



Year 10 GCSE Art Course outline 2020-21

Students have 4 lessons per cycle/fortnight Homework is twice a fortnight			
Term	Topic and approximate duration	Key learning areas	Homework Options Students will be guided by the class teacher as to which level to complete (according to target level)
Autumn Term	Unit 1 Similarities and/or Differences (Collecting, recording, observational drawings and developing an idea (7weeks)	<p>Teacher lead discussion regarding the theme and expectations of the project. Model reading through the paper and creating a written thought web. The aim is to generate ideas, pupils will not be expected to draw everything they write down.</p> <p>Produce and A3 written Thought Web based on the themes suggested in the Similarities and Differences paper. Create sub heading relating to People, Places, Natural World and Manmade.</p> <p>Working from either the manmade or natural object selected, produce an observational drawing that covers all 3 surfaces. Either apply one material over all surfaces or change the material for each surface, to create the illusion to tone and texture. Suggested materials- pencil, biro, charcoal and chalk, graphite pencil or oil pastel.</p> <p>Group discussion regarding Nicola Hicks drawings- What are the similarities within the images? What are the differences? What methods has the artist used to create the illusion of movement within the work? Describe the atmosphere of the image. Watch the video to see examples of Hick's sculptures. Consider the methods she applies to move the image from a two-dimensional drawing into a sculpture.</p> <p>Produce a felt pen study of a building using 2 felt tipped pens attached to a stick.</p> <p>Students will produce a study of a building object which shows the influence of Idris Khan.</p> <p>Student will produce a mono print drawing of their chosen object, which demonstrates and understanding of successful composition, line, shape, colour, pattern, texture and tone.</p> <p>Oil Pastel Sgraffito. Using primary source, students to create an oil pastel scratching,</p>	<p>Bring a photograph of either a manmade or natural object relating to the theme of "Similarities and Differences "and suitable for an observational drawing. Produce a mixed media colour study of either a place, person, object or natural form, showing the influence of one of the above examples.</p> <p>Watch the video below and visit the web site to produce a research and analysis page about Nicola Hicks.</p> <p>research Idris Khan, analyse an image and make connections to the Berchers.</p> <p>Research and analyse either Jim dine or Alberto Giacometti's drawings.</p> <p>Watch the videos to support with the Jim dine research.</p>

		being selective with base colours and overlaying with black. Using modelling tools, create a variety of textures and contrast of colour vs black.	
	Nature of landmark assessment	Written feedback which emphasises student's strengths and areas for development.	
	Unit 1 Similarities and/or Differences Initial ideas (8 weeks)	<p>Group discussion regarding the elements of a successful artist response, planning a page to include evidence of possible composition, research and analysis of an artist and, if necessary, an experiment with their technique. (A3 page)</p> <p>On the opposite page, students will produce an A3 painting of a object that shows the influence of either, Karen Appleton, Sarah Graham, Amy Higgins or Paul Wright.</p> <p>Students will produce an observational drawing, exploring colour to create the illusion of form on both the object and surface. They will show evidence of exploring an interesting composition. (min A5)</p> <p>Consider the composition. How do you make an everyday object appear interesting? Zoom in a group of objects or crop the image, draw from an unusual angle or perhaps break the object into pieces; these could be neatly cut or torn.</p>	<p>Refer to the template provided to research one of the following artists and make connection to your own work, Karen Appleton, Sarah Graham, Amy Higgins or Paul Wright.</p> <p>Watch Paul Wright discuss his work-Produce a colour study of your favourite meal, using the material of your choice (min A4).</p> <p>Watch Sarah Graham discuss her work, use the writing frame provided to show evidence of researching and select one of her paintings to analyse. Consider how you can use her methods in future work.</p> <p>find a suitable natural or manmade object to bring to the next lesson, you will be producing a coloured pencil study.</p>
	Nature of landmark assessment	<p style="text-align: center;">Christmas</p> <p style="text-align: center;">Written feedback which emphasises student's strengths and areas for development.</p>	
Spring Term	Unit 1 Similarities and/or Differences (6 weeks)	<p>Initial ideas Environment. Produce good quality observational drawings using both traditional and experimental techniques. Compare and contrast the techniques of artists in both visual and written form. Draw original images that show their influence.</p> <p>With reference to the mark making sheet and Stephen Wiltshire's work, drawing a urban landscape, street, building or component of a building using different characters of line and mark making techniques,</p> <p>Working form a photograph of a rural area of seascape, applying washes of either ink, water colour, washes of acrylic or any other method to stain the paper to describe the shapes in the image, and then applying different characters of black line and mark making techniques to describe the form and texture within the image.</p>	<p>Refer to the template to produce a research and analysis page that includes a comparison between David Koloane studies and Stephen Wiltshire.</p> <p>Watch the painting tutorials for tips on creating a landscape painting. You will be using similar methods to create your own landscape painting, we will not be copying this image. Either use a primary source photograph (taken by yourself or a member of the family) or a secondary source (from the internet, newspaper or magazine).</p>

