



Striving For Excellence Together

Year 10 Art Curriculum Map

Key Concepts: (Threshold Concepts) <i>State the big ideas or skills that students will revisit throughout the curriculum</i>	SKILLS: Drawing skills: outline, detail, tone, texture, mark making, continuous line. Colour skills: Mixing colours, applying paint, blending and fading colours, drip effects, splatter effects, sponging, spatula, spray paint. Creativity: Design skills, colour choices, creating personal responses to stimuli. Media: Pencil, pen, photography, print, paint, collage, clay, spray paint.	KNOWLEDGE: Pete Scully, Jim Dine, Kurt Schwitters, Grayson Perry, mind maps. Colour wheel knowledge. Grid system. How to analyse a piece of artwork and recognise characteristics, techniques, processes, moods and meanings.
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10	Topics	Assessment	Key Concepts	Key Vocabulary	Our Pillars	Knowledge and skills tracking
Term 1	Me, Myself and I	Mind map: Students to create a mind map about themselves. Pen and Wash study: Students develop their drawing and painting skills by creating a pen and wash study of a shoe. Continuous Line: Students create continuous line drawings of shoes. Shoe Photoshoot: Students create a photoshoot of a personal shoe. Shoe Monoprint: Students learn how to create a monoprint. Mixed Media Shoe: Students develop their skills using a range of media across the surface of a shoe outline.	Drawing skills: pencil (outline, tone detail, texture), pen, continuous line. Colour skills: watercolour, Acrylic, pen, blending, fading. Media: watercolour, Acrylic, pen, monoprint, photography. Knowledge: mind maps, grid system, colour wheel. Creativity: colour choices, presentation.	Outline, tone detail, texture, blending, fading, harmonious, mind map.	Life Beyond SWR, Life after SWR, Diversity and Inclusivity.	Students create mind maps in Year 8 Greek Myths and Year 9 Surrealism. Students develop drawing skills in all Key Stage 3 projects which builds their skills progressively. Students develop painting skills in Year 7 Animals and Year 9 Surrealism.
Term 2	Me, Myself and I	Personal Object Photoshoot: Students develop their photographic and compositional skills by creating a photoshoot of a personal object. Pete Scully Personal Object: Students learn the characteristics of Pete Scully's work and create a biro drawing in his style. Jim Dine Personal Object: Students learn the characteristics of Jim Dine's work and create a drawing/painting in his style.	Drawing skills: Pencil (outline, tone detail, texture) pen, cross hatching. Media: watercolour, Acrylic, pen, photography Knowledge: Pete Scully, Jim Dine, analysing artwork. Creativity: Creating personal responses to stimuli.	Outline, tone detail, texture, blending, fading, cross hatching, negative space.	Life Beyond SWR, Life after SWR, Diversity and Inclusivity.	Students develop drawing skills in all Key Stage 3 projects which builds their skills progressively. Students develop painting skills in Year 7 Animals and Year 9 Surrealism. Students respond to stimuli throughout KS3.
Term 3	Me, Myself and I	Kurt Schwitters Collage: Students learn the characteristics of Kurt Schwitters' work and create a childhood collage. Clay Pots: Grayson Perry research: Students learn the characteristics of Grayson Perry's work and create a research page. Clay Pots: Pot Development: Students develop their creativity by developing initial pot ideas.	Drawing skills: pencil (outline, tone detail, texture). Colour skills: watercolour/Acrylic blending, fading, drip, splatter, sponging, spatula effects. Media: pencil, watercolour, collage, Acrylic. Knowledge: Kurt Schwitters, Grayson Perry, analysing art. Creativity: creating personal responses to stimuli.	Collage, outline, tone detail, texture, blending, fading, negative space.	Life Beyond SWR, Life after SWR, Diversity and Inclusivity.	Students develop drawing skills in all Key Stage 3 projects which builds their skills progressively. Students develop painting skills in Year 7 Animals and Year 9 Surrealism. Students respond to stimuli throughout KS3.
Term 4	Me, Myself and I	Clay Pots: Making stage: Students develop their knowledge of clay by creating a coil pot based upon their chosen design.	Media: Clay Knowledge: How to use clay, health and safety, setting up, tidying up. Creativity: creating personal responses to stimuli.	Clay, slip, coil, slab, scoring, oxide, glaze, kiln.	Life Beyond SWR, Life after SWR, Diversity and Inclusivity.	Students develop clay skills and knowledge in Year 8 Greek Myths and Year 9 Day of the Dead. Students respond to stimuli throughout KS3.
Term 5	Me, Myself and I	Acrylic Experimentation: Students experiment with various Acrylic painting techniques for the surface of their pot. Apply Surface to Pot: Students to apply their chosen surface colour and technique to their clay pot. Final Design: Students to create their final design in their sketchbook. Decorate surface of clay pot: Students to choose their most successful colour and technique and apply it to their pot surface.	Drawing skills: outline, tone detail, texture, mark making, continuous line. Colour skills: painting, blending, fading, drip, splatter, sponging, spatula, mark making. Media: Pencil, pen, collage, printing, paint, photography, spray paint, sculpture. Knowledge: How to analyse a piece of artwork. Creativity: creating personal responses to stimuli.	Acrylic blending, fading, drip, splatter, sponging, spatula, collage.	Life Beyond SWR, Life after SWR, Diversity and Inclusivity	Students use Acrylic paint during the Year 9 Day of the Dead project.



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Term 6	Project of Choice	<p>Title Page: Students to show their intentions for the project.</p> <p>Artist Research 1: Students to develop skills using various techniques and processes by creating a research page for their chosen artist.</p> <p>Photoshoot: Students create a photoshoot based upon their chosen theme.</p> <p>Artist Response: Students to develop skills using various techniques and processes by creating a personal response to their chosen artist.</p>	<p>Drawing skills: outline, tone detail, texture, mark making, continuous line.</p> <p>Colour skills: painting, blending, fading, drip, splatter, sponging, mark making.</p> <p>Media: Pencil, pen, collage, printing, paint, photography, spray paint, sculpture.</p> <p>Knowledge: How to analyse a piece of artwork.</p> <p>Creativity: creating personal responses to stimuli.</p>	All skills referenced in the lefthand box.	Life Beyond SWR Life after SWR Diversity and Inclusivity	All skills developed through KS3 and KS4 are utilised during this project. Students develop and create personal responses to stimuli throughout every KS3 and KS4 project.
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