

Year 10 OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Artist study/workshops	3D: Clay	Graffiti project	Print: Lino	Textiles: Up-cycling	Mock GCSE project
Timeline	Mixed-Hist/Contemp	Mixed-Hist/contemp	Contemp- 1970+	Contemp- 1900+	Contemp-1990s+	Mixed-Hist/contemp
Key Artists	<ul style="list-style-type: none"> Wassily Kandinsky Pablo Picasso Wayne Thiebaud Robert Rauschenberg Paul Cezanne 	<ul style="list-style-type: none"> Beate Kuhn Victor Spinski 	<ul style="list-style-type: none"> Banksy Kiptoe Keith Haring 	<ul style="list-style-type: none"> Sybil Andrews Linocut boy Lill Tschudi 	<ul style="list-style-type: none"> Willemien de Villiers Rachel Howard Louise Balwin 	Students will research for their own artists of interest based on the mock GCSE paper
Technical application	<p>CORE SKILLS: Experimenting with different materials/tools & techniques (ie. Painting/drawing/collage/print)</p> <p>CORE KNOWLEDGE: To practise how to apply the different techniques accurately and try new techniques</p>	<p>CORE SKILLS: Clay modelling. Using modelling tools</p> <p>CORE KNOWLEDGE: Creating 3D sculptures based on 2D images/drawings. Health & safety using sharp tools</p>	<p>CORE SKILLS: Experimenting with materials/tools/techniques relating to the Graffiti theme. (Stencils/collage/print)</p> <p>CORE KNOWLEDGE: Creating an image in the style of Graffiti</p>	<p>CORE SKILLS: Creating lino cut prints based on a chosen theme. Practising cutting, scraping and lining techniques.</p> <p>CORE KNOWLEDGE: Correct application of different print materials /tools/techniques. Health & safety using sharp tools</p>	<p>CORE SKILLS: Patchwork, sewing techniques</p> <p>CORE KNOWLEDGE: To practise hand embroidery techniques/processes</p>	<p>CORE SKILLS: To use a range of different techniques explored through the curriculum</p> <p>CORE KNOWLEDGE Showcase a range of techniques in response to the brief</p>
Art theory	<p>CORE SKILLS: Colour theory, colour mixing, the visual elements.</p> <p>MAIN FOCUS OF SKILL: Emphasise choices made by artists & be able to create their own colour palette</p>	<p>CORE SKILLS: Visual element- Form. Creating 3D examples of 2D imagery.</p> <p>MAIN FOCUS OF SKILL: To visualise and create 3D works of art</p>	<p>CORE SKILLS: Visual elements-Line/shape/space</p> <p>MAIN FOCUS OF SKILL: reating artworks in the style of Graffiti artists</p>	<p>CORE SKILLS: Visual element- Line. mixing ink colours/ink gradients.</p> <p>MAIN FOCUS OF SKILL: To create a range of purposeful prints. 1 & 2 colour examples.</p>	<p>CORE SKILLS: Running stitch, back stitch, seed stitch etc. Identifying fabrics/materials</p> <p>MAIN FOCUS OF SKILL: To showcase a range of stitch techniques</p>	<p>CORE SKILLS: Referring back to Colour theory/thevisual elements</p> <p>MAIN FOCUS OF SKILL: To create purposeful artworks that meet the brief</p>
Contextual studies	<p>CONTEXTUAL KNOWLEDGE: Key information about a range of influential artists from a mixed timeline (Historical/Contemporary) (Most students are new to art & may not be aware of key artists)</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, Primary & secondary colours</p>	<p>CONTEXTUAL KNOWLEDGE: Key information about a range of influential artists from a mixed timeline (Historical/Contemporary) That show a variety of sculptural techniques & processes</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, scratch, slip, malleable</p>	<p>CONTEXTUAL KNOWLEDGE: Key information about a range of influential artists, from a contemporary timeline, that represent a range of different graffiti styles/techniques</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, Primary & secondary colours, mural, culture</p>	<p>CONTEXTUAL KNOWLEDGE: Key information about a range of influential artists from a contemporary timeline that represents a range of different print techniques</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, relief print, ink, roller</p>	<p>CONTEXTUAL KNOWLEDGE: Key information about a range of influential artists, from a contemporary timeline, that represent a range of different examples of textile techniques</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, sampler</p>	<p>CONTEXTUAL KNOWLEDGE: Student will find key information about a range of influential artists from a mixed timeline (Historical/Contemporary). The artists will link to the theme/techniques used in the project</p> <p>KEY TERMINOLOGY: Line, tone, texture, shape, pattern, space, colour, form, recreation, materials, tools, techniques, application, Primary & secondary colours</p>
Assessment opportunities	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment 	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment 	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment 	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment Samples 	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment Samples 	<ul style="list-style-type: none"> Sketchbook work Q&A/class discussion Gap assessment Samples