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| **CHB Curriculum Map 2020-2021 Subject: Art and Design Year 10** | | | | | | |
| Year 10 | Half term 1  Sept – October | Half term 2  November – December | Half term 3  January - Feb | Half term 4  February – April | Half term 5  April - May | Half term 6  June - July |
| Weeks: | 7 weeks | 7 weeks | 6 weeks | 6 weeks | 5 weeks | 7.5 weeks |
| Module: | **EXPERENTIAL Art:**  **First Portfolio Project** | | **EXPERENTIAL Art:**  **Second Portfolio Project** | | **EXPERENTIAL Art:**  **Third Portfolio Project** | |
| **Key learning questions:** | Art and Design GCSE-PORTFOLIO:   * What **starting point** are you interested in? Can you find **art and artists** to inspire your work? Can you be inspired by **source material** e.g. of the natural world? Can you explore your ideas? * Can you **select and experiment with media, materials, techniques and processes**? Can you **develop and refine** your ideas as you progress? * Can you record your **ideas, observations and insights** in your sketchbook? Is there **evidence of annotations**? Is there **evidence of drawing**? * Can you **present a meaningful response that realises intentions** and shows your **understanding of visual language**? | | Art and Design  GCSE-PORTFOLIO:   * What **starting point** are you interested in? Can you find **art and artists** to inspire your work? Can you be inspired by **source material** e.g. of the natural world? Can you explore your ideas? * Can you **select and experiment with media, materials, techniques and processes**? Can you **develop and refine** your ideas as you progress? ***Can you experiment with different media, materials, techniques and processes this time? Can you move out of your artistic-COMFORT ZONE?*** * Can you record your **ideas, observations and insights** in your sketchbook? Is there **evidence of annotations**? Is there **evidence of drawing**? * Can you **present a meaningful response that realises intentions** and shows your **understanding of visual language**? * ***Can you work towards individualised targets?*** | | Art and Design  GCSE-PORTFOLIO:   * What **starting point** are you interested in? Can you find **art and artists** to inspire your work? Can you be inspired by **source material** e.g. of the natural world? Can you explore your ideas? * Can you **select and experiment with media, materials, techniques and processes**? Can you **develop and refine** your ideas as you progress? ***Can you experiment with different media, materials, techniques and processes this time? Can you move out of your artistic-COMFORT ZONE?*** * Can you record your **ideas, observations and insights** in your sketchbook? Is there **evidence of annotations**? Is there **evidence of drawing**? * Can you **present a meaningful response that realises intentions** and shows your **understanding of visual language**? * ***Can you work towards individualised targets?*** | |
| **Off-site opportunity** | - | Trip-Brighton based, seafront, Booth and/or Sea-life centre. | - | Trip – LONDON. | - | Trip-Brighton based, seafront, Booth and/or Sea-life centre. |
| **Extended writing** | Careful, analytical annotations of ideas in sketch-books and more detailed artist research encouraged. | | Careful, analytical annotations of ideas in sketch-books and more detailed artist research encouraged. | | Careful, analytical annotations of ideas sketch-books and more detailed artist research encouraged. | |
| **Art and Design Learning gaps-BHPRU/SEMH**  ***We have students who may have never studied Art before and we need to offer ways to bridge gaps in knowledge and teach processes and techniques as the need arises.*** | * Knowledge of Art movements/artists * Use of source materials * Colour and colour-mixing * Drawing and drawing techniques * Experimenting with media/materials/ processes and techniques * Understanding of an Art Vocabulary (key-words) * Writing for annotations and evaluations for sketch-books (relevant to A01, A02 and A04) | | * Knowledge of Art movements/artists * Use of source materials * Colour and colour-mixing * Drawing and drawing techniques * Experimenting with media/materials/ processes and techniques * Understanding of an Art Vocabulary (key-words) * Writing for annotations and evaluations for sketch-books (relevant to A01, A02 and A04) | | * Knowledge of Art movements/artists * Use of source materials * Colour and colour-mixing * Drawing and drawing techniques * Experimenting with media/materials/ processes and techniques * Understanding of an Art Vocabulary (key-words) * Writing for annotations and evaluations for sketch-books (relevant to A01, A02 and A04) | |
| **Learning Objectives from AQA syllabus** | **A01** Develop ideas through investigations, demonstrating critical understanding of sources.  **A02** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **A03** Record ideas, observations and insights relevant to intentions as work progresses.  **A04** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | **A01** Develop ideas through investigations, demonstrating critical understanding of sources.  **A02** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **A03** Record ideas, observations and insights relevant to intentions as work progresses.  **A04** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | | **A01** Develop ideas through investigations, demonstrating critical understanding of sources.  **A02** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  **A03** Record ideas, observations and insights relevant to intentions as work progresses.  **A04** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | |
| **Areas of study to choose from. For Art, Craft and Design two must be covered.** | * **Fine Art** * **Textile design** * **3-D Design** * **Graphic Communication** * **Photography** | | * **Fine Art** * **Textile design** * **3-D Design** * **Graphic Communication** * **Photography** | | * **Fine Art** * **Textile design** * **3-D Design** * **Graphic Communication** * **Photography** | |
| **21st Century Skills** | **Critical thinking/Problem Solving**  **Creativity**  **Literacy**  **Curiosity**  **Initiative**  **Persistence/grit** | | **Critical thinking/Problem Solving**  **Creativity**  **Literacy**  **Curiosity**  **Initiative**  **Persistence/grit** | | **Critical thinking/Problem Solving**  **Creativity**  **Literacy**  **Curiosity**  **Initiative**  **Persistence/grit** | |
| **Assessment**  **End of module** | Assessment of work as it has progressed and whether it is supported by annotations, drawings and records of experimentation/ artist research.  **Within grade boundaries students are assessed as Just/Adequately/Clearly or Convincingly achieving the Level.** | | Assessment of work as it has progressed and whether it is supported by annotations, drawings and records of experimentation/ artist research.  **Within grade boundaries students are assessed as Just/Adequately/Clearly or Convincingly achieving the Level.** | | Assessment of work as it has progressed and whether it is supported by annotations, drawings and records of experimentation/ artist research.  **Within grade boundaries students are assessed as Just/Adequately/Clearly or Convincingly achieving the Level.** | |
| **Celebration of achievement- outcome, display, presentationor class book etc.** | Parents meetings and Autumn reports. | | - | | Parent meetings and End of Year Report. | |
| **PD passport** | Artistic evidence of work covering key skills and achievements for the Passport. | | Artistic evidence of work covering key skills and achievements for the Passport. | | Artistic evidence of work covering key skills and achievements for the Passport. | |
| **Cross- Curricular learning** | Historical, cultural and personal consideration of key topics, such as feminist viewpoints, self-concept etc. | | Historical, cultural and personal consideration of key topics, such as feminist viewpoints, self-concept etc. | | Historical, cultural and personal consideration of key topics, such as feminist viewpoints, self-concept etc. | |