

Year 10 Curriculum Overview [2022-2023]

Art

Term	Knowledge & Understanding			Literacy Skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Autumn Term HT1	<p><u>BASELINE ASSESSMENTS</u></p> <p>Observational drawing using a range of mediums</p>	<p>Introduction into the GCSE.</p> <p>Outlining the components of the GCSE.</p> <p>Illustration baseline activities/tests using a range of materials.</p>	<p>Recalling through evaluation what has been learnt so far in KS3.</p>	<p>Discuss and describe examples of artists' work.</p> <p>Peer assessment and self assessment.</p> <p>Analysis of artists' work.</p> <p>Annotation of own work.</p> <p>Improving their vocabulary by documenting key words in examples.</p>	<p>Looking at the career paths of different artists.</p>	<p>Completed project marked with assessment objectives as set by AQA.</p> <p>Teacher written feedback and grade.</p> <p>Verbal feedback throughout lessons responding to individual work.</p> <p>Tracker and targets by both pupil and teacher.</p>
Autumn Term HT 2	<p><u>Portfolio</u></p> <p>Based on a theme of choice (Human Figure - Project 1)</p>	<ul style="list-style-type: none"> Exploring artists' work. Creating artist studies and inspired study pieces. Researching and analysing artists practice and self analysing artwork created. Drawing and recording the theme. Documenting ideas and capturing a primary sourced imagery linking to the project. Exploring the theme through different media and experimentation. Creating a range of relevant designs based on experimentation and research. Creating a final outcome. 	<p>Elements of art.</p> <p>Recalling assessment objectives.</p> <p>Sketchbook layout and requirements.</p> <p>Booklets used for tracking progress.</p> <p>Booklets used for setting targets.</p>	<p>Discuss and describe examples of artists' work.</p> <p>Peer assessment and self assessment.</p> <p>Analysis of artists' work.</p> <p>Annotation of own work.</p> <p>Improving their vocabulary by documenting key words in examples.</p>	<p>Looking at the career paths of different artists.</p>	<p>Completed project marked with assessment objectives as set by AQA.</p> <p>Teacher written feedback and grade.</p> <p>Verbal feedback throughout lessons responding to individual work.</p>
Spring Term HT 3						
Spring Term HT 4						

						Tracker and targets by both pupil and teacher.
Summer Term HT 5	<u>Mock Examination</u> 10 Hour Exam	<ul style="list-style-type: none"> • 10 hour exam (2 days -5 hours each day). • Creating a final outcome for project one in exam conditions. 		<p>Discuss and describe examples of artists' work.</p> <p>Peer assessment and self assessment.</p> <p>Analysis of artists' work.</p> <p>Annotation of own work.</p> <p>Improving their vocabulary by documenting key words in examples.</p>	Looking at the career paths of different artists.	<p>Completed project marked with assessment objectives as set by AQA.</p> <p>Teacher written feedback and grade.</p> <p>Verbal feedback throughout lessons responding to individual work.</p> <p>Tracker and targets by both pupil and teacher.</p>
Summer Term HT 6	<u>Portfolio</u> Based on a theme of choice (TBC - Project 2)	<ul style="list-style-type: none"> • Exploring artists' work. • Creating artist studies and inspired study pieces. • Researching and analysing artists practice and self analysing artwork created. • Drawing and recording the theme. • Documenting ideas and capturing a primary sourced imagery linking to the project. • Exploring the theme through different media and experimentation. • Creating a range of relevant designs based on experimentation and research. • Creating a final outcome. 	<p>Elements of art.</p> <p>Recalling assessment objectives.</p> <p>Sketchbook layout and requirements.</p> <p>Booklets used for tracking progress.</p> <p>Booklets used for setting targets.</p>	<p>Discuss and describe examples of artists' work.</p> <p>Peer assessment and self assessment.</p> <p>Analysis of artists' work.</p> <p>Annotation of own work.</p> <p>Improving their vocabulary by documenting key words in examples.</p>	Looking at the career paths of different artists.	<p>Completed project marked with assessment objectives as set by AQA.</p> <p>Teacher written feedback and grade.</p> <p>Verbal feedback throughout lessons responding to individual work.</p> <p>Tracker and targets by both pupil and teacher.</p>