

Art



Year 10 Curriculum Map



Year 10 – Autumn Term Skill Building Workshops

Prior Learning	<p>In key stage 3, the pupils worked on three projects exploring different themes Hundertwasser, self-image and sugar skulls. All pupils should now be familiar/confident in working on the following objectives that forms the foundation for all art practice.</p> <ul style="list-style-type: none">• Artists research – pupils will develop ideas through investigations, demonstrating critical understanding of sources.• Experimental/Developmental work – where pupils will refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.• Observational work – pupils will record ideas, observations and insights relevant to intentions as the work progresses.• Final idea or ideas – pupils will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <p>Pupils will have experienced working in both 2 and 3 dimensions with a wide and varied range of materials, techniques and approaches.</p>
What will I learn?	<p>For this term the pupils will experience a range of practical workshops to further equip them with the skills and understanding needed for their first coursework project based on 'Hybrids'. In addition to building and enhancing skills started in key stage 3, the pupils will learn Modroc sculptural techniques, photography, digital manipulation of photographs using Photoshop and other photo editing programmes, additional ceramic techniques (coiling/slab and thumb pots), printmaking techniques, audience research, acrylic painting techniques and processes like wet into wet, dry brushing, impasto, glazes scumbles and building up mixed media painting grounds.</p>
How will I be assessed?	<p>Formative assessment will be given to pupils in the form of verbal and written feedback from regular opportunities of self, peer and teacher assessment. Pupils will also participate in low stakes testing of key subject knowledge and art language. Summative assessment such as pupils portfolio projects sketch book and pieces of art will be assessed by the teacher against a shared criterion with feedback provided.</p>
Next Steps	<p>At the end of the workshops, pupils will have the necessary skills needed to complete the project based on 'Hybrids' and make independent decisions when selecting the materials, skills and techniques needed for the topic.</p>
Opportunities for Independent Learning	<p>Pitt Rivers Museum https://my.matterport.com/show/?m=ns3yCKpUzSq&help=1</p> <p>National Gallery https://www.nationalgallery.org.uk/media/25566/google-virtual-tour-432.jpg?mode=crop&width=576&height=422&bgcolor=fff&rnd=131732062979270000</p> <p>British Museum https://www.britishmuseum.org/</p> <p>Manchester City Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery https://www.whitworth.manchester.ac.uk/</p> <p>Pompidou Centre https://www.centrepompidou.fr/en/</p>

Personal Development and CEIAG	<p>Pupils will experience working both individual and in groups developing communication skills, critical thinking and problem-solving skills. Pupils will also have the opportunity to develop their practical ability, research skills, imaginative skills and creativity. They will also develop their resilience and improve their confidence when increasing their subject knowledge and reflecting on their experiences.</p> <p>Links to colleges courses and potential job opportunities:</p> <p>Arts council https://www.artscouncil.org.uk/news-and-jobs/jobs-and-careers-0</p> <p>Burnley College https://www.burnley.ac.uk/</p> <p>Nelson and Colne College https://www.nelson.ac.uk/</p> <p>Manchester School of Art https://www.art.mmu.ac.uk/</p> <p>Preston School of Art https://www.uclan.ac.uk/schools/arts-and-media</p> <p>Leeds School of Art https://www.leeds-art.ac.uk/</p>
Enrichment Opportunities (Cultural Capital)	<p>Trips to museums and art galleries Virtual visits to galleries National Gallery https://matterport.com/blog/2017/12/14/national-gallery-embrace-matterport-3d-virtual-tour-technology/</p> <p>The Guggenheim https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjk7ZiSx534AhUD1ncKHe8vBscYABABGgJlZg&ae=2&ohost=www.google.co.uk&cid=CAASJORoe6I_hm5BvCUbmWRKW6UV2dz_fVioJwA4NTnyP50YSD0ZJQ&sig=AOD64_1GLvJM0yeLnhOMXXe4tPBENFPenA&q&adurl&ved=2ahUKEwi4o-Sx534AhWZQkEAHX9vApMQ0Qx6BAgDEAE</p> <p>Pompidou Centre https://www.centre pompidou.fr/en/</p>

