

## Year 10 FINE ART

Students are quickly introduced to the 4 assessment objectives and the topics are designed to gradually build students' skills and confidence. The first project is natural forms as small mistakes are not visible in this topic. We begin with tone and shape (Blossfeldt) then introduce colour (O'Keeffe) before adding texture (Haeckel) then moving on to 3D. Students are shown how to present their work on A2 sheets and are gradually given more independence. The portrait project follows the same pattern of beginning with tone, then introducing colour. Students are shown more techniques to create accurate drawings and portraits provide the opportunity to show off these newly developed skills to the full. The later part of the portraits project encourages students to develop their own interests and style and provides opportunities to access the highest levels.

Year 10 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic(s)</b>	<p><b>Natural forms- Who was Karl Blossfeldt? How can pencil and biro be used effectively? How do you present GCSE project work?</b></p> <p>Intro to assessment objectives. Shape, tone and texture. Analysing an artist. Presenting images and information on an A2 sheet.</p>	<p><b>Natural forms- Who was Georgia O'Keeffe and what is her work about? How to use oil pastel and acrylic paint.</b></p> <p>Colour mixing and acrylic paint. Comparison of Blossfeldt and O'Keeffe</p>	<p><b>Natural forms- Who was Ernst Haeckel and how can his images be recreated using mixed media?</b></p> <p>Exploring mixed media to apply texture. Students will employ their knowledge of the GCSE presentation process to create the 3rd A2 sheet.</p>	<p><b>Natural forms- How to use clay and mixed media to create a 3D sculpture.</b></p> <p>Developing a personal response. 3D modelling techniques including clay and mixed media.</p>	<p><b>Portraits- Who is Mark Powell? how to create accurate portraits using transcription.</b></p> <p>What is important when creating a portrait? How to create a portrait using the transcription method (grid) How to apply tone and texture accurately in pencil and biro.</p>	<p><b>Portraits Who is Dominic Beyeler? How to create portraits with watercolour.</b></p> <p>How to create expressive painting with watercolour. Compare and contrast the 2 portrait artists.</p>
<b>Assessment</b>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>	<p>AO1 Research AO2 Experiment AO3 Record &amp; Plan AO4 Personalise &amp; Present</p>

### Independent Work

In GCSE art independent working time will often be used to research artists and ideas. Homework is relied upon as an integral part of the course to enable students to meet deadlines for each piece of work. Each student will be given regular feedback and directions to enable them to make effective use of independent working time.

## Year 10 Photography

Students are quickly introduced to the 4 assessment objectives and the topics are designed to gradually build students' skills and confidence. The first project introduces students to a range of appropriate skills and photographic principles, this is mainly a taught phase of the course which allows students to learn a range of basic skills and gain an understanding of technical principles that will enable them to realise and develop their skills and ideas in future projects. We begin with **viewpoints** students will be taught how to experiment with cameras, viewpoints, different angles and moods. Then Natural form **food** project, allowing students to further experiment with composition, studio lighting and editing. Followed by the **Urban Life project**-this is based around a quote rather than a specific title for students to interpret "The life of our city is rich in poetic and marvellous subjects. We are enveloped and steeped as though in an atmosphere of the marvellous; but we do not notice it." (Charles Baudelaire) Students are then shown how to present their work on A2 presentation books and are gradually given more independence.

The Objects/Subjects '**issues**' allows students to explore various issues of our times, a great opportunity to also look at many different genres of photography, including studio, portrait, fashion, landscape, street photography, documentary, wildlife and macro (close up) photography.

Portrait project follows the same pattern of the first two projects. Compose, take a successful shot, edit and present effective portraits this provides the opportunity to show off these newly developed skills to the full. The later part of the portraits project **Weird & wonderful** encourages students to develop their own interests and style and provides opportunities to access the highest levels.

Year 10 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic(s)</b>	<p><b>Natural forms</b></p> <p><b>Viewpoints</b></p> <p>Intro to assessment objectives and the art of capturing and manipulating images. Analysing an artist. Presenting images and information on an A2 presentation sheet/ sketch books.</p>	<p><b>Natural forms</b></p> <p><b>Food</b></p> <p>To explore the topic of food and to develop a personal response, employing a range of photographic techniques.</p>	<p><b>Urban life</b></p> <p><b>Charles Baudelaire</b></p> <p>To explore, interpret and present a personal response based on a quotation by Charles Baudelaire, works of Aaron Siskind &amp; Andrew Brooks.</p>	<p><b>Objects &amp; or Subjects</b></p> <p><b>'Issues'</b></p> <p>Developing a personal response. Demonstrating various learnt techniques based on the works of Nikki. S. Lee &amp; Shirin Neshat</p>	<p><b>Objects/Subjects</b></p> <p><b>Portraits</b></p> <p>To explore, interpret and present a personal response to the title Portrait.</p>	<p><b>Portraits</b></p> <p><b>Weird &amp; wonderful</b></p> <p>To explore, interpret and present a personal response based on David Hockney. Tim Burton</p> <p>Photomontage portraits. Special effects.</p>

<b>Assessment</b>	<b>AO1 Research</b> <b>AO2 Experiment</b> AO3 Record & Plan AO4 Personalise & Present	AO1 Research <b>AO2 Experiment</b> <b>AO3 Record &amp; Plan</b> AO4 Personalise & Present	AO1 Research <b>AO2 Experiment</b> <b>AO3 Record &amp; Plan</b> AO4 Personalise & Present	AO1 Research AO2 Experiment <b>AO3 Record &amp; Plan</b> <b>AO4 Personalise &amp; Present</b>	<b>AO1 Research</b> <b>AO2 Experiment</b> AO3 Record & Plan AO4 Personalise & Present	<b>AO1 Research</b> <b>AO2 Experiment</b> AO3 Record & Plan AO4 Personalise & Present
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### Independent Work

In GCSE photography independent working time will often be used to research artists, ideas and techniques. Homework is relied upon as an integral part of the course to enable students to meet deadlines for each stage of work. Each student will be given regular feedback and directions to enable them to make effective use of independent working time.