



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: Art Subject: Art









Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)	Art Foundation skills. Based on AQA syllabus. Art and Design www.aqa.org.uk (GCSE ART & PHOTOGRAPHY)
Knowledge	Art and Design: Messages (Banksy, ROA, Jean Michel Basquiat) Photography: Abstract (Wolfgang Tillman, Beshty, Andreas Feininger) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Art and Design: Messages (Banksy, ROA, Jean Michel Basquiat) Photography: Abstract (Wolfgang Tillman, Beshty, Andreas Feininger) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Art and Design: Messages (Book Art) Photography: Abstract final investigation with ink, oil and milk. Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Art and Design: Portraits (David Hockney, Francoise Neilly, Julian Opie) Photography: Identity (Slinkachu, Abigail Reynolds, Maurizio Anzeri) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Art and Design: Portraits (David Hockney, Francoise Neilly, Julian Opie) Photography: Identity (Slinkachu, Abigail Reynolds, Maurizio Anzeri) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Art and Design: Portraits own final piece. Photography: Identity own final piece. Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction
Skills	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince
Assessment	Portfolio assessment and feedback via therapies and PLC's Pupil's practical work will be marked 3 weeks using the Assessment Objectives. The most significant piece of work will be assessed and recorded in logbooks. A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (final piece)	Portfolio assessment and feedback via therapies and PLC's <u>Progress Test</u> Exam conditions, study of ROA A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (drawings and annotations)	Portfolio assessment and feedback via therapies and PLC's A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (drawings and annotations)	Portfolio assessment and feedback via therapies and PLC's <u>Progress Test</u> Exam conditions study of facial features A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (drawings and annotations)	Portfolio assessment and feedback via therapies and PLC's A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (drawings and annotations)	Portfolio assessment and feedback via therapies and PLC's <u>Progress Test</u> Exam conditions exam conditions MAD time to review and refine portfolio A01- develop ideas through investigations, demonstrating critical understanding of sources. (artist research) A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (use of media) A03- Record ideas, observations and insights relevant to intentions as work progresses. (drawings and annotations) A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. (drawings and annotations)

Work Experience – 2 Weeks



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>WEEK 7 EXAM complete artist research sheets AO1 AO2 AO3</p>	<p>meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u></p>	<p><u>(final piece)</u></p> <p>WEEK 6 MID YEAR EXAM complete artist research sheets AO1 AO2 AO3</p>	<p>meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u></p>	<p><u>(final piece)</u></p>	<p><u>annotations</u></p> <p>A04- Present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language. <u>(final piece)</u> AO1 AO2 AO3 AO4 WEEK 2-3 END OF YEAR EXAM complete final piece response to project brief Portraits (Art) and Identity (Photography).</p>
Cultural Enrichment	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey.</p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework. Small trip to Whitworth Art Gallery for selected students.</p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students encouraged to attend Chorlton Art Festival- opportunities to display Book Art and other possibilities. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work. Opportunity to curate school art exhibition and show work. Art trip to MMU degree shows to be confirmed. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>
Character	<p>"A mind  that is stretched by new experiences can never go back to its old dimensions" QoFS - Responsibility, Reflection, Motivation CV - Democracy, Self-Responsibility, Social Responsibility Artists looked at explore democracy, British values, moral literacy and values. Themes such as feminism and racism are explored in the artworks.</p>	<p> "A mind that is stretched by new experiences can never go back to its old dimensions" QoFS - Responsibility, Reflection, Motivation CV - Democracy, Self-Responsibility, Social Responsibility Artists looked at explore democracy, British values, moral literacy and values. Themes such as feminism and racism are explored in the artworks.</p>	<p> "Tell me and I will forget. Teach me and I will remember. Involve me and I will learn" QoFS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Explore artists such as Basquiat, Emin, Banksy who explore a wide range of emotive themes.</p>	<p> "Tell me and I will forget. Teach me and I will remember. Involve me and I will learn" QoFS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>	<p>"Ask  yourself if what you are doing today is getting you closer to where you want to be tomorrow" QoFS - Creativity, Resiliency, Optimism CV - Honesty, Solidarity, Equality, Equity Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>	<p> "Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow" QoFS - Creativity, Resiliency, Optimism CV - Honesty, Solidarity, Equality, Equity A04 Final piece exam. Students develop own highly personal response to a theme, displaying resiliency, creativity and optimism.</p>



