

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Year 10 Observational Skills (Still Life) Winter Term</p>	<p>Project Title: <i>It's Life Jim but not as we know it</i></p> <p>Still Life Studies - Fruit and Vegetables in different media, presented on an A2 sheet. A2 Still life drawing – 3 objects posed in an interesting composition, recorded in charcoal and chalk.</p> <p>Mark Powell research – Artist research - <i>A combination of information about the artist/artists and the student's response to the work.</i></p> <p>A2 light grounds drawings – <i>Biro drawings on light backgrounds. Taking inspiration from their artist research.</i></p> <p>Crisp packet drawing – Mid Term assessment using colour pencil and white pens.</p> <p>Rubbish still life – Initial ideas and photographs, planning for a final piece.</p> <p>Rubbish Still life – A2 final piece in acrylic.</p>	<ul style="list-style-type: none"> • To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • Exploring different ways to create drawings. • To be able to use different weight of pencil. • To be imaginative with layout and presentation of their work. • To develop knowledge of drawing materials and explore new ways of applying marks with charcoal, especially when holding the charcoal or creating textures. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To understand how to apply finer lines with a biro pen, learning how to respond to changing pressure by leaving fine/faint lines to very bold and solid lines. • Exploring different grounds (papers, canvas etc) on which to create work. 	<p>Weekly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>Mid Project assessment</p> <p>End of project assessment (Final Piece)</p>

		<ul style="list-style-type: none"> • Mid project piece – demonstrating different mark making techniques (hatching, cross hatching, stippling, and scribbling) • To show experimentation and selection of the most successful results when creating initial ideas for a final still life painting. • To incorporate hierarchy, overlap and proportion when explore still life compositions. • Learning about different types of paint, brushes and surfaces. • To create a still life final piece, focusing on the elements of colour, value, pattern and emphasis when using acrylic paints. • To understand how to use and paint with acrylic paints. 	
<p>Year 10</p> <p>Landscape (Spaces and Places)</p> <p>Spring Term and Summer Term</p>	<p>Project Title: <i>Spaces and Places</i></p> <p><i>Teacher Led:</i></p> <p>Introduction – <i>Initial research on the theme of spaces and places. Title page, introduction, mind map, sketches and image bank.</i></p> <p><i>John Virtue research</i> - Artist research - <i>A combination of information about the artist/artists and the student's response to the work.</i></p> <p><i>Claude Monet research</i> - Artist research - <i>A combination of information about the artist/artists and the student's response to the work.</i></p> <p><i>Claude Monet</i> – <i>Water colour sketches inspired by the work of Monet</i></p>	<ul style="list-style-type: none"> • To be able to use a sketchbook to gather, collect, experiment with and reflect on ideas. • To learn how to introduce a project and record thoughts and ideas. • To be able to identify the key features of a landscape and different type of landscape composition (S shape, L shape, Cross shape etc.) • To be able to identify relevant areas for research. • To be able to observe and record the work of various artists. • To expand upon knowledge of working with acrylic paint. • To be able to work in the style of an artist. • To explore different watercolour techniques, practice using them and develop a familiarity and confidence in the media. • To build upon existing mark making skills in pen. 	<p>Weekly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment (Final Piece)</p>

	<p>A3 Watercolour landscape – A more detailed and large response from one of the watercolour pieces inspired by Monet. This is an assessed piece of work.</p> <p>Pen Mark making examples and landscape - Mark making practices squares followed by an A4 piece using those techniques.</p> <p>Water colour making examples and landscape -Mark making practices squares followed by an A4 piece using those techniques.</p> <p>Student Led</p> <p>Title page – Student led</p> <p>Sketches x 3 – practicing working with different compositions.</p> <p>Artist research (Chosen by the student) - Artist research - A combination of information about the artist/artists and the student's response to the work.</p> <p>Development – selecting ideas, visual elements, compositions and techniques from initial work and using them in new ways.</p> <p>Refinement – Final Piece Plan Improvement of development ideas. Making small changes that improve the idea in some way.</p> <p>Mock-up A plan for what the final piece might look like, working how to implement these ideas as a final piece.</p> <p>Final Piece – Completed under exam conditions.</p>	<ul style="list-style-type: none"> • To transfer mark making skills to different media such as paint. • To continue to practice and refine compositional skills when drawing and painting. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. 	
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<p>Year 11</p> <p>Portraiture</p> <p>Mock Exam (Reflection)</p> <p>Winter Term</p>	<p>Title: Portraits</p> <p>Drawing – Facial Features Photoshop workshop – Saturation sheet Acrylic painting –Background preparation and Saturation Portrait German Expressionism - Lino Printing and experiments. Giacometti – Research and ceramic sculptures</p> <p>Title: Reflections</p> <p>Introduction – <i>Initial research on the theme of spaces and places. Title page, introduction, mind map, sketches and image bank.</i> Artist Research – <i>A combination of information about the artist/artists and the student’s response to the work.</i> Development – <i>selecting ideas, visual elements, compositions and techniques from initial work and using them in new ways.</i> Refinement – Final Piece Plan <i>Improvement of development ideas. Making small changes that improve the idea in some way.</i> Mock-up</p>	<ul style="list-style-type: none"> • To understand what a portrait and a self-portrait are and how they differ. • To identify and practice the proper placement and representation of facial features such as eyes, hair, and skin tone. • To recognize and draw edges, spaces, and proportions in a portrait. • To tell light from shadow and draw soft edges in a portrait. • To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing and painting. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. 	<p>Weekly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment (Final Piece)</p>

	<p><i>A plan for what the final piece might look like, working how to implement these ideas as a final piece.</i></p> <p>Final Piece – Completed under exam conditions</p>	<ul style="list-style-type: none"> • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. 	
<p>Year 11</p> <p>Spring Term and Summer Term</p> <p>Exam</p>	<p>Exam Title: TBC</p> <p>Introduction – Initial research on the theme of spaces and places. Title page, introduction, mind map, sketches and image bank.</p> <p>Artist Research – A combination of information about the artist/artists and the student’s response to the work.</p> <p>Development – selecting ideas, visual elements, compositions, and techniques from initial work and using them in new ways.</p> <p>Refinement – Final Piece Plan Improvement of development ideas. Making small changes that improve the idea in some way.</p> <p>Mock-up <i>A plan for what the final piece might look like, working how to implement these ideas as a final piece.</i></p> <p>Final Piece – Completed under exam conditions</p>	<ul style="list-style-type: none"> • To demonstrate their initial understanding of composition and identify the characteristics of media used. • To be able to use appropriate subject specific language in relation the formal elements of art. • To continue to practice and refine compositional skills when drawing and painting. • To be able to select ideas, visual elements, compositions, and techniques from initial work and use them in new ways to develop their art practice. • To be able to take first hand imagery and use this as a basis for their art practice. • To be able to refine their ideas and link their choices to the understanding of media, materials, artists and designers. • To be able to develop their technical skills. • To be able to refine work that leads to a final piece. • To create a final piece that has been developed and refined from their studies and link to the topic studied. 	<p>Weekly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment (Final Piece)</p>