

## YEAR 10, STRUCTURE, ART DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> <li><i>-Have been exposed to new learning experiences that will have embedded creative knowledge and skills, as well as supporting them to develop their creativity and ideas, consider refinement and how to execute a successful piece of artwork.</i></li> <li><i>They should have developed a foundation level of critical understanding of artists, architects and designers. All of which unpins a clear connection and link to understanding and informing their own artwork.</i></li> <li><i>-Used sketchbooks to draw, design, investigate, explore, experiment, refine, document, list, review, evaluate, annotate, record observations, generate ideas, take risks, evaluate, learn to safely fail as well as succeed, and used them to review and revisit ideas.</i></li> <li><i>- Experienced and experimented with a wide range of media: Acrylic paints, watercolours, wire-work, Clay-modelling, Oil Pastel, applied materials to a variety of surfaces, using a variety of application techniques, and gained skills in Observational Drawing, Drawing Techniques, Drawing for Purpose, and ideas, and increased the proficiency in their execution.</i></li> </ul>	<p>This content works directly with the curriculum map.</p> <p><b>The students will explore and investigate:</b></p> <ul style="list-style-type: none"> <li>-Architectural and natural structures</li> <li>-Drawing techniques</li> <li>-Drawing with threads and papers</li> <li>-working with cards</li> <li>-Mixed-media</li> <li>-Mono printing</li> <li>-Collagraph printing</li> <li>-Photography</li> </ul> <p><b>Students will also explore;</b> how their own individual ideas/concepts can be refined and developed to support the mock planning.</p> <p><b>Students will refine and develop;</b></p> <ul style="list-style-type: none"> <li>-Photoshop</li> <li>-Isolating compositions</li> <li>-Relief piece</li> <li>-Prepare and planning for creating a final mock piece</li> <li>-Completing a final piece 'self directed.'</li> </ul> <p>This project is directed towards achieving and completing a final piece- resolved, detailed and refined.</p>	<p>Each lesson is tiered with specialist language to support students learning vocabulary. Many artists' facts and terms are linked to the core exam curriculum.</p> <p><i>Links to exam scheme-</i></p> <p>AO1 AO2 AO3 AO4</p>

<ul style="list-style-type: none"> <li>• <i>The students are building upon the previous terms knowledge and skills. The start of the year was the foundation of the GCSE. The project Structure continues to extend their prior knowledge and gives the opportunity to strengthen; drawing skills, sketchbook presentation, artist research and critical thinking. This project prepares the students for moving into the final stages of year 10. By this point many will have a clearer understanding of what makes a good to excellent piece of artwork.</i></li> </ul> <p><i>The first year of the GCSE (year 10) is divided into 3 projects;</i></p> <ul style="list-style-type: none"> <li>• <i>Identity (term1)</i></li> <li>• <i>Natural form (term 2)</i></li> <li>• <i>Structure (term 3)</i></li> </ul>		
<b>Challenge and Support:</b>	<b>World wide learning/ links to 21<sup>st</sup> century:</b>	<b>Cultural capital/ Industry/ Enrichment:</b>
<p>This unit offers the opportunity to stretch students to achieve and develop a refined final piece,- something they have crafted over a duration of time, and create all the supporting work leading up to this too- this is a stretching personal development journey. Each student has developed their skill and knowledge level, so the cultural connections give a wider research network for HPA's and helps to enrich all.</p> <p>HPA's have the chance to extend their knowledge in many directions, refining, researching (given artists) and process investigation. Georgia O'Keeffe- Biography is a great start to extend reading.</p>	<p>This topic is unpinned with key 'great artists,' contemporary artists, designers and makers. This all give a great grounding in wider cultural links and current connections to life outside of the classroom.</p> <p><b>Contextual artist study:</b></p> <ul style="list-style-type: none"> <li>• Barbara Hepworth, Calder, Michael Craig Martin,</li> <li>• Anish Kapoor, Zaha Hadid, Ben Nicholson</li> <li>• Georgia O'Keeffe, Patrick Caulfield</li> </ul> <p>We will also be exploring still life artists- add miniature artists.</p> <p>Our trip to the <b>Sainsbury Centre for Visual Arts, UEA.</b> Is a great local source for artist and architecture</p>	<p><i>-East Coast College- visited KS4 and worked with the groups -this was a great opportunity to forge and understand progression routes to further education.</i></p> <p><i>-This topic offers a range of creative career paths, from architecture, to graphic design to fine art.</i></p> <p><i>-The trip to UEA offers worldwide cultural connections on our topic</i></p>

<i>Regular support and clear instructions- Art lunchtimes, Art club are always on offer to catch up with tasks missed.</i>	information. This is supported with the opportunity to see world renowned artists work and culturally significant objects too.	<i>as well as visiting a high class University.</i>
<b>Historical, Social, Moral, Spiritual, Cultural context:</b> The artist introduced cover a wide range of social and cultural issues such as;  Feminism, race, identity, gender, migration, connections to nature. These topics are gently woven into their personal stories and in some cases demonstrated through their artwork.	<b>Cross curricular links/ literacy/numeracy:</b> <ul style="list-style-type: none"> <li>• <i>Throughout this project there is a return to historical facts and information about building, cultural moments.</i></li> <li>• <i>We will use measurement and maths skills with lines and shapes.</i></li> <li>• <i>The research of artists gives a wider depth and knowledge for each student's written skills.</i></li> </ul>	<b>Common misconceptions:</b> <ul style="list-style-type: none"> <li>• <i>What's the point of art? Art GCSE is not going to get me anywhere! Do you by Costa coffee- well this is art. Do you have a favourite sports team kit- Art. Every GCSE can help with your UCAS points!</i></li> </ul>
<b>Assessment timeline:</b> <ul style="list-style-type: none"> <li>• <i>Formal assessment is carried out at the end of the project.</i></li> <li>• <i>(Potential mock- tbc)</i></li> <li>• <i>All assessment is in line with the gcse scheme.</i></li> </ul>		
<b>Home learning</b> <ul style="list-style-type: none"> <li>• <i>Regular home learning is set through extents of the lesson activities and artist research- 1 hr a week.</i></li> </ul>		
<b>Feedback</b> <ul style="list-style-type: none"> <li>• <i>Peer, group, formal and verbal.</i></li> </ul>		

**Length of unit (duration indicated in lessons)- please see art unit plan**