Subject: Art & Design

Year: 10



The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CONTENT	Communicating Ideas in 2D	Communicating Ideas in 2D	Communicating Ideas in 2D	Communicating Ideas in	Communicating Ideas in	Communicating Ideas in
	Explore 2D visual language and	Explore 2D visual language	Explore 2D visual language	3D	3D	3D
Declarative	working practices.	and working practices.	and working practices.	How 3D visual language is	How 3D visual language is	How 3D visual language
Knowledge –	Investigate 2D artists,	Investigate 2D artists,	Investigate 2D artists,	used in different ways in	used in different ways in	is used in different ways
'Know What'	craftspeople and designers.	craftspeople and	craftspeople and	3D disciplines.	3D disciplines.	in 3D disciplines.
	Apply 2D visual language using	designers.	designers.	How to use 3D making	How to use 3D making	How to use 3D making
	materials, equipment and	Apply 2D visual language	Apply 2D visual language	processes and	processes and	processes and
	techniques, observing and	using materials, equipment	using materials, equipment	techniques.	techniques.	techniques.
	recording safe working	and techniques, observing	and techniques, observing	Exploring how elements	Exploring how elements	Exploring how elements
	practices.	and recording safe working	and recording safe working	are created, modified and	are created, modified and	are created, modified
	Apply 2D visual language,	practices.	practices.	refined, e.g combining 3D	refined, e.g combining 3D	and refined, e.g
	selecting and using a diverse	Apply 2D visual language,	Apply 2D visual language,	formal elements and	formal elements and	combining 3D formal
	range of materials, equipment	selecting and using a	selecting and using a	media.	media.	elements and media.
	and techniques effectively and	diverse range of materials,	diverse range of materials,	Experimenting with	Experimenting with	Experimenting with
	with consistency.	equipment and techniques	equipment and techniques	different 3D making	different 3D making	different 3D making
	Apply 2D visual language,	effectively and with	effectively and with	techniques and	techniques and	techniques and
	combining and using a diverse	consistency.	consistency.	processes.	processes.	processes.
	range of materials, equipment	Apply 2D visual language,	Apply 2D visual language,	Practising sketching out	Practising sketching out	Practising sketching out
	and techniques, creatively and	combining and using a	combining and using a	design ideas.	design ideas.	design ideas.
	imaginatively.	diverse range of materials,	diverse range of materials,	Creating	Creating	Creating
	Describe four of the skills and	equipment and techniques,	equipment and techniques,	experimental 3D test	experimental 3D test	experimental 3D test
	associated materials,	creatively and	creatively and	pieces, trials, maquettes.	pieces, trials, maquettes.	pieces, trials,
	techniques and processes	imaginatively.	imaginatively.	Discussing and reviewing	Discussing and reviewing	maquettes.
	required by practitioners	Describe four of the skills	Describe four of the skills	exploratory work	exploratory work	Discussing and
	working in 2D.	and associated materials,	and associated materials,	using different 3D media	using different 3D media	reviewing exploratory
	Select and present effective	techniques and processes	techniques and processes	in response to	in response to	work
	investigations into a diverse	required by practitioners	required by practitioners	investigating constructing	investigating constructing	using different 3D
	range of 2D practitioners,	working in 2D.	working in 2D.	or modelling.	or modelling.	media in response to
	explaining how they	Select and present effective	Select and present effective	Finding ways of	Finding ways of	investigating
	communicate their ideas.	investigations into a diverse	investigations into a diverse	assembling and joining in	assembling and joining in	constructing or
		range of 2D practitioners,	range of 2D practitioners,	response to exploring the	response to exploring the	modelling.

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Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas. Select and present examples of work by at least four 2D professional practitioners, illustrating their different approaches. Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices. Identify how artists,

craftspeople and designers

communicate in 2D.

