

Subject Curriculum Map: Art Year 10 2024-25

Exam Board & Assessment Method: AQA Art, Craft and Design

Curriculum Intent: Pupils develop their practical skills (AO3) in a range of two and three dimensional techniques whilst using a wide range of art based media (AO2). Pupils build into this, an understanding of research techniques, appreciation for art movements, cultures and the wider world (AO1). The 'Creative Process' is understood and 'Visual Literacy' allows pupils to convey concepts, visually and intellectually, including concluding visual statements of intent (AO4)... Practical and academic development, understanding the art and design world and how art is intrinsic throughout the world. A notion that art is powerful and evocative, but also fun. Pupils develop skills for life in art; appreciating their surroundings, learning to work individually, but also honing team work and communication skills. They gain understanding in the concept of 'self', learn to appreciate, respect and tolerate differences and different cultures, but are also able to express their own views. They should understand the significance of history, environmental, social and economic issues and political situations. Pupils are aware of democratic processes and are aware of the classroom ethos.

Curriculum Implementation: Year 10 pupils commence their GCSE course in essence, having developed basic understanding of Assessment Objectives and the 'Creative Process' in Year 9. Pupils will, here, build on and add to technical and practical skills and will develop one and a half portfolio projects (the other half is completed in year 11). Whilst there is a strong focus on the practical element of the course in year 10, pupils continue to progress in their appreciation of a range of artists / movements and a diverse range of art media. GCSE Assessment Objectives are entwined throughout Year 10 and the development of creativity, ideas / concepts and intelligence within pupil's art work (the creative process), now begins to take on more importance.

Curriculum Impact: Year 10 pupils develop attributes, in art, that can be utilised throughout the school curriculum; Communication, Team Work, Appreciation of Local Environment, the Wider World... Subject specific skills continue to be developed and GCSE pupils, ultimately, have a much stronger grasp of both practical, conceptual, intellectual and communicative expectations. These are heavily practical based, but also include the development of understanding with regard to technical processes, visual literacy, the creative process and the preparation of portfolios and folders. Conceptual skills gained, here, can be utilised throughout the curriculum and further afield. Progress is measured in various forms and a strong leaning towards self, peer, half termly and test based assessment is incorporated into our programme, in order to fully appreciate the needs of all individuals... Revised tasks are implemented into Year 10 coursework, allowing for differentiated, but appropriate and relevant outcomes. As a practical (practice) subject, pupils will continue to hone their skills throughout. Conceptual / research skills are entwined, coursing through the work described and peaking, in time for the external 'Controlled Test' that takes place at the end of Year 11.

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Portraiture Project;</p> <p>Initial studies of the human face and features. Technical theories behind facial structure. Mathematical connections with these theories – use of fractions and measuring. Dry media studies, building on Year 9 tonal and colour knowledge.</p>	<p>Portraiture Project;</p> <p>Development of five portrait studies, using different art media and a different artist / movement of influence, for each one. Initially, Picasso's portraits and oil pastel, followed by Matisse and Derain's Fauvist portrait techniques. Heavy focus on a wide range of both drawing and painting skills in a variety of different media.</p>	<p>Portraiture Project;</p> <p>Continuation from Autumn 2, this time, looking at Modigliani and watercolour. Photomontage work is completed, too, based around the idea of 'Self' (this links to the 'concluding' Self Portrait in Spring 2). Development of 'Grid' work, with 'Distortion', is also completed here.</p>	<p>Portraiture Project Conclusion;</p> <p>Concluding Self Portrait pieces. This is a series of work that shows influence from one, or more, of the artists that have been researched in this project.</p>	<p>Pop Art Project;</p> <p>Initial studies of Pop Artist's work, leading to an understanding of concepts and processes: Initial studies linking to contemporary society, as to juxtapose with Pop Art of the 1960s: Development of technical and skilled based work.</p>	<p>Pop Art Project, leading into Year 11;</p> <p>Continued development of Summer 1 concepts whilst adding the idea of 'Self' and local environment to the 'contemporary' aspects of pupils projects.</p>
Knowledge and understanding	Show influence from and understanding of, processes and intentions, regarding the Pop Artists; Andy Warhol, Peter Blake, Roy Lichtenstein and James Rosenquist. Display technical and practical skills within a range of appropriate art media. Show thoughtful and intellectual responses to project themes.					
Subject specific skills	Practical, conceptual, cultural and intellectual skills and understanding.					
1.SMSC	The Year 10 'Pop Art' project allows pupils to understand Western and popular culture. It directs pupils to consider consumerism, mass production and a 'throw away' society. Pupils consider the idea of 'Self' and weigh up differences between contemporary situations and mid-20 th Century society. Our art projects cover at least one sub- genre and this project allows pupils to explore any number of these, as they delve into the theme of 'Pop Art' and 'Self' (religious, historical, environmental, social, economic, political). In addition, pupils develop an appreciation of surroundings, team work and communication skills. They build on their previous awareness of 'self', understand contextual backgrounds and cultural imagery, appreciate and respect differences and different cultures. Pupils are aware of the classroom ethos, they respect ideas and show creativity, but are also encouraged to express views.					
2.Skills For life	'Portraiture' and, latterly, 'Pop Art' / 'Self' allows pupils to gain an appreciation of society and local environment. It allows them to explore different cultures / beliefs and gain an insight into a consumer driven society. Additionally, practical Skills in Art and a range of techniques in Two Dimensional theory, plus, skills in the use of a range of two and three dimensional art media, are developed... Communication, research, observation and analytical skills; working independently and as a team; appreciation of environment, cultural and religious differences, significance of history, environmental, social and economic issues and political situations; awareness of 'self' and the ability to express views, show creativity and respect ideas; understanding of 'visual literacy', the 'creative process' and its importance; understanding the power of visual material through the media, art galleries, advertising and other outlets.					
3.FBV	Through the categories and comments listed in 'SMSC', pupils develop an appreciation of FBV; Mutual respect of others, the importance of working together, but also having individual views. Tolerance of differences (cultural and religious), understanding of democracy and the need for laws within society.					
Stretch & challenge	Formal elements are essential to all practical art work, regardless of challenge... ... Practical and academic / intellectual aspects of work. Use of varying media. Understanding of other art movements, techniques and cultures. Development of technical skills. Understanding of 'The Creative Process' and 'Visual Literacy'. Depth of challenge. During Year 10,					

