



SUNNYDOWN SCHOOL

ART CURRICULUM PLAN

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| Subject | GCSE Art | Year group | 10 |
| Subject intent | <p>The Art GCSE course provides students the opportunity to enjoy, produce and engage with several aspects of the arts, securing students' creativity which is a valuable and hugely transferable life skill. The students have the choice between a range of GCSEs including Fine Art, Photography, Art and Design, and Graphic Design, and are guided to choose a specialist area that best utilizes their strengths. In Year 10 students will begin their journey by learning how to undertake GCSE tasks and understanding the requirements of the specification. They will then investigate photography and learn how it can be used as a skill to develop ideas and produce refined outcomes. The rest of the year will consist of two art projects under the themes of 'Identity and Surrealism' and will be exposed to a wide range of artists and craft makers. Within each project, the individual student begins to develop their artistic practice through their own ideas, and work towards presenting a final outcome. The GCSE is assessed on four areas: development, research, refinement and the final outcome, which are documented in their sketchbook to illustrate their creative process.</p> | | |

| Term | Topic | Core learning | Key concepts | Sequencing |
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| Autumn 1 | Welcome to Art GCSE | <p>-Will be introduced to the GCSE specification and way of working to meet criteria</p> <p>-Students will be given varied tasks each week to develop their required GCSE skills. These will involve drawing, research, developing ideas and evaluation methods</p> | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> | <p>Building on.....</p> <p>The students experience in KS3 of developing ideas and working in art mediums of their interest and choice.</p> <p>Building towards..</p> <p>Students are able to develop ideas and have a great understanding of the GCSE requirements and specifications.</p> |

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| Autumn 2 | Photography and digital art | <p>- A guided brief that gives students a greater understanding of how photography is used to develop and refine ideas.</p> <p>- Students will be given task to build photography skill, edit photographs to digital enhance, combine collage with the process and consider the different ways photography can be presented.</p> | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses. AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>Building on..... The skills the students learnt in their introduction to photography and digital editing in KS3.</p> <p>Building towards.. Students are able to use photography to develop ideas and produce primary source evidence to meet the requirements of their GCSE.</p> |
| Spring 1 | Unit 1 Identity Project | <ul style="list-style-type: none"> • A guided brief that gives students the opportunity to experiment with a range of materials, processes, and techniques.. • Investigation of a range of exciting artists and an understanding of how they can influence ideas. • Strengthen record practical and written observations. • Generate and develop ideas in response to a theme. • Gain awareness of the students strengths and weaknesses and recommended ed specialist area. | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses. AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>Building on..... In KS3 students will have experienced working with the mediums of painting, drawing, sculpture, collage, Photography and digital media.. They have had an understanding of a range of artists and used key concepts to input and develop ideas.</p> <p>Building towards.. Students will be able to respond to a theme through experimentation of different processes and techniques. Students being able to refine areas and have awareness of their strengths and weaknesses</p> |

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| Spring 2 | Unit 1 Identity Project | <ul style="list-style-type: none"> •Students refine ideas and work towards a final outcome. •Students ensure ideas are annotated as they develop • Students utilise primary source research through a trip to a gallery. | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>Building on..... The work they have produced in the first term to build, investigate, develop and refine ideas.</p> <p>Building towards.. Students are able to reflect on their work and gain confidence in the strengths and weaknesses.</p> |
| Summer 1 | Unit 1 Surrealism Project | <ul style="list-style-type: none"> • Ideas informed by the theme Surrealism.. • Students choose appropriate artists and research to support and refine their ideas. • Research primary and secondary sources. • Experiment with a range of media, materials, techniques and processes. • Create a personal response to a theme. | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>Building on..... Skills they learnt in the Identity project including, research, development of ideas and refinement of work.</p> <p>Building towards.. Students are able to refine areas, evaluate ideas and make a final piece.</p> |
| Summer 2 | Unit 1 Surrealism | <ul style="list-style-type: none"> •Students refine ideas and work towards a final outcome. •Students ensure ideas are annotated as they develop | <p>AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media,</p> | <p>Building on..... The work they have produced in the first term to build, investigate, develop and refine ideas.</p> |

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| | | <ul style="list-style-type: none">• Students utilize primary source research through a trip to a gallery. | materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses. AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building towards.. Students are able to reflect on their work and gain confidence in the strengths and weaknesses of their work. |
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