

# CURRICULUM OVERVIEW 2018-19



# Art & Design

## Year 10 – GCSE

Success for All through Achievement, Challenge & Enjoyment



# Curriculum Overview Art and Design GCSE year 10 2018-19

Year group: **Year 10 GCSE Art**

Subject (include exam board if examination subject): AQA Art and Design

Periods per fortnight: 4 or 6 (depending on group)

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b><u>Organic Forms</u></b> -:1/2 term 1.</p> <ul style="list-style-type: none"> <li>Your own Organic forms photographs x8 – See H/W (SMHW)</li> <li>Information on Georgia O’Keeffe + 1 own choice artist – See H/W (SMHW)</li> <li>Record A03 - 1 pencil tonal study</li> <li>Record A03- 1 colour pencil study</li> <li>Record A03 - 1 pen/ink/ biro</li> <li>Record A03 - 1 oil pastel</li> <li>Artist study board on Georgia O’Keeffe with annotation and personal response. 1x painted artist study.</li> <li>Develop A01 – Dot - Pointillism techniques – 1 piece of work</li> <li>Develop A01 - 1 collage/montage – H/W – 2 pieces of work</li> </ul> <p><b><u>Texture and Pattern – ½ term 2.</u></b> <b><u>Pod/leaf/bark/berry/shells</u></b></p> <ul style="list-style-type: none"> <li>1x Artist study of Ernst Haeckel</li> <li>3 - 4 pictures of Ernst Haeckels work.</li> <li>1x artist study of Karl Blossfeldts</li> <li>3 – 4 pictures of Karl Blossfeldts work 1x Pattern/Texture study of own choice. Work from photograph/picture – chosen Media.</li> <li>Pen and Biro Contact sheet 1 - Draw your own 12 patterns Texture Contact sheet 2 - Create your own 12 Textures and mount onto A3</li> <li>3 x prints on different papers of your textured block – work into with pencil colour theory. Own collagraph design – printed.</li> </ul> <p><b><u>Assessment</u></b> <b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding. <b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p>	<ul style="list-style-type: none"> <li>School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</li> <li>Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	<ul style="list-style-type: none"> <li>Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>Encourage students to produce 2 hours of practical homework a week.</li> <li>Encourage students to practice skills learned in lesson time at home.</li> <li>Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

	<p><b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>AO4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>		
<p>Spring Term</p>	<p><b><u>Printing – ½ term 3</u></b>  <b><u>Pod, Leaf, Bark Berry, Shells, Fruit, Vegetables</u></b></p> <p>To improve your ability to produce a lino cut and design.  To experiment and develop lino printing techniques  To produce a printed final outcome using rotation techniques and colour theory.  Work required.</p> <ul style="list-style-type: none"> <li>• 1 x Natalie Blake inspired lino cut and print in black and personal response.</li> <li>• 1x Own lino cut design inspired by own photographs and found images to insure your work is independent.</li> <li>• 10 x prints from this lino cut. 6 x on 2 different coloured papers/ 1x on marble background/4 x different backgrounds e.g. material, brown paper, tracing paper/photograph etc:.</li> </ul> <p><b><u>Inspired by Michelle Lougee</u></b>  <b><u>Wax resist/Texture and/or Clay</u></b></p> <ul style="list-style-type: none"> <li>• Record – 1x Observational Study of part or whole Michelle Lougee’s work.</li> <li>• Experiment – 1 x Page of Michelle Lougee Style Mark Making and Wax Resists techniques.</li> <li>• Develop - Your own Michelle Lougee style piece of work using images form your still life portfolio – e.g. keys, flowers, etc; Use Michelle Lougee’s style and mark making techniques. Plan out 2 designs – select your favourite.</li> <li>• Present - Complete your own A4/A3 size Michelle Lougee final piece of work.</li> </ul> <p><b><u>Shells or Pods/Seeds and Leaves (choice)</u></b>  <b><u>½ Term 4.</u></b></p> <ul style="list-style-type: none"> <li>• Take 3 – 6 Photographs of your own.</li> <li>• Find 3 – 6 images form the internet of your own.</li> </ul>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</li> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but studnets are advised to take part where possible in community projects and trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Find a shell or a pod/leaf (so you can complete 1 observation from life)</li> <li>• Make a moods board of 6-12 images.</li> <li>• 2 x zoomed in pattern only (any media)</li> <li>• Texture/Collage/paper/montage (use coloured paper, wall paper, wrapping paper, news and brown paper)</li> <li>• Extension Mosaic – (use small cut or torn paper mosaic pieces to build up the tones and colours)</li> <li>• Texture and Paint – (Use tissue/news paper/string to build up a textured piece and finish with acrylic paint).</li> <li>• 1x Clay piece inspired by Lindsay Feuer.</li> </ul> <p><b>Assessment</b></p> <p><b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p><b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>AO4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>		
<p>Summer Term</p>	<p><b><u>Montage – Inspired by David Hockney</u></b>  <b><u>Rayographs – Inspired by Man Ray</u></b>  <b><u>or</u></b>  <b><u>Cyanotypes inspired by Ana Atkins</u></b>  <b><u>½ term 5.</u></b></p> <p>Requirement -: (for each student)</p> <ul style="list-style-type: none"> <li>• Produce 1 Rayograph</li> <li>• Produce 1 Cyanotype</li> <li>• Use multiple photocopies of images created to produce a range of montages – minimum 3.</li> <li>• Scraffito - 1 image (Rayograph) - minimum.</li> </ul> <p><b><u>Selection Of Further work</u></b>  <b><u>Interesting Objects</u></b>  <b><u>½ term 6:</u></b>  <b><u>Objectives:</u></b></p> <p>To understand that successfully completing this course requires you to demonstrate a range of artistic skills.</p> <p>To put together a sophisticated portfolio which demonstrates a range of artistic skills, in a variety of media, based around the theme ‘Object’.</p> <ul style="list-style-type: none"> <li>• New ways of drawing</li> <li>• Michael Craig Martin</li> <li>• Chairs</li> </ul>	<ul style="list-style-type: none"> <li>• School offers a lunch time and after school club to support learning and provide working space each week.</li> <li>• Homework is set on a fortnightly basis on google classroom, this is the minimum expectation and provides differentiated extension material.</li> <li>• Students work at different paces in terms of completing a piece of art work, students are expected to finish any work not finished at in class at home as extended homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Students/parents have the opportunity to buy a school art pack or resources for home and school use.</li> <li>• Encourage students to produce 2 hours of practical homework a week.</li> <li>• Encourage students to practice skills learned in lesson time at home.</li> <li>• Encourage students to take their own photographs and find their own images in relation to the lesson themes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Half and Object</li> <li>• Sections of an Object</li> <li>• Wayne Thiebaud, Cakes</li> <li>• Joel Penkman, Biscuits</li> <li>• Crushed Cans</li> <li>• Sweets</li> <li>• Mixed media Fruit.</li> </ul> <p><b>Assessment</b></p> <p><b>AO1</b> Develop your ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p><b>AO2</b> Refine your ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3</b> Record your, observations and insights relevant to their intentions in visual and/or other forms.</p> <p><b>AO4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements</p>	<ul style="list-style-type: none"> <li>• Department runs various enrichment activities and trips throughout the three year course. These are not compulsory but students are advised to take part where possible in community projects and trips.</li> </ul>	
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