	<h2 style="text-align: center;">Year 10 – Spring Term Hybrid Project</h2>
Prior Learning	<p>All pupils will have completed a number of different workshops to equipping them with the skills needed for the Hybrid project such as Modroc sculptural techniques, photography, digital manipulation of photographs using Photoshop and other photo editing programs, additional ceramic techniques (coiling/slab and thumb pots and printmaking techniques audience research acrylic painting techniques and processes like wet into wet, dry brushing, impasto, glazes scumbles and building up mixed media painting grounds</p>
What will I learn?	<p>All pupils will be given the 'Hybrids' brief, to independently select skills, techniques and processes developed in the workshops to complete the tasks required by the brief. Pupils will research the work of artists and designers related to the theme and explore the formal elements, properties of materials, design principles, techniques and processes they have used and consider which would be suitable for their own work.</p>

	<p>In addition, pupils will research into the audience, what their preferences would be and what types of art and design would inspire them about the idea of ‘Hybrids’. Pupils must include primary and secondary research into objects, culture, materials or the things that you would like to combine into a hybrid, such as drawings, photographs, notes, collected samples etc. Carry out initial practical responses to their own research testing how others have worked including continual annotation reflecting on their research and progress on the brief. Based on research into the theme and relevant artists and designers, pupils must develop a broad range of art and design ideas for the brief. Pupils will need to document your ideas development.</p> <p>Pupils will have to:</p> <ul style="list-style-type: none"> • Select a brief and identify what they are going to make, considering how others have made similar products or solved similar problems • Use different methods to generate a broad range of ideas. This can include: brainstorming, mind mapping and visual methods such as addition or juxtaposition • Generate visual presentations of your best ideas using techniques such as drawing, model, toile, CAD • Refine a final prototype through further studies • Create a final prototype • Create 3-4 design boards with images and notes that demonstrate, the pupils initial inspiration • Key design features such as colour palette and mood board, fonts, materials • Draft development work and refinement outcome.
How will I be assessed?	<p>Pupils will be given the brief for the Project (Hybrids)</p> <p>Formative assessment will use with pupils in the form of verbal and written feedback from regular opportunities of self, peer and teacher assessment. Pupils will also participate in low stakes testing of key subject knowledge and art language.</p> <p>Summative assessment – pupils portfolio projects sketch book and pieces of art will be assessed by the teacher against a shared criterion with feedback provided.</p>
Next Steps	<p>Once the project has been completed the work will be marked verified written formal feedback given to pupils. Pupils will then set targets for improvement. Pupils will then work on a resubmission. At the end of the resubmission the projects will be collected up and remarked. These final grades will then be submitted and logged with the exam board.</p>
Opportunities for Independent Learning	<p>Pitt Rivers Museum https://my.matterport.com/show/?m=ns3yCKpUzSq&help=1</p> <p>National Gallery https://www.nationalgallery.org.uk/media/25566/google-virtual-tour-432.jpg?mode=crop&width=576&height=422&bgcolor=fff&rnd=131732062979270000</p> <p>British Museum https://www.britishmuseum.org/</p> <p>Manchester City Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery https://www.whitworth.manchester.ac.uk/</p> <p>Pompidou Centre https://www.centre Pompidou.fr/en/</p> <p>Below is a selection of artists whose have produced art and design work which is related to the theme:</p> <ul style="list-style-type: none"> • Laura Ellen Bacon • Laura Youngson Coll • HR Giger • Thomas Heatherwick

	<ul style="list-style-type: none"> ● Nicola Hicks ● Damien Hirst ● KAWS ● Rachel Kneebone ● Alexander McQueen ● Pablo Picasso ● Jeremy Scott ● Dominic Wilcox
Personal Development and CEIAG	<p>Pupils will experience working both individual and in groups developing communication skills, critical thinking and problem-solving skills. Pupils will also have the opportunity to develop their practical ability, research skills, imaginative skills and creativity. They will also develop their resilience and improve their confidence when increasing their subject knowledge and reflecting on their experiences.</p> <p>Links to colleges courses and potential job opportunities:</p> <p>Arts council https://www.artscouncil.org.uk/news-and-jobs/jobs-and-careers-0</p> <p>Burnley College https://www.burnley.ac.uk/</p> <p>Nelson and Colne College https://www.nelson.ac.uk/</p> <p>Manchester School of Art https://www.art.mmu.ac.uk/</p> <p>Preston School of Art https://www.uclan.ac.uk/schools/arts-and-media</p> <p>Leeds School of Art https://www.leeds-art.ac.uk/</p>
Enrichment Opportunities (Cultural Capital)	<p>Trips to museums and art galleries Virtual visits to galleries National Gallery https://matterport.com/blog/2017/12/14/national-gallery-embrace-matterport-3d-virtual-tour-technology/</p> <p>The Guggenheim https://www.googleadservices.com/pagead/aclick?sa=L&ai=DChcSEwik7ZiSx534AhUD1ncKHe8vBscYABABGgJlZg&ae=2&ohost=www.google.co.uk&cid=CAASJORoe6l_hm5BvCUBmWRKW6UV2dz_fVioJwA4NTnyP50YSD0ZJQ&sig=AOD64_1GLvJM0yeLnhOMXXe4tPBENFPenA&q&adurl&ved=2ahUKEwh4o-Sx534AhWZQkEAHX9vApMQ0Qx6BAgDEAE</p> <p>Pompidou Centre https://www.centre pompidou.fr/en/</p>

