

2022-2023 Year 10 Curriculum and Assessment Plan for Key Stage 4 Design.

The curriculum and assessment of pupils at this stage of education has been carefully designed to develop the creative, technical and practical skills needed to perform tasks confidently. The curriculum is built to apply knowledge and understanding of skills to produce high quality, creative, individual work.					
<p>Half Term 1: Research focus-</p> <p>All pupils will know: How to select the best idea for the conclusion and practise final piece.</p> <p>All pupils will be assessed by: Knowledge quiz</p> <p>Impact- Why do we teach this? Students need to test out their idea at the right scale to ensure they are happy with the result before they embark on the final piece. This is given marks for intent within the coursework</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Safety in the Art room. Using a new material Colour mixing <p>Reading Skills needed for this unit: analysis and evaluating</p> <p>Love art? Further reading- E.H Gombrich, <i>The Story Of Art</i>.</p> <p>Key Vocabulary: Exploration Refinement Experimentation Media Medium Process Technique Observational Primary source</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths – proportion, symmetry, asymmetry 	<p>Half Term 2: Research skills focus-</p> <p>All pupils will know: The structure of the course. What the assessment objectives are and how the coursework relates to them. Generate initial ideas based on personal interest.</p> <p>How to choose an Artist for inspiration. How to set up a page for research/analysis of an artist's work. How to analyse a piece of artwork using objective and subjective language. How to complete an effective artist copy.</p> <p>All pupils will be assessed by: Knowledge quiz Feedback using OCR marking criteria highlighted and notes.</p> <p>Impact- Why do we teach this? To develop student's language skills and how written analysis helps visual understanding. Exploring new technical skills to show influence of chosen artist's technique within coursework.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Artist's knowledge and practical skills. New techniques <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Love art?- Further reading Art Fundamentals 2nd Edition.</p> <p>Key Vocabulary: Health and safety Creativity Develop Aesthetics Purpose Technique Process Analysis Formal elements (Line, tone, form, shape, colour, texture and pattern) Subjective Objective Composition Viewpoint Context Media</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Design movements History. Maths - proportion English – descriptive writing, spelling. 	<p>Half Term 3: focus-</p> <p>All pupils will know: How to record ideas and insights visually and in written form using the formal elements and based on personal themes, experience and views. Explore a range of media and techniques relevant to personal themes and chosen artists.</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? Recording observations by showing full understanding of the 'formal elements' are the foundation of any project but knowing what is relevant to a student's chosen theme makes all observations from this point possible candidates to be included in the coursework. It gives a range of primary resources to be able to explore new media and techniques with along with showing the influence of other artist's styles/techniques/processes.</p>	<p>Subject specific skills being developed: Use of formal elements. Observational skills. Exploration and refinement of practical skills.</p> <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Love art? Further reading Neil Gaiman, <i>Art Matters</i></p> <p>Key Vocabulary: Medium Media Observation Primary sources Secondary sources Opinion Formal elements Space Exploration Refinement Review Respond Inspiration Influence Plagiarism Original Mixed media</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths- proportion. English – descriptive writing, spelling.

<p>Half Term 4: focus-</p> <p>All pupils will know: Work on different scales How to add a wider range of artists when necessary. How to combine the techniques/styles/processes of the artists they have chosen</p> <p>All pupils will be assessed: Knowledge quiz Feedback using OCR marking criteria highlighted and notes.</p> <p>Impact - Why do we teach this? Students are used to viewing their own and others art on small screens and sketchbooks final pieces are commonly much larger than sketchbook pages so gaining confidence to work on a range of scales will help when designing and producing a final piece. Adding a range of artist's shows a broader knowledge and understanding of Art and Design and makes it a lot less likely to create simplistic copies of just one artist, it allows for greater originality.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Working on different scales Showing influences <p>Reading Skills needed for this unit: analysis and evaluating</p> <p>Love art? Further reading- Ben Street, <i>200 Words To Help You Talk About Art</i></p> <p>Key Vocabulary: Scale Proportion Enlarge</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Design movements History. Maths – scale and proportion 	<p>Half Term 5: focus-</p> <p>All pupils will know: How to generate ideas from the work completed so far. How to show Influence of their chosen artist's work whilst producing original works. Where to find extra resources to help develop ideas</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? . All the elements needed to develop a range of ideas have now been completed.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Generation of ideas Making appropriate selections. <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Love art? Further reading- Janetta Rebold Benton, <i>How To Understand Art.</i></p> <p>Key Vocabulary: Sophistication Sophisticated Refinement Mature Confident</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths – scale and proportion. 	<p>Half Term 6: focus.</p> <p>All pupils will know: How to select their final idea What resources they need to collect to help with refinement and accuracy. How to complete a small scale version of their final piece in their sketchbook using the techniques, processes, media of their intention. Testing out scale sized areas to refine technique and process at a different scale. Write a final piece plan, which evaluates what has been done and makes intentions and reasons clear.</p> <p>All pupils will be assessed: Knowledge quiz Feedback using OCR marking criteria highlighted and notes.</p> <p>Impact- Why do we teach this? To finalise idea and record it as an intention in order to see the narrative they have created and refine areas and technique.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> Showing intention <p>Reading Skills needed for this unit: Skim/Scan, summarising key information, drawing key conclusions analysis and evaluating</p> <p>Love art? Further reading- John Berger, <i>Ways Of Seeing.</i></p> <p>Key Vocabulary: Intention Finalise Refine Annotation Evaluate Conclude Record</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> Maths – scale and proportion.
<p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					
<p>Enrichment opportunities:</p>					
<p>Career opportunities/ links: Fine artist, illustrator, Jewellery designer, product designer, fashion, , graphic designer, architect, interior designer, film maker, animator, textile designer, curator, art historian, art dealer,</p>					