

VANDYKE UPPER SCHOOL – ART AND DESIGN - YEAR 10 CURRICULUM OUTLINE

Term	Topic/Unit	Knowledge	Skills	Assessment
Autumn 1 - Term 1	GCSE Supporting Portfolio Re-visiting formal elements on a larger scale	<p>Embedding student understanding of formal elements and how to control these to ensure success.</p> <p>Introduction of new media.</p> <p>Responding to artists of varying styles.</p>	<ul style="list-style-type: none"> Students will explore the work of a number of artists, designer and or craftspeople to develop skills Students will experiment with a variety of materials and visual stimulus to create A3 responses, practicing enlarging and working at varying scales as well as exploration of relevant media A focus on observational skills and recording ability – colour, shape, form, value, texture, space and line Students will learn how to annotate in a succinct manner using key terminology 	<p>Assessed on:</p> <ul style="list-style-type: none"> The ability to transfer visual information Experimentation with materials not covered in Year 9 Students understanding and application of the formal elements Student ability to record observations and insights relevant to intentions Critical analysis of sources
Autumn 2 - Term 1	Mini Project	Students will learn how to structure a project from conception to realisation.	<p>Students will learn how to generate ideas under the theme of Nostalgia and produce work evidencing:</p> <ul style="list-style-type: none"> A mind map and mood board evidencing written 	<p>Assessed on the AQA assessment objectives as follows:</p> <p>AO1: Develop ideas through investigations, demonstrating</p>
Spring ½ 1 - Term 2				

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			<p>thoughts and visual inspirations.</p> <ul style="list-style-type: none"> • A brief statement of intent to document intentions and aspirations for the project • Artist research focusing on critical understanding and material explorations • Artistic responses of varying scales evidencing appropriate materials, techniques and processes • Succinct annotations as to their journey of discovery • Refinement in response to personal reflection • Combinations of skills to evidence artistic influences culminating in a final outcome. 	<p>critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
Spring 2 - Term 2	Component 1	<p>Students will learn how to structure a project from conception to realisation. Projects will be chosen from a list of given themes. Component 1 equates to 60% of the overall GCSE grade.</p>	<p>Students will generate ideas under their chosen theme and produce work evidencing:</p> <ul style="list-style-type: none"> • A mind map and mood board evidencing written thoughts and visual inspirations • A brief statement of intent to document intentions and aspirations for the project • Artist research focusing on critical understanding and material explorations 	<p>Assessed on the AQA assessment objectives as follows:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>
Summer 1 - Term 3				
Summer - 2 Term 3				

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			<ul style="list-style-type: none"> • More artistic responses of varying scales evidencing appropriate materials, techniques and processes • Succinct annotations as to their journey of discovery • Refinement in response to personal reflection • Combinations of skills to evidence artistic influences culminating in a final outcome/ series of outcomes 	<p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
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