

# Year 10

# Subject: Art

<p><b>Overview of the year:</b></p> <p>Students will develop a clear understanding of the 4 assessment objectives for AQA. This course is based on 60% Coursework and 40% Externally Set Assignment. The assessment objects are exactly the same for both units;</p> <p>AO1 – <b>Develop</b> ideas through investigations, demonstrating critical understanding of sources</p> <p>AO2 – <b>Refine</b> work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 – <b>Record</b> ideas, observations and insights relevant to your intentions as work progresses.</p> <p>AO4 – <b>Present</b> a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p><b>Ways to consolidate and extend your learning in art:</b></p> <p>Ask your child to look and capture the visual world around them and consider how it links to their lessons. Relevant observations and recordings from outside of lesson can build your portfolio and evidence independent learning.</p> <p>Encourage your child to complete unfinished lesson work, and extend their learning by exploring the lesson themes with their ideas at home.</p> <p>Encourage your child to visit art galleries and exhibitions at home and abroad, ensure they draw and photograph in these exhibitions, to help them make the links to the work as part of their project.</p> <p>Look into additional opportunities to take part in art classes, for example the Royal drawing school runs regular exciting free courses at weekends.</p> <p>Encourage your child to do their own research into artists or art movements there some very well-made TV documentaries about art on BBC iPlayer.</p>
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SOW	Unit focus	Content	Skills	Assessment
1	Object – Treasured and Discarded, building a solid grasp of the formal elements, line, tone, texture, shape, form, colour, composition	Observational drawings, colour theory, and line and texture explored by studying and responding to the work of Michael Craig martin and jasper Johns.	Colour theory Primary, secondary and tertiary colours, explored through paint.	Ongoing, as all work produced becomes part of coursework submission for this GCSE. Students will produce a series of mini outcomes based on their inquiries.
2	Object – Treasured and Discarded, building a solid grasp of the formal elements, line, tone, texture, shape, form, colour, composition	Observational work that will be explored through traditional drawing but then developed into a range of mono printing techniques and then into dry point etching inspired by Morandi	Observational work, revising perspective, leading into etching inspired by Morandi	Ongoing, as all work produced becomes part of coursework submission for this GCSE. Students will produce a series of mini outcomes based on their inquiries.

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3	Object – Treasured and Discarded, building a solid grasp of the formal elements, line, tone, texture, shape, form, colour, composition	Continuation of the understanding of still life in a traditional and contemporary art perspective exploring the work of Lorenzo Vituri amongst others	Painting, collage, photography	Ongoing, as all work produced becomes part of coursework submission for this GCSE. Students will produce a series of mini outcomes based on their inquiries.
4	Object treasured and discarded – wearable art Development	Studying the work of Mark Bradford in relation to context as well as his use of texture, painting and surface. Exploring historical and cultural body adornment and costumes and how this could influence the idea of creating a wearable art piece	Mixed media painting, collage, experimental processes such as plastics and mixed media. 3D structure building for wearable art pieces.	Ongoing, as all work produced becomes part of coursework submission for this GCSE. Students will produce a series of mini outcomes based on their inquiries.
5	Object treasured and discarded – wearable art Development	Final development of ideas, material explorations to refine the process to ensure high quality outcomes that link to concepts and context studies previously.	As above	This project will culminate in a 5-hour exam, where student will realise their ideas and intentions planned and explored previously in this unit
6	Option of two pathways, in style of exam unit. The two choices could be for example; <b>Power Politics and Protest</b> and <b>Structure and Architecture</b> . This is primarily designed to allow students to develop more independence in the development of their ideas, build on their understanding of how to work through the assessment objectives for each element of their project to fully evidence their understanding in preparation for the exam unit in year 11.	Students will be given a choice range of artists to study and respond to related to their chosen pathway. They will investigate their ideas and study how artists have explored similar themes in order to learn from their processes.	Processes will build on prior development and skills around painting, collage, drawing, sculpture and printing.	Ongoing, as all work produced becomes part of coursework submission for this GCSE. Students will produce a series of mini outcomes based on their inquiries.