



Art

<u>Weeks</u>	<u>Topic</u>	<u>Rationale</u>	<u>Assessment</u>	<u>Homework</u>	<u>Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)</u>
1	Students consolidate, develop and refine skills in response to the themes of portraiture and pattern. Where appropriate students undertake their exam project. There is an expectation that students attend extra curricular sessions to support their progress. Coursework and exam work is underpinned by health and safety.	Students need to demonstrate understanding of health and safety to operate in a practical environment.	Observation of health and safety.	Mind map (summary map of health and safety)	Health and safety underpins a broad range of employability skills, personal safety and respect for the safety of others.
2	Review work from year 9, select and present a portfolio of work from year 9 for peer review.	Students need to review skills and be able to identify areas to improve.	Presenting a portfolio of work for peer review.	Set targets for future development. Research African masks.	Understand how to research, avoiding plagiarism and acknowledging sources.
3-4	Contextual investigation, African masks, exploring aesthetics and symbolism	Students require a broad understanding of art and design practice; including historical and contemporary practice.	Mood boards and key information on Punu and Dan masks, presented for peer review.	Extend research add a further African mask.	Respecting diversity, different beliefs and cultures.
5-6	Develop and refine techniques, processes and skills using 3D making skills, card construction, papier-mâché and use of mod rock.	Students increase proficiency in the handling of different materials with a focus on 3D working methods.	Outcome, rough and refined plans that demonstrate clear understanding of aesthetics and symbolism in African culture.	Mind map to summarise key art formal language. (Summary Map)	Importance of working safely with a range of techniques and processes, respecting the working environment of others.



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7-8	Realise a mask in response to African culture and the brief: In Search of Self.	Students need to be able to peer review and learn skills to respond positively to feedback.	Outcome a 3D mask in response to the theme: In Search of Self. Evaluation and peer review.	Describe/explain/evaluate working methods using appropriate art formal language as work develops.	Importance of meeting deadlines and how this relates to the world of work.
9-10	Exploring the influence of African masks on contemporary art. Cubism.	Students increase proficiency in the handling of different materials with a focus Cubism.	Students develop biographies and visual analysis of practitioners work, information is presented as mood boards for peer review.	Research task, contextual sources on the theme of Cubism.	Respecting diversity, different beliefs and cultures.
11-12	Exploring the working practice of Pablo Picasso, George Braque, Jon Clang and Brno Del Zou.	Students increase their understanding of contextual sources and working practice.	Students plan, develop, refine and realise ideas for a Cubist portrait.	Describe/explain/evaluate working methods using appropriate art formal language as work develops.	Respecting diversity, different beliefs and cultures.
13-14	Exploring the influences of contemporary culture. Pop Art, Roy Lichtenstein, Andy Warhol.	Students increase proficiency in the handling of different materials with a focus on developing a Pop Art outcome using benday dots, printing and CAD/CAM.	Students develop biographies and visual analysis of practitioners work, information is presented as mood boards for peer review.	Research task, contextual sources on the theme of Pop Art.	Developing skills to work independently and collaboratively, manage materials and equipment safely.
15-16	Realising 2D outcomes in response to the brief: In Search of Self and the influence of Pop Art.	Students increase their understanding of contextual sources and working practice.	Students plan, demonstrate time management, develop, refine and realise ideas for a 2D outcomes in context of the brief In Search of Self. Peer review as work develops.	Describe/explain/evaluate working methods using appropriate art formal language as work develops.	Developing skills to work independently and collaboratively, manage materials and equipment safely.
17-18	Working to a brief (exam) given by the exam board	Students able to understand how to respond to the exam brief, investigate contextual sources and explore a range of Art and Design practice in response to the exam brief.	Mood boards, relevant contextual sources, time management plan.	Extend contextual research.	Understand the need to meet deadlines in order to support our own and others working environment.



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19-20	Working to a brief (exam) given by the exam board investigating contextual sources.	Students need to be able to develop rough and refined plans and demonstrate time management within the constraints of the exam scenario.	Explore and refine a range of working methods appropriate to the brief.	Extend rough and refined plans	Understand the need to meet deadlines in order to support our own and others development within the working environment.
21	Working to a brief (exam) given by the exam board investigating contextual sources.	Students need to be able to develop, refine and realise intentions within the time constraints of a client brief.	Realise an outcome in the exam (10 hours)	Develop a mind map in response to the brief: In response to Pattern.	Importance of working safely with a range of techniques and processes, respecting the working environment of others.
22-27	Explore contextual sources in response to the brief: In response to Pattern	Students need to extend their understanding of historical, contemporary and cultural sources to explore a range of Art and Design Practice.	Develop mood boards, biographies and visual analysis. Purposefully selecting from Aborigine and Islamic Art and Pattern. Peer review. Realise a design for a pattern.	Research the theme pattern, create a mood board of pattern.	Understand the need for time management and working to rules are appropriate within working life. Understand that sometimes we have to make changes to improve and that taking on challenges and overcoming problems helps develop our perseverance and adaptability in the working environment.
28-35	Explore contextual sources in response to the brief: In response to Pattern	Students need to extend their understanding of historical, contemporary and cultural sources to explore a range of Art and Design Practice.	Develop mood boards, biographies and visual analysis. Purposefully selecting from William Morris, Orla Keily, Matthew Williamson, Henri Matisse, M.C. Escher. Peer review.	Extend research of contextual sources.	Understanding the difference between informal and formal language and that it is modified for different scenarios in life.
36-37	Presenting work to an audience.	Students need to develop skills to discuss their work in a formal manner to support preparation for a potential interview.	Present a portfolio of work to an audience. Peer review.	Respond to peer feedback.	Develop skills to respond to change in a positive manner and take on board the opinions of others.