Key Stage 4 Framework for Learning Year 10 2018-2019: Successful Foundations Curriculum Area: Art Subject: Photography









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Knowledge	Workshops: Aperture/Depth of Field Shutter speed ISO Light Photoshop Portfolio	Identity (Miguel Leal/Amy Friend/Jean Faucher/Dain) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Identity (Miguel Leal/Amy Friend/Jean Faucher/Dain) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Abstract (Wolfgang Tillsman, Beshty, Francis Bruguière, Jaroslav Rössler, Vjeko Sager) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction .	Abstract (Wolfgang Tillsman, Beshty, Francis Bruguière, Jaroslav Rössler, Vjeko Sager) Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction	Photography: Abstract final piece. Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction
Skills	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince
Assessment	Contact Sheets: Small figures Light paintings Eggs Eggs in houses A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates	Contact Sheets: Portraits Amy friend Shannonbrook Progress Test A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates	Contact Sheets: Maurizo Anzeri Mel Sparks Abigail Reynolds A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates	Contact Sheets: Beshty Tillmans Siskind A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates	Contact Sheets: Lazolo Moholy Nagy Paul Strand Andreas Gursky A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates	Portfolio Progress Test A01- develop ideas through investigations, demonstrating critical understanding of sources. <u>(artist research)</u> A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <u>(use of media)</u> A03- Record ideas, observations and insights relevant to intentions as work progresses. <u>(drawings and annotations)</u> A04- Present a personal and meaningful response that realizes intentions and demonstrates

Work Experience – 2 Weeks



CHORLTON HIGH SCHOOL: CURRICULUM

	<p>understanding of visual language. <u>(final piece)</u></p> <p>WEEK 7 EXAM complete artist research sheets AO1 AO2 AO3</p>	<p>understanding of visual language. <u>(final piece)</u></p>	<p>understanding of visual language. <u>(final piece)</u></p> <p>WEEK 6 MID YEAR EXAM complete artist research sheets AO1 AO2 AO3</p>	<p>understanding of visual language. <u>(final piece)</u></p>	<p>understanding of visual language. <u>(final piece)</u></p>	<p>understanding of visual language. <u>(final piece)</u></p> <p>AO1 AO2 AO3 AO4 WEEK 2-3 END OF YEAR EXAM complete final piece response to project brief Portraits (Art) and Identity (Photography).</p>
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Character	<p>"A mind  that is stretched by new experiences can never go back to its old dimensions" QoS - Responsibility, Reflection, Motivation CV - Democracy, Self-Responsibility, Social Responsibility Artists looked at explore democracy, British values, moral literacy and values. Themes such as feminism and racism are explored in the artworks.</p>	<p> "A mind that is stretched by new experiences can never go back to its old dimensions" QoS - Responsibility, Reflection, Motivation CV - Democracy, Self-Responsibility, Social Responsibility Artists looked at explore democracy, British values, moral literacy and values. Themes such as feminism and racism are explored in the artworks.</p>	<p> "Tell me and I will forget. Teach me and I will remember. Involve me and I will learn" QoS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Explore artists such as Basquiat, Emin, Banksy who explore a wide range of emotive themes.</p>	<p> "Tell me and I will forget. Teach me and I will remember. Involve me and I will learn" QoS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>	<p>"Ask  yourself if what you are doing today is getting you closer to where you want to be tomorrow" QoS - Creativity, Resiliency, Optimism CV - Honesty, Solidarity, Equality, Equity Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>	<p> "Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow" QoS - Creativity, Resiliency, Optimism CV - Honesty, Solidarity, Equality, Equity A04 Final piece exam. Students develop own highly personal response to a theme, displaying resiliency, creativity and optimism.</p>