



Subject: Art

Lead Teacher: Jodie Rose

Year: 10

**Curriculum organisation**Students are taught in mixed groups of **20** for **two** hours per week. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Food Art – coursework project 1  Students will develop their existing art skills and be introduced to a range of media in a series of workshops, based on food, to broaden their skill set.	<ul style="list-style-type: none"> <li>• How do artists use art to portray food?</li> <li>• What can food represent beyond still life?</li> <li>• How effective are certain practices and media when creating art in a particular style?</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of materials- Painting and Drawing, Photography, Oil painting, Lino printing, Watercolour, Printing, Gouache.</li> <li>• Artist focus - Sarah Graham, Nicola McBride, Cath Riley, Charlotte Godfree</li> </ul>	<ul style="list-style-type: none"> <li>• Gesture and observational drawings.</li> <li>• High contrast tone with graphite and pencil.</li> <li>• Watercolour techniques.</li> <li>• Oil Painting</li> <li>• Oil Pastel</li> <li>• Watercolour and Pen</li> <li>• Lino Printing</li> <li>• Image editing.</li> <li>• Photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Pair work</li> <li>• Practical activities</li> <li>• Problem-solving tasks</li> <li>• Watching short video clips</li> <li>• Research tasks</li> <li>• Individual focus Practical Tasks and activities (building blocks)</li> <li>• Investigation and Research activities.</li> </ul>
Spring Term	Everyday Life coursework project 2  Students will begin to develop their own routes of interest based around 'everyday life'. Students will apply and build on the media techniques, skills and processes and be introduced to photography.	<ul style="list-style-type: none"> <li>• How is 'everyday life' represented through art?</li> <li>• What range of materials do artists use?</li> <li>• How can photography and original sources enhance your investigation?</li> <li>• Which scale will work best for the intended style?</li> </ul>	<ul style="list-style-type: none"> <li>• Photography</li> <li>• Digital techniques</li> <li>• Moving through into 2<sup>nd</sup> after Easter with individualised themes set by the teacher according to students' abilities. Students will start with artist studies at this stage and research their artists and art movements chosen.</li> </ul>	<ul style="list-style-type: none"> <li>• Observational drawing.</li> <li>• Photography.</li> <li>• Analysing contextual sources.</li> <li>• Developing a personal response.</li> <li>• Digital techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-KS4 Art students are provided feedback/targets during lessons, to complete. Students have access to these targets and are encouraged to organise their time to complete them accordingly – increasing student autonomy.</li> <li>- Students use the mark scheme to mark anonymous work to gain an understanding of how work is graded.</li> </ul>

Summer Term	<p>Development of coursework project</p> <p>Students will continue to develop their 'Everyday Life' or 'Food Art' project and build on their making skills and personal response.</p>	<ul style="list-style-type: none"> <li>• How can I create an individualised response to 'Everyday Life'/'Food Art'?</li> <li>• What techniques are best suited to my project?</li> <li>• How can I develop my evaluation and analysis of contextual sources?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue with their theme to further develop their individual projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative autonomy</li> <li>• Analysis and investigation of existing artist, styles and cultures.</li> <li>• Selection of appropriate techniques and processes.</li> </ul>	
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Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Coloured pencils</li> <li>• Graded pencils</li> <li>• Fine grain paper</li> <li>• Watercolour paper</li> <li>• Watercolour set</li> <li>• Range of brushes</li> <li>• Oil pastels</li> <li>• Soft pastels</li> <li>• Fine liners</li> <li>• Acrylic paint</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests (subject knowledge focus)</li> <li>• Formal assessment week (May)</li> <li>• Peer and self assessment</li> <li>• Homework tasks (often research or project based)</li> <li>• Retrieval practice activities</li> <li>• Tutorials small group or one to ones.</li> <li>• Questioning (What, Why, How) and recall of information</li> <li>• Examination question responses</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Photography plays a major role in art so if parents allow their children to be equipped with a camera and take them to the various locations that they need to go to take the quality photographs then this is very useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and guardians can really assist their child by taking them to visit art galleries, ensuring that they have art equipment listed above and giving them a good space to complete their art work at home.</li> </ul>
Inclusion	Inclusion within Year 10
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> </ul>	<ul style="list-style-type: none"> <li>• Students study the artist Sarah Graham, an artist with bi-polar. Students learn about how she struggles with this condition and despite this continues to be a successful artist.</li> <li>• Students with Autism may require to work on small sections of pieces, to avoid being overwhelmed with a whole piece of art- this is supported and facilitated by teaching staff.</li> <li>• Students are supported practically by the teacher or a TA if a student requires this. E.g. – with printmaking or ceramics.</li> <li>• Equipment is adapted wherever necessary to accommodate the needs of students with SEND.</li> <li>• Where necessary students are given frequent one to one tutorials and demonstrations to revisit previous</li> </ul>

<ul style="list-style-type: none"> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<p>techniques and processes taught to support their understanding.</p>
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**If you have any questions about this Learning Overview, please contact the named Teacher above.**