**Art Year 10 Curriculum Overview**

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|  | **Autumn** | | | | **Spring** | | **Summer** | |
|  | **Learning Cycle 1** | | **Learning Cycle 2** | | **Learning Cycle 3** | **Learning Cycle 4** | **Learning Cycle 5** | **Learning Cycle 6** |
| **Topic** | **Personal Investigation Part One** | | | | | | | |
| **Critical Prior Knowledge** | Any knowledge gained throughout Key Stage 3 may be utilised during Personal Investigation.   * Understanding of the Visual Elements * Use of Tone * Colour Theory * Portraiture * Landscape * Linear Perspective * Design skills * Artist Studies * Culture Studies * Selection of appropriate media and techniques * Creative Development of Ideas | | | | | | | |
| **Overall Intent**  **(Big ideas and key concepts)** | The Personal Investigation should allow students to demonstrate their understanding of content learned throughout Key Stage 3, and allow them to develop this procedural knowledge further through independent study throughout Key Stage 4.  Students will be given a title to a theme, which they will develop over the course of the year, exploring a wide range of media, techniques and processes, and linking their ideas and eventual outcome to contextual sources – artistic, cultural etc.  Students will be given the opportunity to explore processes such as Painting and Drawing, Photography, Printmaking, Digital Media, Three Dimensional art/craft/design, Animation etc. and will ultimately utilise one or some of these in reaching a conclusion to their Investigation. | | | | | | | |
| **Essential**  **Knowledge milestones**  **(What students must master)** | * Consolidation of knowledge learned throughout Key Stage 3 (see Critical Prior Knowledge) * An awareness of how to independently develop creative ideas in response to a theme. * An understanding of available media, techniques and processes. * How to link ideas to contextual sources. * How to evaluate progress and outcomes. * Understanding of the Assessment Objectives, and where these can be found in own work. | | | | | | | |
| **Cultural Capital** | Students will gain a greater understanding of the process of creative thinking, development of ideas and decision making.  The independent nature of the personal investigation will give students greater confidence in autonomous working processes, which should be applicable to subjects throughout the curriculum, as well as in their broader lives. | | | | | | | |
| **Assessment Points** | 1. AO3 (Record) | 1. AO2 (Refine) 2. AO1 (Develop) | | 1. AO3 (Record) 2. AO2 (Refine) | | 1. AO1/ AO4 (Develop/ Present) | 1. AO3 (Record) 2. AO2 (Refine | 1. AO1/AO4 (Develop/ Present) |
| **ECC Student Characteristics** | * Resilient * Aspirational and Careers Aware * Respectful * Effective and Confident Communicators * Understand the Importance of Equality, Diversity and be Mutually Tolerant * Knowledgeable * Skilled | | | | | | | |
| **Connection to future learning**  **(When is this developed / revisited)?** | All knowledge and skills developed throughout Key Stage 4 can be applied at Key Stage 5. The Personal Investigation allows students to become familiar with the independent creative process involved and the methods of Recording, Refining, Developing and Presenting Outcomes which exist as the Assessment Objectives throughout GCSE and A Level Art and Design. | | | | | | | |