

Year 10 Music Stuff SOW (Long-Term)

Subject		GCSE Art & Design		Year	10 (and 9 where integrated into center)
Term	Autumn 1		Spring 1		Summer 1
Unit of learning	Portraiture with Distortion Project		Peter Clark & Kate Voronina Montage Project		The Dark Wood Project
Intent	<ul style="list-style-type: none"> Looking at artists Deb Weirs & later Matt Small. Look at Luke Dixon print maker. Researching styling and line use. Colour pallets and proportion techniques. ICT facilities to replicate, manipulate and juxtapose. 	<ul style="list-style-type: none"> Focus on montage, 3D 'scrunching' and composition of facial & animal anatomy. Folding and layering recycled paper to form likenesses of features and anatomy. Final Piece portrait of own dog or animal choice using Peter Clark or / and Matt Small techniques. 	<ul style="list-style-type: none"> Looking at Woodland Landscape. Looking at Negative Space Researching landscape artist Hockney and other artists. Looking at sinister characters starting point the Scream by Munch 		
Term	Autumn 2		Spring 2		Summer 2
Unit of learning	Bugs, Beetles into Embroidery		Marine Art Project		The Gargoyle Project
Intent	<ul style="list-style-type: none"> Looking at artists Joanne Danziger, James Corbett and Eduard Martinet. Experimenting with watercolour in beetle shapes Working with wire to create 3D shapes. Incorporating textiles embroidery and paper, card and wire to 3D form 	<ul style="list-style-type: none"> Knowledge of marine artist Mike Savlan and Scarpape Practice painting focussing on tone and bright colour. Practice 'relief' painting using a formula for tone. 	<ul style="list-style-type: none"> Researching Gargoyles to create drawn and painted observations. Making a 3D clay gargoyle as a personal response to research work. 		
Rationale:	The KS4 Art curriculum builds on the knowledge and skills that students acquired during KS3 and prior learning. It is designed to develop creativity ideas and promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources through practice to ensure students know more, remember more and can do more over time. Students build up a portfolio and generate different kinds of evidence of working and outcomes to ensure successful outcomes.				

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Subject		GCSE Art & Design		Year	11
Term	Autumn 1		Spring 1		Summer 1
Unit of learning	Portraiture		The Dark Wood Project Personal Development		Controlled Assessment Introduction BOARD SET ASSIGNMENT:
Intent	<ul style="list-style-type: none"> • Portraiture revisit and elaborate • Distortion with focus on abstract style using ICT. • Pop Art Andy Warhol with digital manipulation. 		<ul style="list-style-type: none"> • The Dark Wood Project Personal Development – revisit and elaborate on Dark Wood Project. • Students make personal choice of additional characters that are to be combined within the final dark wood scene. 		<ul style="list-style-type: none"> • Introduction, Discussion, Choice of AQA Board Set Assignment • Researching base of title and topic. • Researching artists that link to the theme. • Observations of the artists chosen and annotation and analysis...verbal, labelling and written. • Experimentation work alongside observations. • Sketching and planning for final piece and working on their ideas to create a final piece.
Term	Autumn 2		Spring 2		Summer 2
Unit of learning	Final Portfolio Work		Final Portfolio Work		
Intent	<ul style="list-style-type: none"> • Working on filling the gaps within topics or parts of topics missed in preparation for internal moderation. • One to one summative assessment of each student folder to see where refinement should take place. 		<ul style="list-style-type: none"> • Working on filling the gaps within topics or parts of topics missed in preparation for internal moderation. • One to one summative assessment of each student folder to see where refinement should take place. 		
Rationale:	<p>The KS4 Art curriculum builds on the knowledge and skills that students acquired during KS3 and prior learning. It is designed to develop creativity ideas and promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources through recall and practice to ensure students know more, remember more and can do more over time. In year 11 students have the opportunity to revisit work in their portfolio, to build and elaborate on their ideas and continue to build up their portfolio and generate different kinds of evidence of working to ensure successful outcomes.</p>				