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properties of materials in given tasks. Combining 3D materials or processes such as using two different 3D disciplines in experimental making. Using combinations of 3D formal elements in Experimental pieces such as a wire model, a ceramic. Investigating and understanding the design process in given tasks. Creating sketches, roughs and maquettes in exploring the design process for given tasks. Using digital design programmes. Making annotated sketches of experimental pieces. **Evaluating exploratory** work. How to explore and investigate examples of 3D work by designers, artists and craftspeople. Researching different 3D specialisms.

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specialisms.

Finding ways of assembling and joining in response to exploring the properties of materials in given tasks. Combining 3D materials or processes such as using two different 3D disciplines in experimental making. Using combinations of 3D formal elements in Experimental pieces such as a wire model, a ceramic. Investigating and understanding the design process in given tasks. Creating sketches, roughs and maquettes in exploring the design process for given tasks. Using digital design programmes. Making annotated sketches of experimental pieces. Evaluating exploratory work. How to explore and investigate examples of

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				Understand the requirements of a brief through learning about. How to initiate and develop ideas which might be generated through recording from a range of different sources.	Understand the requirements of a brief through learning about. How to initiate and develop ideas which might be generated through recording from a range of different sources.	3D work by designers, artists and craftspeople. Researching different 3D specialisms. Understand the requirements of a brief through learning about. How to initiate and develop ideas which might be generated through recording from a range of different sources.
Skills	Practical understanding and	Practical understanding and	Practical understanding and	Practical understanding	Practical understanding	Practical understanding
	working knowledge of 2D	working knowledge of 2D	working knowledge of 2D	and working knowledge	and working knowledge	and working knowledge
Procedural	media and processes.	media and processes.	media and processes.	of 3D media and	of 3D media and	of 3D media and
Knowledge –				processes.	processes.	processes.
'Know How'	Use of 2D media and	Use of 2D media and	Use of 2D media and	(25 !! !	(25 1: 1	(25 1: 1
	applications:	applications:	applications:	Use of 3D media and applications:	Use of 3D media and applications:	Use of 3D media and applications:
	Paint, pencil, chalk/charcoal,	Paint, pencil,	Paint, pencil,			
	ink and wash, mono print and	chalk/charcoal, ink and	chalk/charcoal, ink and	Clay relief, clay moulding	Clay relief, clay moulding	Clay relief, clay
	lino printing.	wash, mono print and lino	wash, mono print and lino	/ ceramic, paper/card	/ ceramic, paper/card	moulding / ceramic,
	Multi Madia and digital madia	printing.	printing.	construction, plaster	construction, plaster	paper/card
	Multi Media and digital media – photography/ Photoshop	Multi Media and digital	Multi Media and digital	casting, assemblage and installation art.	casting, assemblage and installation art.	construction, plaster casting, assemblage
	- photography/ Fhotoshop	media – photography/	media – photography/	mstanation art.	mstanation art.	and installation art.
	Stencilling – using a carving	Photoshop	Photoshop	Transcribing	Transcribing	and mistanation art.
	knife and spray paint			Annotation	Annotation	Transcribing
	application	Stencilling suing a knife and	Stencilling suing a knife and	Photography	Photography	Annotation
	- 1-1-	spray paint	spray paint	0 1		Photography
	Transcribing					J , ,
	Annotation	Transcribing	Transcribing			

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			Annotation	Annotation			
Key Questions	What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?		What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?	What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?	What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?	What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?	What is my current attainment target? How can I improve my artwork? How can I achieve my target grade? What do I need to do in order to refine my skills further? What do I have to do to master this process or skill? Have you completed the brief? Is your final piece fit for purpose?
Assessment	Unit 3 assessme Concluding piece Weekly 1-2-1 fee Yellow sticker as	e of work edback	Unit 3 assessment Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Unit 3 assessment Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Unit 1 assessment Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Unit 1 assessment Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Unit 1 assessment Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment
More in c Exploring		rt project stigation – extra credit depth pieces of work on a larger scale g more complicated media and Exhibition visits					