

Art Curriculum Map						
Year 10						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Personal Portfolio - Identity'	Students will be required to develop and demonstrate their ability to use a range of mediums through which art can be expressed. Students will be required to reflect upon and refine their work as it progresses and will record their ideas, observations and insights in an A3 sketchbook alongside more sustained out-of-book pieces. Identity print influenced by the Exhibition <b>21st Century Pictures at The Hayward Gallery</b> -Skills based A journey through painting and photography	Skills are 1. analysing artists work 2. developing and experimenting on students' own ideas 3.Recording through observational drawing, painting, printmaking. 4. present their work along with a personal and meaningful final response Developing ideas/reviewing and refining, planning final outcome, realizing intentions, producing skilful outcome-print/collage	Work is reviewed and refined through drawing. These skills will be the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practising and developing these skills.	The most able are encouraged to work independently and plan their own learning, presenting work for approval of the teacher. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher. Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Verbal feedback given in lessons. <b>Students will be able to understand the level at which they are currently working and how to develop further.</b>	Standardization of work so far. Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. Component 1 CSWK= 60% Component 2 ESA = 40% Each is assessed separately out of 72 marks, is standardized by the Art Department and then moderated by a representative from the exam board at the end of the course. <b>GCSE Exam Board assessment Objectives applied to questioning and marking</b>
Autumn 2		Workshops. Self <b>Portraiture</b> - looking at and responding to artists relating to 'Identity'	Students work from a variety of objects collected relating to theme of 'Identity' - using direct observation and a range of drawing techniques. Students study the work of artists who have covered identity within their work using similar printing, collage and painting techniques and developing ideas for a Print.	Students explore a range of materials and processes developing personal responses in drawing and printmaking. Students analyse the work of other artists and their own work constantly drawing comparisons of one to the other and justifying their use of materials and design processes. Learners are introduced to a variety of experiences exploring a range of media, techniques and processes, including both traditional and new technologies.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Verbal feedback given in lessons. Recall at the start of each lesson. The most able are encouraged to work independently and plan their own learning. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher. <b>Students will be able to understand the level at which they are currently working and how to develop further.</b>	Standardization. Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. Each component is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. <b>GCSE Exam Board assessment Objectives applied to questioning and marking PC1</b>
Spring 1		<b>Drawing and Collage</b>	The outcome relates directly to the observational work and the artists studied yet also has its own unique character.	Knowledge learnt in yr 9 will assist students in yr 10. Students are further introduced to a variety of experiences exploring a range of media, techniques and processes, including both traditional and new technologies. Investigating different ways of working as appropriate to the chosen area (s) of study-printmaking.	Students' sketchbooks are marked in line with school policy and the final outcome is produced over the equivalent of ten hours in controlled conditions. The sketchbook and final piece are marked as a whole as if for the final exam. This project forms 33.3% of coursework and 20% of the overall grade.	Each component is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. <b>GCSE Exam Board assessment Objectives applied to questioning and marking</b>
Spring 2		Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. <b>Going in to collage/print design.</b> Bringing select elements of work so far together in collage. Skills based.	Students are planning and developing ideas in the light of their own and others' evaluations. Students are making and recording independent judgements in visual and other forms, applying knowledge and understanding in making images.	Students are generating and exploring potential lines of enquiry using appropriate new media practices and techniques reviewing and modifying work, organising, selecting and communicating ideas, solutions and responses, and presenting them in a range of appropriate visual, tactile and/or sensory forms including the use of new technologies.	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade-one-to-one dialogic marking in lessons. <b>Students will be able to understand the level at which they are currently working and how to develop further.</b>	Each component is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. <b>GCSE Exam Board assessment Objectives applied to questioning and marking PC2</b>
Summer 1		<b>Print and final outcome</b>	Skills are 1. analysing artists work 2. developing and experimenting on students' own ideas 3.Recording through observational drawing, painting, printmaking 4. present their work along with a personal and meaningful final response Developing ideas/reviewing and refining, planning final outcome, realizing intentions, producing skilful outcome-print	Work is reviewed and refined through drawing. These skills will be the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practising and developing these skills.	Verbal feedback/intervention, individually and as a group within lessons is critical to improving student artwork as it progresses.	Questioning and retrieval practice is used to establish where students are at and how much they have learned/understood.
Summer 2	Mock Exam on completion of CSWK so far	<b>Print and final outcome (re visit yr 9 work)</b>	1. Independent research 2. Deve	Work is reviewed and refined through drawing. These skills will be the foundation for the entire course and will be revisited on a regular basis. It is important that students spend time outside of the classroom practising and developing these skills.	Each component is assessed separately leading to a holistic working at grade-one-to-one dialogic marking in lessons. <b>Students will be able to understand the level at which they are currently working and how to develop further.</b>	Standardization. Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. Each component is assessed using four assessment objectives. These can be summed up as: Develop, Experiment, Record, Present. <b>GCSE Exam Board assessment Objectives applied to questioning and marking PC3 and predicted grade</b>