



Academic Learning Plan 2023-4

# Year 10 Art



## GCSE Exam Board - Pathway to papers

AQA GCSE Art, Craft and Design (Art, Craft and Design) [AQA | GCSE | Art and Design |](#)

### Intent:

During the KS4 programme, we endeavour to develop the confidence of students, to help them take risks with their learning and provide the correct level of challenge to develop both their technical and thinking skills. This involves the development of critical thinking skills so that they may explore a range of creative ideas to guide the process: the exploration of creative ideas, refining and modifying, leading to the development of outcomes of value that are personal and meaningful. Themes selected encompass artworks from a range of genres, according to students' individual needs and preferences. After an introductory unit, the major project commences in April of Year 10 and concludes at the end of the Autumn Term in Year 11. A choice of exam questions enables students to take ownership over their work and a real sense of engagement is evident as their ideas come to fruition.

	Term 1, 2 & 3	Term 4, 5 & 6
<b>Units</b>	<i>Natural Forms</i>	<i>Major Project</i>
<b>Content</b>	<p>This project is designed to kick-start the coursework portfolio with an introduction to a range of materials and processes. Students create a range of primary &amp; secondary observations, exploring a variety of natural forms and media.</p> <p>Students learn how to use mark-making processes and techniques and visual language that includes:</p> <ul style="list-style-type: none"> <li>● formal elements – e.g. line, tone, shape, colour, pattern, surface texture</li> <li>● image making – e.g. composition, space, depth, light, shadow, harmony, contrast, symmetry, asymmetry</li> <li>● materials – e.g. charcoal, chalks, pastels, pencils, brushes, paints, inks, papers, card, mixed media</li> </ul> <p>Students are then introduced to the process of researching artists. Students must research 3-4 artists on the theme, with in-depth written analysis and a range of practical experiments for each artist. Students then begin to explore their own ideas for the theme:</p> <ul style="list-style-type: none"> <li>● Generating and developing ideas</li> <li>● Experimenting with materials and processes to investigate what is most appropriate to use</li> <li>● Reviewing ongoing work and responding to feedback</li> <li>● Creating a series of trials and test pieces or sketches and annotating results</li> <li>● Presenting final work and reviewing final work</li> </ul>	<p>In April the students will be given a mock exam paper with 6 starting points (theme titles). The theme titles will be unspecific so that students can respond in a variety of ways e.g. 'A Journey'; 'The Built Environment' and 'Light and Dark.' This mirrors the approach of the exam board when students undertake the real exam in Year 11.</p> <p>The students will be required to do initial research on each theme. Then, they must decide on one theme to explore as their Major Project theme.</p> <p>Students choose three main artists and write in-depth analysis of their work. Following the structure of the assessment objectives students will then plan and conduct Primary &amp; Secondary drawing and/or photoshoots, media experiments and then produce one or multiple final outcomes in the mock exam which takes place during the Autumn term of Year 11. This will mark the end of their coursework.</p> <p>Key content:</p> <ul style="list-style-type: none"> <li>● Be able to generate ideas through single or combined methods, e.g. mind-mapping, spider charts, word association, group discussions</li> <li>● How to find out about things in order to gain inspiration and information in response to the project theme</li> <li>● Know how to develop materials from both primary and secondary research sources, applying information from more than one source</li> <li>● Be able to combine and synthesise primary and secondary research to enhance personal ideas and themes</li> <li>● How to define key contextual areas for research, e.g. artists, designers, industry, professional bodies, organisations, manufacturers, historical and contemporary sources</li> <li>● Generating and developing creative ideas and being able to progress these towards a creative conclusion</li> <li>● Combining creatively and successfully a range of experimental methods, techniques and processes showing coherent progress from initial ideas to end solutions</li> <li>● Know how to record progress through the project and developments, processes and ideas through appropriate methods, e.g. sketchbook</li> <li>● How to plan own use of time to ensure sufficient time allowed for production of outcomes</li> <li>● Be able to use tests and samples to aid the production of final outcomes</li> </ul>
<b>Knowledge organiser</b>	<ul style="list-style-type: none"> <li>● Art &amp; Literacy KO (in classrooms)</li> </ul>	

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Continuous assessment of sketchbooks (taken in half-termly for marking)</li> <li>• Half-termly individual tutorials (and as required by students) where detailed individual feedback is given</li> <li>• Written analysis formally graded</li> <li>• Final outcome for project formally assessed i.e. GCSE grade awarded</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous assessment of sketchbooks (taken in half-termly for marking)</li> <li>• Half-termly individual tutorials (and as required by students) where detailed individual feedback is given</li> <li>• Written analysis formally graded</li> </ul>
<b>GCSE AO Link</b>	<p><b>A01</b> – Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02</b> – Refine work by exploring ideas, selecting and <b>experimenting</b> with appropriate media, materials, techniques and processes.</p> <p><b>A03</b> – Record ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>A04</b> – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	
<b>Homework</b>	<p>GCSE students are expected to work on personal coursework targets as homework. This usually takes the form of:</p> <ul style="list-style-type: none"> <li>• Primary / Secondary Observations</li> <li>• Presenting and evaluating work in their sketchbooks</li> <li>• Analysing the work of artists</li> <li>• Experimenting with mixed media</li> </ul>	
<b>Literacy</b>	<p>Art &amp; Design literacy mat  Artist research help sheet  Evaluation help sheet  Annotating your ideas help sheet</p>	
<b>CEIAG</b>	<p>Creative thinking skills; Planning; Decision making; Originating new ideas; Setting goals; Developing evaluation strategies; Conveying feelings; Actively listening; Cognitive flexibility; Capacity for curiosity; Adaptability and imagination; Making abstract connections</p>	
<b>Enrichment</b>	<p>Seasonal competitions  After school Art club</p>	