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| **CHB Curriculum Map 2020-2021 Subject: Art and Design Year 10** |
| Year 10 | Half term 1 Sept – October  | Half term 2November – 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 DesignGCSE-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 DesignGCSE-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?***
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| **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)
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* 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)
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| **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**
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| **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. |