

Year 10 Curriculum - 2022-2023

AQA: GCSE Fine Art

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Natural Forms:</p> <p>Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias</p> <p>Assessment Objective focus: Key skills (A01, A02, A03).</p>	<p>Natural Forms:</p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias</p> <p>Assessment Objective focus: Key skills (A01, A02, A03).</p>	<p>Natural Forms:</p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias / Personal response</p> <p>Assessment Objective focus: Key skills (A01, A02, A03 and A04).</p>	<p>Sweets and Food:</p> <p>Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias</p> <p>Assessment Objective focus: Key skills (A01, A02, A03).</p>	<p>Sweets and Food:</p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias</p> <p>Assessment Objective focus: Key skills (A01, A02, A03).</p>	<p>Sweets and Food:</p> <p>Continued: Observational skills / Artist Research and Analysis / Range of tasks to cover a large range of medias / Personal response</p> <p>Assessment Objective focus: Key skills (A01, A02, A03 and A04).</p>
AQA: Specification Knowledge & Understanding	<p>NOTE: Each Project covers the GCSE Assessment Objectives: Therefore, the content below covers each project as skills are built into the course with greater flexibility in some projects as students can work in a range of different ways to each other. Allowing choice and development of strengths and approaches in their own work.</p> <p>Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.</p> <p>Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources. Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</p> <p>Students must learn how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. • contemporary and/or historical environments, situations or issues. • other relevant sources researched by the student in the chosen qualification title and area(s) of study. • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form • shape • tone • texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work. 					
Assessment	The exams and non-exam assessment will measure how students have achieved the following assessment objectives.					

	<ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 		
Assessment: What is marked?	<p>AQA: AO's.</p> <p>Art Journal/ Sketchbook or Prep Sheets dependent on student choice.</p> <p>Artist research (Range of) Quality of application using a variety of different medias Own Photography Annotation and evaluation of the creative process.</p> <p>Autumn term focussed on A01, A02 and A03 which covers artist research and analysis of Henry Moore, own photography of skulls, variety of different outcomes using a variety of medias.</p>	<p>AQA: AO's.</p> <p>Art Journal/ Sketchbook or Prep Sheets dependent on student choice.</p> <p>Natural Forms:</p> <p>Personal Response to skulls project by reflecting and refining their initial experiments.</p> <p>Sweets and Food: Artist Research (Range of) Quality of application using a variety of different medias Own Photography Annotation and evaluation of the creative process.</p> <p>Spring term is focussed on refining the previous AO's with a primary focus on A04 (personal response to the natural forms project). The second half term the students begin a Sweets and Food based project focusing on A01, A02 and A03.</p>	<p>AQA: AO's.</p> <p>Art Journal/ Sketchbook or Prep Sheets dependent on student choice.</p> <p>Sweets and Food:</p> <p>Own Photography Final Outcomes and evaluation Refinement of previous tasks</p> <p>Summer term is focussed on refining the previous AO's with a primary focus on A04 (personal response to the sweets and food project).</p>
Why this?	<p>Further development from KS3 in the following:</p> <p>Refining drawing skills. Expanding range of media and techniques. Straight forward teacher led project to encourage pupil engagement through materials and techniques. Building up confidence and the foundations of a portfolio of artwork for GCSE submission.</p>	<p>Further development from term 1 in the following:</p> <p>Greater emphasis on contextual sources encouraging more independent thought and less teacher led. Refinement of drawing skills using more challenging subjects such as food and sweets. Expanding range of media and techniques with more student led outcomes based on their evaluation on prior tasks. Continue to build skill and confidence through materials and techniques. Competence in handling of media and applications. Building up confidence and the foundations of a portfolio of artwork for GCSE submission to prepare students for the exam component in January of Year 11.</p>	<p>Further development from term 2 in the following:</p> <p>A continued broader and more independent approach to the study of others. Leading the students to a personal response through a starting point of their own photography. Appropriate selection of media and materials relevant to intentions. Continued building skill and confidence through materials and techniques. Competence in handling of media and applications. Building resilience in independent based work. Continued portfolio development for GCSE submission.</p>
Why now?	<p>A structured start to the course to guide and demonstrate good practice, raising expectations and allowing students to gain success. Building up confidence in recording from observation.</p>	<p>A continued structured development to the course to guide and demonstrate good practice, raising expectations and allowing students to gain success leading to a more student led style project with a teacher led starting point to allow</p>	<p>Consolidating skills that have developed throughout the course by going back to refine work and document the process of.</p>

	Drawing skills and related techniques will develop and hone skills, plus allowing further development and experimentation with media and techniques is a key aspect of the AO's.	for students to reflect on their talents and interests and to show the best possible outcomes. Building up confidence in recording from observation. Further drawing and recording skill skills and related techniques will develop and hone skills, plus allowing further development and experimentation with media and techniques is a key aspect of the AO's.	Own response planned by the students to reflect test resilience in working with greater independence and identify areas for improvement in the year 11 part of the course (exam paper given in January).
Skills & Characteristics	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: <ul style="list-style-type: none"> • Drawing • Proportions • Experimentation of different medias • Contextual sources • Annotation and evaluation of work • Development of own ideas • Refinement 	Pupils will build on previous knowledge and skills: Most detail is in previous sections above: Key breakdown: <ul style="list-style-type: none"> • Drawing • Proportions • Experimentation of different medias • Contextual sources • Annotation and evaluation of work • Development of own ideas • Refinement • Personal Response 	Most detail is in previous sections above: Key breakdown: <ul style="list-style-type: none"> • Drawing • Proportions • Contextual sources • Annotation and evaluation • Idea development • Recording ideas / Drawing • Appropriate selection of media • Experimentation of different medias • Refinement • Greater Independence • Personal Response
Aspirations & Careers	CEIAG Talks from visiting Practitioners in Art and Design Future college visits / workshops Cultural Capital Contextual understanding underpins all future study in any Art and Design related discipline in their current GCSE course and at future A level and Higher Education courses.		