		<p>With reference to the painting techniques shown in the videos watched as homework, teacher demonstration of the following acrylic methods-</p> <p>Preparing a ground for the paper, scumbling, stippling, dabbing, range of brush stokes, diluting paint, splattering, pointillism.</p> <p>Creating texture with card and string.</p>	<p>Choose one of the artist from today's lesson to respond, select an appropriate image, preferably primary source, to bring to the next lesson.</p> <p>Research your chosen artists, making connections to your own work.</p> <p>Decide on the topic for your next idea, either Natural World or People, gather appropriate resources and source possible artist links relating to the Theme Similarities and Differences.</p> <p>See previous students' examples of an "idea" from inspiration.</p>
	Nature of landmark assessment	<p>Half Term</p> <p>Assessment of Similarities and/or Differences project. Department moderation, formal assessment with written feed back.</p>	
	(6 weeks)	<p>Initial ideas – Using the materials of your choice, produce an A2 page of observational studies relating to your chosen theme.</p> <p>Produce a minimum A3 study relating to your theme that show the influence of your chosen artist by either technique or concept.</p> <p>Consider the composition, surface of the page and the most suitable material to use.</p> <p>Ensure the initial drawing is accurate before adding colour, tone and texture.</p>	<p>Complete an observational drawing relating to your chosen theme, using the material and technique of your choice.</p> <p>Use the writing frames and glossary's below to support in researching and analysing the artist's work.</p>
	Nature of landmark assessment	<p>Easter</p> <p>Written feedback which emphasises student's strengths and areas for development. All improvements to be completed</p>	
Summer Term	<p>Unit 1 (collecting, recording, observational drawings and developing an idea)</p> <p>(6 weeks)</p>	<p>With guidance from your teacher select the most successful starting point and explore further producing in-depth research. Gather primary resources and visit art Galleries and Museums (Virtual tours). Use a variety of materials in both two and three dimensions and try experimental ways of using materials. Show how you have used artist's work and methods to help develop your ideas. Use different methods of making e.g. painting, sculpture, batik, silk- painting, printing, mod-rock, clay and mixed media.</p> <p>Development Two</p> <p>Continue to research your chosen theme and following consultation with your teacher,</p>	<p>Produce a minimum of an A3 page of observational drawings and studies relating to your chosen theme.</p>

	decide whether you are going to produce a painting, sculpture, textile, relief or print and explore different artists techniques in that genre. Use these methods to produce your own images relating to the theme. Take your own photographs to develop and display contact sheet in sketchbook.	Working from either direct observation or your own photographs, display the contact sheets and consider creative ways of presenting the work.
Nature of landmark assessment	Half term Written feedback which emphasises student's strengths and areas for development.	
Unit 1 Mock Exam (Conclusion to the project) (7 weeks)	<p>Planning final piece Review and refine the most successful areas from the development pages to produce good quality images of possible solutions for your final piece.</p> <p>Composition. Plan your final piece. Display photographic contact sheets and successful techniques which link to artists. Draw possible compositions using line.</p> <p>5 Hour final piece completed under exam conditions. In late June/Early July Sketchbook and final piece are collected at the end of the Exam.</p> <p>Students will revisit the whole unit. They will respond to improvement prompts, Landmark and assessed homework sheets and where necessary Art Department Intervention target sheets.</p>	<p>Final Piece Show evidence of exploring process and perfecting your chosen technique. If necessary continue to take photographs and explore new artists methods appropriate to the theme</p> <p>Drawing up final piece. Through consultation with your teacher, identify the best composition and draw this for your final piece.</p> <p>Revisit coursework and improve work</p> <p>Collect items, equipment, images and objects for exam project.</p>
Nature of landmark assessment	End of Term Assessment of Mock Exam. Department moderation, formal assessment with written feed back.	