	<h2>Year 10 – Summer Term Skill Building Workshops</h2>
Prior Learning	<p>At this point of the course, the pupils will have completed Component 1: Generating Ideas in Art and Design, covering Learning Aims A: Investigate art and design practice and B: Generate and communicate art and design ideas. The pupils will have experienced a wide range of materials techniques and processes they will be confident in using and identifying the formal elements in art and exploring the following objectives:</p>

	<ul style="list-style-type: none"> • Artists research – pupils will develop ideas through investigations, demonstrating critical understanding of sources. • Experimental/Developmental work – where pupils will refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • Observational work – pupils will record ideas, observations and insights relevant to intentions as the work progresses. • Final idea or ideas – pupils will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
What will I learn?	For this part of the course pupils will look at all the skills techniques, processes and materials needed to complete Component 2 Vegan Cookbook to develop Practical Skills in Art and Design and how to cover Learning Aim A: Develop practical skills through application and review plus Learning Aim B: Record and communicate skills development. Pupils will develop their observational drawing skills through a wide range of drawing approaches techniques and materials.
How will I be assessed?	Formative assessment will be given to pupils in the form of verbal and written feedback from regular opportunities of self, peer and teacher assessment. Pupils will also participate in low stakes testing of key subject knowledge and art language. Summative assessment – pupils portfolio projects sketch book and pieces of art will be assessed by the teacher against a shared criterion with feedback provided.
Next Steps	At the end of the workshops, pupils will have the necessary skills needed to complete the project (Vegan Cookbook) and make independent decisions when selecting the materials, skills and techniques needed for the topic.
Opportunities for Independent Learning	<p>Pitt Rivers Museum https://my.matterport.com/show/?m=ns3yCKpUzSq&help=1</p> <p>National Gallery https://www.nationalgallery.org.uk/media/25566/google-virtual-tour-432.jpg?mode=crop&width=576&height=422&bgcolor=fff&rnd=131732062979270000</p> <p>British Museum https://www.britishmuseum.org/</p> <p>Manchester City Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery https://www.whitworth.manchester.ac.uk/</p> <p>Pompidou Centre https://www.centre Pompidou.fr/en/</p>
Personal Development and CEIAG	<p>Links to collage courses job opportunities</p> <p>Arts council https://www.artscouncil.org.uk/news-and-jobs/jobs-and-careers-0</p> <p>Burnley College https://www.burnley.ac.uk/</p> <p>Nelson and Colne College https://www.nelson.ac.uk/</p> <p>Manchester School of Art https://www.art.mmu.ac.uk/</p> <p>Preston School of Art https://www.uclan.ac.uk/schools/arts-and-media</p> <p>Leeds School of Art https://www.leeds-art.ac.uk/</p>

Enrichment Opportunities (Cultural Capital)	<p>Virtual visits to galleries</p> <p>National Gallery</p> <p>https://matterport.com/blog/2017/12/14/national-gallery-embrace-matterport-3d-virtual-tour-technology/</p> <p>The Guggenheim</p> <p>https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjk7ZiSx534AhUD1ncKHe8vBscYABABGgJIzg&ae=2&ohost=www.google.co.uk&cid=CAASJORoe6I_hm5BvCUbmrKW6UV2dz_fVioJwA4NTnyP50YSD0ZJQ&sig=AOD64_1GLvJM0yeLnhOMXXe4tPBENFPenA&q&adurl&ved=2ahUKEwi4o-Sx534AhWZQkEAHX9vApMQ0Qx6BAgDEAE</p> <p>Pompidou Centre</p> <p>https://www.centre Pompidou.fr/en/</p>
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