	<p>this is more specifically developed through the investigations into 'Portraiture', 'Pop Art', 'Self' and Popular / Western culture. More advanced pupils may develop work that is derived from studies of The Fauves, Robert Rauschenberg, Wolf Vostell or Jacques Villegle, for example. Whilst skills in a range of two dimensional art media are delivered with varying degrees of stretch and challenge, relief and three dimensional work is also completed, but to a lesser degree. Intellectually, pupils are pushed to research, understand, process and respond to relevant information and material. The depth of study can vary, depending on pupil ability. Higher ability pupils may extend their work to explore environmental, political or historical issues that they have an interest in (linking to the theme of 'Self'). Resultant stretch and challenge arrives from individual studies. Whilst teacher lead tasks form the foundations of this project, all pupils branch off into their own pathway or 'journey'. Stretch and challenge is also dictated by these individual routes. Art is not rigid.</p>					
Key assessment focus, suggested assessments	<p>Development of AOs 1, 2 and 3: Analytical pieces that link to Portrait theory, Matisse, Picasso, Modigliani, and Derain. Development of both practical and research based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas...</p> <p>Initial Portraiture (Tom Flint) STAR 1</p>	<p>Development of AOs 1, 2 and 3: Analytical pieces that link to Portrait theory, Matisse, Picasso, Modigliani, and Derain. Development of both practical and research based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas...</p> <p>Matisse Woman With Green Stripe STAR 2</p> <p>Picasso Oil Pastel Portrait STAR 3</p>	<p>Development of AOs 1, 2 and 3: Analytical pieces that link to Self Portraiture and the idea of 'Self'. Development of both practical and research based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas...</p> <p>Distortion 'House' Portrait STAR 4</p>	<p>Development of AO4 'Concluding Response'.</p> <p>FINAL Portrait (Celebrity) – Note: Sometimes completed in Year 11</p>	<p>Development of AOs 1, 2 and 3: Analytical pieces that link to Andy Warhol, Peter Blake, James Rosenquist, Roy Lichtenstein, 'Self', Local Environment, Contemporary Society and 1960s Pop Art. Development of both practical and research based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas.</p>	<p>Development of AOs 1, 2 and 3: Analytical pieces that link to Andy Warhol, Peter Blake, James Rosenquist, Roy Lichtenstein, 'Self', Local Environment, Contemporary Society and 1960s Pop Art. Development of both practical and research based work in a range of media, showing development of skills, technique and processes. Development of concluding piece, AO4 ideas.</p>
Special events	<p>Annual GCSE and 'A' Level exhibitions. Liverpool Art Trip. Rotary Club Young Artist of the Year Competition. Stone Advent Windows Installation Project. School House System Drawing and Photography Competitions. Artist of the Year Leavers Award. Annual Leavers award for Creativity.</p>					
Visits/extra curricular	<p>Artists in residence and visits are offered at irregular intervals, however, the GCSE and 'A' Level 'Liverpool Art trip' is an annual event, taking in the Liverpool Tate, Walker, Open Eye and Bluecoat Galleries.</p>					
Homework/Independent Learning (Fortnightly, minus Work Experience week).	<p>Artist Research x2 Matisse Modigliani Artist Image collections x2 Matisse Modigliani</p> <p>(1-4)</p>	<p>Artist Research x2 Picasso Lichtenstein (Portraiture) Artist Image collections x2 Picasso Lichtenstein (Portraits)</p> <p>(5-8)</p>	<p>Image collections relating to 'Self' and Development of a relating Photomontage piece.</p> <p>(9-10)</p>	<p>Portrait Diagram Drawing x1 Tom Flint 'Anatomy for the Artist' Drawing x1</p> <p>(11-12)</p>	<p>Pop Art Brainstorm x1 Artist Research x1 Rosenquist (Pop Art) Artist Image collections x1 Rosenquist (Pop Art)</p> <p>(13-15)</p>	<p>Artist Research x2 Warhol Blake (Pop Art) Artist Image collections x2 Warhol Blake (Pop Art)</p> <p>(16-19)</p>

