAGES; HEAD, HANDS AND HEART.</b>	<b>TC#9- ART MAKES PEOPLE POWERFUL – FOR GOOD AND BAD.</b>	<b>TC#8- ART HAS VALUE, IN UNEQUAL MEASURES.</b>
Skills	Observational portrait skills in working with line, tone and proportion.	Creation of and translating of photographic sources in variety of media & scales.	Communication skills through expressive mark-making in portrait genre.	Reduction linoprint skills and annotation skills with specialist vocabulary.	Transference of self-portrait skills to depict historical black figures.	Developing visual literacy skills to deepen understanding of Pop Art UK v USA.
Enrichment within the curriculum	We provide a broad and rich Art curriculum that provides students the opportunities to explore a wide and varied range of specialist mediums and techniques including printmaking and digital post-production work. We strive to celebrate student work by putting work on display physically and digitally. Students also have opportunities to enter work in competitions and exhibitions such as the Voices and Visions exhibition in the wider community. At the end of the GCSE course students will have an opportunity to exhibit work from their year 10 and 11 in the school Art department gallery alongside the A'level students.					
Cross curricular links	<ul style="list-style-type: none"> <li>• We pride on our ability to weave in extra-curricular links. We will be making links to History, Geography, music, English and this will be integrated into our teaching. For example, we will be looking at History around the World Wars in particular when we look at German Expressionism and the migration of Freud and Auerbach from Germany to London.</li> <li>• The case studies into Artists and portraits of black Historical figures, such as Martin Luther King, encourages students to look into the socio-political context behind these people. The Geographical contexts also play a big part in the work.</li> </ul>					
Extra-curricular opportunities	As a department, we have an open door policy that enables students to work in the Art rooms during lunchtimes every day of the week; however, we structure a Key stage 4 focussed extra-curricular club twice a week. This is aimed at providing students an opportunity to stretch and challenge themselves and build on areas of the class-based projects that may not ordinarily have been to be explored in lesson time and simply gaining extra support.					

### What are the intended outcomes of the Year 10 Art & Design curriculum?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Opportunities to show progress (Assessments)	Sketchbook sequencing Monahan/Giacometti case studies	A Measured photorealistic self-portrait.	Expressive 3-tone subtractive drawing.	German Expressionist Reduction linoprint.	Black Lives Matter Portrait work.	Sketchbook case study on Pop Legacy artists.
Impact on personal development (SMSC)	<i>Students learn to have a creative mind and begin to explore their own identity; through the genre of self-portraiture students are challenged to question and express aspects of who they are. They are encouraged to look at the work of others and develop respect for the differences we all have. The Year 10 challenges them to develop independence of thought and encourages them to establish a healthy relationship with their creative imperfections through the artists they discover.</i>					
Preparation for the next stage of education	The artists explored in Year 10 were consciously selected because they form a crucial part of the DNA of artists we explore in the following years leading to a deeper understanding in future projects. For example, in Year 10, students are encouraged to explore the influence of German Expressionism and their impact on contemporary artists; they are also encouraged to explore historical figures, which neatly links to the fascination Pop Artists had with JFK. Marilyn Monroe etc. The Year 10 content really enables students to begin the process of taking ownership of their own work, which is vital in the coming years, as students' progress towards a personal investigation in year 13.					