

Year 10 GCSE Art – Stories			
<p>During Year 10 students will complete their second unit, to submit for assessment for component one, the personal portfolio. Students will respond to a brief requiring them to create a 3D narrative sculptural response, encompassing human experience (human form). Students will have the opportunity to explore a variety of artworks and artists. As a result, students will experiment with media, process and technique, as well as record their own ideas through photography, drawing and annotation. Ultimately, students will combine their knowledge, understanding, skills and intentions to produce a sculptural piece, with narrative.</p>			
Autumn Term		Spring Term	Summer Term
What will be learned?	<p>This project requires pupils to:</p> <ul style="list-style-type: none"> actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills develop and refine ideas and proposals, personal outcomes or solutions with increasing independence acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students’ own work demonstrate safe working practices in art, craft and design. 		
	<p>During autumn term Year 10 students will explore human form, focusing largely on proportions, line and shape. Students will encounter both portraiture and figurative 2D art initially to support understanding</p>	<p>In Spring Term pupils will begin to transition into the 3D part of their projects, whilst still responding to the title Story. Pupils will firstly select a range of artists who work with 3-dimensional methods. Pupils will go on to experiment with appropriate materials, processes and techniques in order to begin formulating their on sculptural ideas.</p>	<p>During summer term pupils will focus on developing and refining their final piece ideas. Students will develop and evidence an understanding of their creative intentions, based on the evaluation of the strengths and weaknesses. Pupils will continue to explore a vast range of material, technique and process experiments, whilst continually assessing against the effectiveness/desired outcomes. Pupils will create sculpture designs, and then go on to realise these as large-scale final pieces.</p>

<p>Content sequencing</p> <p>(Where does this fit – what have they done before which supports it, where does it link with future units?)</p>	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Drawing freehand from observation Mixing clean, clear colour Applying colour with a variety of brush techniques Application of the basic elements, with a variety of dry media 	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Drawing freehand from observation Balance and composition 360 form 	<p><u>Prior Knowledge:</u></p> <ul style="list-style-type: none"> Analysis of artists artwork Experimentation with a range of methods to apply dry and wet surface colour Experimentation with a range of working surfaces, for 2D materials Use of slip, tools, and armatures to combat limitations of cons of ceramic materials Various methods of colour surface application on 3D pieces (glaze, acrylic, spray paint, etc)
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	<p>Future Learning:</p> <ul style="list-style-type: none"> • Deeper, creative and inspirational analysis of artwork • Creating a sense of depth through the use of tints and tones • Balance and composition • Use of mark making in low relief to imply texture for sensory responses • Use of coil, slab, low relief methods to create 3D sculpture/creation of form. 	<p>Future Learning:</p> <ul style="list-style-type: none"> • Experimentation with a range of methods to apply dry and wet surface colour • Experimentation with a range of working surfaces, for 2D materials • Use of slip, tools, and armatures to combat limitations of cons of ceramic materials • Various methods of colour surface application on 3D pieces (glaze, acrylic, spray paint, etc) 	<p>Future Learning:</p> <ul style="list-style-type: none"> • Realisation of creative intentions
<p>Memory for Learning</p> <p>(What skills will students be required to exhibit?)</p>	<p>Students regularly have the opportunity to:</p> <ul style="list-style-type: none"> • Learn information about artists, art movements, art works, materials and techniques prior experimenting/practising themselves. • Encounter memorable images, which connect materials and techniques to first hand life experiences. • Experience topics in art through several senses • Receive directions in multiple formats: demonstration/modelling, verbally, peer discussion, written on the board, final exemplars. • Link information to physical practise, and project to project, through the use and reflection on the basic elements of Art. • Repeat creative process patterns by looking at contextual sources, then experimenting, then recording ideas, and finally the creation of a final piece. • Be active readers • Practise retrieving prior knowledge 		
<p>Powerful knowledge in the classroom</p> <p>(what areas/themes/concepts will be explored)</p>	<p>The topic intends for our pupils:</p> <ul style="list-style-type: none"> • To increase skillset in the use of the basic elements; line, tone, texture, colour, pattern, shape and form. • To work from first hand observation, experience, imagination and other sources. • To investigate how to express and realise ideas using the basic elements and qualities of a range of media. • To draw to express perception and invention, to communicate feelings, experiences and ideas. • To make informed choices about media, techniques and processes. • To make purposeful images and artefacts. • To explore and experiment with ideas, materials, tools and techniques. • To explore the visual, tactile and other sensory qualities of their own and others' work. • To engage with ideas, images and artefacts, identifying how values and meaning is conveyed. • To analyse, select and question critically, making reasoned choices when developing personal work. • To reflect on and evaluate their own and others' work, continuously adapting and refining during the creative process. • To learn key technical terms. 		
<p>SEND in the classroom</p> <p>(How will support be seen?)</p>	<p>Some of the ways we as a department support SEND in the classroom will simply be an extension of general good practice in the classroom, whilst other, more specific strategies may be particularly useful in supporting particular needs.</p> <p>Teachers ensure that those with SEN needs are individually catered for, to ensure appropriate solution to any potential barriers to learnings and/or outcomes.</p> <p>In a general sense, teachers can provide support within this project by ensuring:</p> <ul style="list-style-type: none"> • Demonstrations are carried out via a visualiser, to support accessibility and safety. • Writing frames with both questions and sentence starters, to support critical thinking and creativity. • Key points and notes are printed off, to avoid the need for copying from the board. • Seating plans are required in all classes, to ensure students are able to communicate, respond and interact with each other and the teacher in discussions. • Use of middle/front table resource collection spots, so that materials and equipment can be found easily and put away in the right place. • Make tasks accessible through students using specialist resources where appropriate: i.e. scissors. 		

