



# Curriculum Summary Document

## Year 10 – Fine Art

Pride

Respect

Success

Module/Unit of Learning	Taught During	What will students learn?	How does this develop expertise and challenge students?	Links to other Subjects
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Pride

Respect

Success

<p><b>Me, Myself &amp; I</b></p>	<p><b>Autumn Term</b></p>	<p>Students will begin by exploring the theme 'Me, Myself &amp; I' where they will learn how to respond to the title 'Who am I?' as a starting point. They will identify and record who they are through imagery and text, which will reflect their identity, personality, character, inspirations, influences, interests and hobbies.</p> <p>Students will learn and understand how contemporary artists are inspired by everyday objects, to record personal identity through Art. Here students will explore illustration and learn how to draw in an illustrative style, inspired by the artist Andrea Joseph. Students will look at book illustration and learn how to morph both image and text into one image to tell a story.</p> <p>Next, students will explore Portraiture in Art, developing an understanding of how to record and represent an individual's identity, personality and character, in both 2D and 3D art medium. Students will deepen their knowledge by learning about self-portraiture and how emotion can be portrayed or represented in Art.</p> <p>As they continue to explore the theme, students will be introduced to the work of the artists Camilla Catrambone and Rachel Ross, learning how objects and belongings can become a 'portrait' through Flat Lay Photography.</p> <p>Students will build, develop and refine their first- and second-hand observational work, by learning about the style and techniques of the artist Lisa Milroy and her use of still life and Flat Lay.</p> <p>Students will be introduced to the work of Michael Craig Martin and Ben Hughes, where they will learn how to create stylised Graphic Design piece inspired by one of the artist's work artists work and refining previous studies.</p> <p>Students will also learn how to reflect on their own self-identity through</p>	<p>Students will receive ongoing coaching and feedback throughout their project, with individual personal guidance and targets given to improve, develop and refine artwork.</p> <p>Through continued practice students will present Mastery in their drawing and painting skills.</p> <p>Depth &amp; Breath implemented in both contextual and practical studies to enable students to fully embed knowledge and practice techniques, to achieve high level outcomes,</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding, to become experts in their subject knowledge, context of work, analytical skills, and visual practical application. Through Oracy students will be knowledgeable and confidently talk about their project to others.</p> <p>Develop a secure understanding of the GCSE Assessment Objectives, to successfully complete the course and how these are structured within each Component of work.</p> <p>Exploring further education and creative careers linked to Art, when learning is embedded with purpose, outcomes,</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Maths – Gridding Up Technique, measurement, accuracy.</p> <p>English –Poetry Anthology.</p> <p>Photography- artists studied, and photography techniques applied to photographic images. First-hand observational drawing, recording and personal response.</p> <p>CLASS - Political, social &amp; personal contexts explored in the development of ideas.</p>
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		<p>Photography, different media and drawing techniques. Self-portraiture will also be explored through 3D exploration, by constructing a Self Portrait Facial Expression Clay Sculpture head. Students will learn how to build, shape and construct the main head to create a strong structure, then refine, by adding facial features and detail using a range of clay tools.</p> <p>Studies will be extended by introducing the mono-printing technique, where students will learn how to refine work through experimentation and personalised ideas.</p> <p>Throughout the project students will be introduced to both historical and contemporary portraiture artists, who explore a similar theme in their work. This will lead the project into exploring distortion and reflection within portraiture.</p> <p>Students will research, compare, and analyse artists work, including the work of the artists Pablo Picasso, Francis Bacon, Edvard Munch and Frank Auerbach. Students will learn how to identify strong contextual links and how emotion is represented through expressive techniques and abstraction.</p> <p>Students will also be inspired by artists such as M.C. Esher and Gillian Lambert, where they will learn how artists explore and record distortion in portraiture through facial expression, by focussing on the key drawing skills and refinement.</p> <p>This will result in a personalised outcome. Here students will learn the process of developing and refining ideas based on a theme, as well as reviewing, reflecting &amp; evaluating their outcome. Throughout Term 1 students will have the opportunity to work within the disciplines of drawing, painting, printmaking, photography, mixed media and clay.</p>	<p>clear progression and future aspirations.</p> <p>Attend weekly Open Studio sessions to extend and enhance learning.</p>	
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<p><b>Me, Myself &amp; I</b></p>	<p><b>Spring Term &amp; Summer Term 1</b></p>	<p>For the next stage of their coursework project, students will go on to explore the work of the artists Rupert Shrive, Henrietta Harris and Martin C. Herbstr Shrive, developing work through experimental drawing, photoshop, collage, image manipulation and acrylic painting onto varied surfaces, to encourage students to take an imaginative and creative approach to their work.</p> <p>A personalised portrait piece will be designed based on the theme 'fragmentation' inspired by the artist/photographer Bruno Del Zou and Artist Carl Beazley.</p> <p>Students will develop a strong understanding of the importance of refining work, through experimentation and working in a range of media and using these as an inspiration in their own work. Students will continue to develop and refine their 2D skills, using a wide range of materials and drawing techniques effectively.