

Curriculum Overview

Year 10 – Art & Design 2021-2022



Rationale for Year 10 Art & Design

Year 10 introduces students to the demands of GCSE Art & Design. The course is structured to initially guide students through the complete developmental process through sequenced, teacher led delivery, before progressively building opportunities for independence and creativity. Students work through the four assessment objectives to develop ideas, experiment with media, record and realise their own intentions. By the end of Year 10, students have identified independent areas of artistic interest and are pursuing them through a 'Personal Investigation'.

What will students learn and why?

Year 10 students will continue to develop their ability to communicate through increasingly refined visual language, while learning the creative design process. Students will actively engage with a wide range of artists and craftspeople and seek out contextual connections which give breadth and richness to their own ideas. Students will work in both two dimensional and three dimensional media to explore and realise their own, increasingly personal intentions. Students begin the year by exploring self-portraiture. They investigate their face as a physical object, exploring it's structure and form before considering accurate, measured proportions. This provides students with the 'visual language' with which to go on to describe subsequent personal ideas and influences. As students develop their work, they investigate artists and craftspeople who inspire and generate ideas which evolve into refined personal responses. Students' progress to a second, sculptural project. This provides students with greater scope for imagination and creative freedom. It also encourages risk taking and resilience. Students develop their ideas towards a sustained sculpted bust. These pieces take in excess of fifteen hours to complete and students learn to embrace the sustained, rewarding nature of working in such a way. The year concludes with a project which extends students skills. They explore new media and techniques in order to develop previous ideas and outcomes in their first two projects. This sets up the opportunity for students to further develop work into a 'Personal Investigation' that leads into Year 11.

How will students learn?

Lessons are structured initially to be heavily teacher led and sequenced to reflect the design process, introducing the four assessment objectives. Opportunities for challenge and independence are designed into the early stages to support students with higher aspirations or greater personal engagement. Lesson sequences space the focus of key assessment objectives between idea development tasks (AO1), experimentation and refinement (AO2), recording of ideas and intentions (AO3) and producing personal response pieces (AO4). By working through a process and periodically returning to each element, students learn to consider the complete structure of creative development as they become progressively independent. From Christmas to Easter, students develop ideas towards a very personal, independent outcome piece in clay. Upon completion of the clay piece, students have evidenced an extended investigation within their work and should be clear on the structure of how to develop an idea. They are then introduced to their 'Personal Investigation'. This project begins in term 5 and runs until the end of term 2 in Year 11. By reflecting on the structure of their development in their first project, they have a framework within which to operate and create their own ideas that reflect their interests.

How will students be assessed?

Students are assessed on an ongoing basis throughout the year. Their portfolio builds over the year and is assessed holistically. While formative feedback is provided for individual pieces, summative assessment takes into account the complete body of work in their portfolio and its' cohesiveness as a project. Students are marked against the AQA Exam Board criteria. They are trained to recognise the language descriptors used in assessment in order to understand where they are 'working at' and 'how to improve'.

What is the aim for learners by the end of the year in comparison to the previous year?

Year 10 aims to develop students' confidence and fluency with recording, media and development of ideas in a far more comprehensive manner than can be achieved at Key Stage 3. Response pieces may require additional refinement in Year 11, but by the end of Year 10, all students should confidently have produced a body of work in line with their abilities that demonstrates sustained development of an idea.