	<ul style="list-style-type: none"> • Allow time for sensory exploration. Use a variety of materials and processes to make images and artefacts. • Use real objects related to the topic – e.g. for work on texture, use a range of natural objects such as clay, wool, bark, stones, shells and leaves. Help students to understand their different qualities and characteristics through touching, smelling, seeing and hearing. • Support activities where students do not have the necessary mobility and dexterity – e.g. using software or tools like a graphics tablet to simulate traditional drawing materials. • Enable students to research recommended websites online – e.g. websites of museums, galleries and exhibitions – to support or supplement other modes of research. • Allow teachers and students to review and evaluate work or consider next steps by viewing scanned or photographed images, forms or examples of students’ work from previous lessons on the interactive whiteboard. • Managing group work sensitively • Liaising with the CTA, to ensure risk assessment of lesson content, for those the CTA is supporting. 		
Homework	<p><u>Homework 1</u> Create a double page secondary source collage of images relating to the title ‘Story’.</p> <p><u>Homework 2</u> Produce 2 detailed A4 observational drawings. Each piece should be in a different material, using a different technique, and show relation to the chosen A01.</p> <p><u>Homework 3</u> Produce a set of photo edits, to help with the realisation of work in the style of both chosen artists.</p> <p><u>Homework 4</u> Produce a research page presenting 6 different methods of working in 3D. Include technique names, information, and analysis.</p>	<p><u>Homework 1</u> Produce a series of form drawings of a subject appropriate to sculpt (top, bottom, front, back, left side, right side).</p> <p><u>Homework 2</u> Students are to find another artist who they are interested in, who responds to their chosen area of focus. Students should produce a detailed artist information page, which includes information, analysis, and printed artworks.</p> <p><u>Homework 3</u> Produce a series of macro style drawings (6-8 A6 scale) focusing primarily on texture and colour. Each macro image should be subjective to their theme, and current sculptural designs. Each image should be evaluatively annotated.</p> <p><u>Homework 4</u> Produce a secondary source collage of sculptures similar to current creative intentions.</p>	<p><u>Homework 1</u> Create 2 detailed A4 drawings of the subject used in the final piece design – pupils should use materials which are responsive to strengths and weaknesses.</p> <p><u>Homework 2</u> Produce a collage of sculptures, where colour surface design is unique and of possible inspiration.</p> <p><u>Homework 3</u> Print and present photographs of the process involved with applying surface colour to the final piece. Evaluate the process and results, in relation to your intentions.</p>
Assessment	<p>Each project should be marked via the assessment and feedback sheet, which demonstrates success criteria for each of the assessed tasks. Feedback is structured as a checklist, which allows pupils to see their achievements and next steps. Both teachers and students access these.</p>		

Literacy opportunities	<ul style="list-style-type: none"> • Read, research, analyse, critique and evaluate key artists and their artworks • Read, research, analyse, critique and evaluate art movements • Analyse, critique and evaluate their own creations, using sequencing • Incorporating story telling/concepts into art making
Numeracy/Computing skills	<ul style="list-style-type: none"> • Symmetry • Geometry • Proportion • Ratio • Rule of thirds • Perspective • Scale

	<ul style="list-style-type: none"> • Colour mixing
Behaviours of Excellence (Character Development)	<ul style="list-style-type: none"> • Meet and greet • Whole class and individual praise • Seating plans • Build relationships with pupils • Opportunity to express/creative • Establishing trust with materials/techniques • Help station • Top tips
Equality in the classroom (Diversity opportunities)	<ul style="list-style-type: none"> • Studying artists who were from poorer, lower-class backgrounds • Studying artists who exhibited problems with mental health • Studying artists who have been successful in their field

Useful links		Publication list	Online resources	Events/exhibitions
		Giant Game of Sculpture The Elements of Sculpture	Great Pottery Throw Down Sky Arts: Portrait Artist of the Year	Tate Britain Tate Modern
Careers Information, Advice and Guidance	Level 3 A-Level qualifications	<ul style="list-style-type: none"> • Studying artists who have made a living from creating works of art • Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions • References to A Level studies and university degrees • References to careers 		
	Level 3-6 Higher Education	<ul style="list-style-type: none"> • Studying artists who have made a living from creating works of art • Studying artists who have studied at UK universities • Developing an understanding of occupations, decision-making and decidedness and preparedness for transitions 		