</p> <p>Students will go on to design and create their own work, inspired by their chosen artist, whose work is based on a similar subject matter and theme. They will develop an idea from a starting point, designing, constructing, and decorating a personalised 2D or 3D outcome, based on the theme, ideas and techniques explored.</p> <p>Students will have the opportunity to work within the disciplines of drawing, painting, printmaking, photography, and digital editing. Throughout the project students will review, modify and refine their work as it progresses, considering the importance of size and scale.</p> <p>In this project students will learn the process of developing and refining ideas based on personal themes and intentions, introducing new creative and imaginative responses to their design work and outcomes. From this student learn how to draw a unit of work to conclusion, combining</p>	<p>Students will receive ongoing coaching and feedback throughout their project, with individual personal guidance and targets given to improve, develop and refine artwork.</p> <p>Through continued practice students will present Mastery in their areas of study.</p> <p>Depth &amp; Breath implemented in both contextual and practical studies, to enable students to fully embed knowledge and practice techniques to achieve high level outcomes,</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding to become experts in their subject knowledge, context of work, analytical skills, and visual practical application. Through Oracy students will be knowledgeable and confidently talk about their project to others.</p> <p>Have a secure understanding of the GCSE Assessment Objectives, to successfully complete the course and how these are structured within each Component of work.</p> <p>Students will begin to independently recognise and identify where and how they are experts in area/s of Fine Art, as they</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Photography- artists studied, and photography techniques applied to photographic images. First-hand observational drawing, recording, personal response, and development of ideas.</p>
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		<p>knowledge, ideas, and skills together to create a practical outcome supported with annotation.</p>	<p>work to their strengths in Art.</p> <p>Students are challenged to become independent learners, be self-motivated and forward thinkers in the develop and organisation of their learning process.</p> <p>Exploring further education and creative careers linked to Art, when learning is embedded with purpose, outcomes, clear progression, and future aspirations.</p> <p>Attend weekly Open Studio sessions to extend and enhance learning.</p> <p>Students will gain a strong understanding of the GCSE Assessment Objectives, they will be able to identify their strengths within Fine Art, learning how to develop, extend and refine their work effectively, as they prepare, design and plan a final personalised project outcome and evaluation.</p>	
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<p><b>Component 1</b></p>	<p><b>Summer Term 2</b></p>	<p>Students will focus on their Component 1 Portfolio. This project concludes at the end of the Autumn term in Year 11.</p> <p>During this term students will learn how to choose an area of focus, within the project title, which they will research, explore and develop based on their own personalise interest, styles and techniques within the art world.</p> <p>Students will learn how to creatively respond to their theme and artists. Students will learn how they can personalise the development of their artwork, using their prior knowledge and skill learnt throughout the course. By the end of Year 10 students will have a clear idea of the theme and direction of their work, ready to develop and refine in Year 11.</p> <p>Students will learn how to work on a sustained project and how to develop their ideas, on their sustained journey of art. Lessons and tasks are personalised to suit the individual's project and strengths.</p> <p>Students will learn about the exam process (time, pace, space and resources required). Students will complete a practice piece to guide the independent exam process during their PPE exam assignment.</p>	<p>Students are challenged to become independent and resilient learners, be self-motivated and forward thinkers in the development and organisation of their learning process.</p> <p>Students will be challenged to become the instigators of their own learning and chosen disciplines, in which they intend to pursue in their work. The more independent and self-motivated a student is at this stage the stronger their work will become.</p> <p>Students will independently and confidently be able to recognise and identify where and how they are experts in area/s of Fine Art, as they work to their strengths in Art.</p> <p>Oracy will be implemented to develop and deepen student's subject knowledge and understanding, to become experts in their subject knowledge, context of work, analytical skills and visual practical application. Students will be able to express their own ideas, thoughts and opinions, become highly independent and self-motivated in their approach to their coursework and understand the value of creative thinking.</p> <p>Students will receive ongoing coaching and feedback throughout their Component 1, with individual personal guidance and targets given to improve, develop and refine</p>	<p>Oracy - develop and deepen subject knowledge and understanding through talk in the classroom. To learn the skills needed to talk effectively.</p> <p>History - historical contexts of work studied.</p> <p>Photography- artists studied, and photography techniques applied to photographic images. First-hand observational drawing, recording, personal response, and development of ideas.</p> <p>CLASS - Political, social &amp; personal contexts explored in the development of ideas.</p>
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			<p>artwork, within lessons and during after school 'Open Studio Sessions'.</p> <p>Component 1 is excellent preparation for students PPE and externally set assignment and the skills needed for further education. Students will be encouraged to visit art galleries, read extended text and interviews linked to their chosen research areas.</p> <p>Visit Art departments in college, to view A Level and BTEC work.</p> <p>Complete Work Experience within a Creative Arts sector.</p>	
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