



# All Saints' Catholic High School

**Luceat lux Vestra**

**Subject: Art**

**Year: 10**

**AQA,GCSE Art, Craft and Design Curriculum delivered in 6 hour lessons over a 2 week timetable.**

10	Unit 1- "Food/skills"	Unit 2- "Food/skills"	Unit 3 - "Food/skills-Identity"	Unit 4 - "Identity"	Unit 5- "Identity"	Unit 6- "Identity"
<b>Aim of Unit</b>	Concept:/ Skill: Developing and refining skills through experimenting and using appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.	Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.
<b>Composite Knowledge</b> <i>(a task that requires</i>	Learning to explore materials/mastery of techniques linked to a theme.	Learning to explore materials/mastery of techniques linked to a theme.	6.Learning to create work in the style of an Artist, with reference to	7. Display of all food homework's- double page. Must include chosen food item. Background to be ink	3. Skin tone skill, creating skin tones and colour mixing/theory using mixed media.	6.Learning to research and develop ideas with independence linked to the work of an artist/ create work in the style of

<p>several building blocks or components)</p>	<p>1. Grid drawing, mixed media layers, 2. 3D clay / Modroc/ Cardboard construction. 3. Pencil/pencil crayon value /blending skill. Single page about drawing /pencil crayon techniques/skills. Labelled and annotated.</p>	<p>4. Biro drawing/blending /mark making skill. 5. Colour mixing with Acrylic paint-tints/shades tones/colour wheel/sundae tint and shades image. Learning to paint showing dimension/form using watercolour/ Acrylic then mixed media. Donuts- Single page consisting of different media versions of donuts. One split large donut using oil pastel/soft pastel/papers/ pens/biro/ pencil crayon. Watercolour and acrylic donut studies. A title and presentation that reflects the theme.</p>	<p>prints and Andy Warhol's food. Andy Warhol double page presented in the artists style, including a relief print, monoprint, collagraph print, title, pencil value can drawings and artists pictures. A focus on drawing, value, printing, and artists presentation. 7. Display of all food homework's- double page. Must include chosen food item. Background to be ink spray/presentation skills demonstrated.</p>	<p>spray/presentation skills demonstrated. 8. Learning to use and explore different media. Mixed media pages- Learning to create work that explores a range of media and techniques. Mixed media double page presented in the style, including a title/border using different media exploring ideas and showcasing ability/ precision/ skill. 10 small reference images should be included A focus on value, creative use of mixed media/ presentation. <b>Identity.</b> 1 Learning to explore materials and plan linked to a theme. Spiderdiagram and mood board linked to Identity. 2. Pencil /observation skill- eye drawing.</p>	<p>4. Learning to research and develop ideas with independence linked to the work of an artist/ create work in the style of an Artist linked to Identity. 5. Plan ideas links to the theme of Food/Identity, linked to skills/materials/artists studied.</p>	<p>a 2nd Artist linked to Food/Identity. 7. Learning to explore materials and plan linked to a theme. Planning of background for final piece. Colour materials/background ideas/compositions inspired by different food/identity artists.</p>
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<p><b>Component Knowledge</b></p> <p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>All work allows for experimentation and selecting of appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. Dimensional food allows for experimentation of food in dimensions using a range of media, materials, techniques, and processes.</p>	<p>All work allows for experimentation and selecting of appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. Dimensional food allow for experimentation of food in dimensions using a range of media, materials, techniques, and processes.</p>	<p>All work allows for experimentation and selecting of appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. Presenting a personal response within their sketchbooks and beginning to realise their intentions.</p>	<p>All work allows for experimentation and selecting of appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. Presenting a personal response within their sketchbooks and beginning to realise their intentions.</p>	<p>Material planning and background planning pages enable pupils to experiment and select appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. The planning page allows pupils to record ideas and observations. Presenting a personal response and beginning to realise their intentions, develop their ideas and demonstrate understanding of Artists styles linked to Food or Identity. The final piece should be a developed and refined idea, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p>	<p>Material planning and background planning pages enable pupils to experiment and select appropriate resources. Using a range of media, materials, techniques, and processes. Record ideas and observations. Practicing and refining skills. The planning page allows pupils to record ideas and observations. Presenting a personal response and beginning to realise their intentions, develop their ideas and demonstrate understanding of Artists styles linked to Food or Identity. The final piece should be a developed and refined idea, demonstrating analytical understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p>
<p><b>Rationale (why?):</b> <b>Links to prior &amp;</b></p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and</p>	<p>Concept:/ Skill: Developing and refining ideas, demonstrating analytical understanding. Experimenting and</p>

<p><b>future learning</b></p>	<p>selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food, exploring media and artists linked to a theme like at A Level.</p>	<p>understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food, exploring media and artists linked to a theme like at A Level.</p>	<p>understanding. Experimenting and selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food, exploring media and artists linked to a theme like at A Level.</p>	<p>selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food/Identity exploring media and artists linked to a theme like at A Level.</p>	<p>selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food/Identity exploring media and artists linked to a theme like at A Level.</p>	<p>selecting appropriate resources. Using a range of media, materials, techniques and processes. Record ideas and observations. Presenting a personal response and realising intentions.</p> <p>Bridging between KS4 &amp; KS5: -this is an opportunity to focus on a prolonged theme of Food/Identity exploring media and artists linked to a theme like at A Level.</p>
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<p><b>Assessment Task</b></p>	<p>A focus on drawing, value, blending /painting/ precision/ presentation.  1.Enlarging an image /ratio. Accuracy of observation/ use of value to show texture and form. Use of colour knowledge(complementary) to create contrast.  2. Exploring dimension/ form creating 3D food slice using clay/ mod roc and cardboard construction. A focus on painting/ value, blending / drawing/texture/ modelling skill / precision / construction/ presentation.  3. Accurate observation of values with pencil/ pencil crayon. A focus on drawing, value, subtle values/blending/gradation / definition / precision. Presentation in sketchbook assessed on drawing /pencil crayon techniques/skills/annotation.</p>	<p>4. Use of biro colours to layer to create values/ mark making skill assessed.  5. Colour mixing skill/accuracy. Painting to show dimension/form using watercolour/ Acrylic then mixed media. Donut mixed media to be assessed on blending skill using a range of media - pastels/papers/ pens/biro/ pencil crayon to show form.</p>	<p>A title and presentation that reflects the theme.  6.Andy Warhol double page presented in the artists style, including a relief print, monoprint, collagraph print, title, pencil value can drawings and artists pictures. A focus on drawing, value, printing/ clarity/ precision/ even ink tone/artists presentation.  7.Display of all food homework's- double page. Must include chosen food item. A focus on drawing, value, blending / drawing/painting/ blending/ precision/ presentation.</p>	<p>1. Identity mood board/spiderdiagram page displayed and annotated. A focus on research/ /presentation.  2. Eye pencil value drawing created. A focus on drawing, value/precision/presentation.</p>	<p>3.skin tone studies created using mixed media working to individual pupil's strengths.  A focus on drawing, value, blending //painting/ precision/colour/ colour mixing/theory/ presentation.  4 research pages on Artist linked to Identity theme. A focus on drawing, value/precision/presentation. Accurate work in the style of the Artist chosen.  5. Initial planning page Linked to different artists and their chosen theme of Food or Identity. Leading to a planning page of different ideas linked to materials and artists explored. Double page labelled and annotated.</p>	<p>6 research pages on 2<sup>nd</sup> Artist linked to Food/Identity theme. A focus on drawing, value/precision/presentation. Accurate work in the style of the Artist chosen.  7. More in depth planning page Linked to different artists and their chosen theme of Food or Identity. Leading to a series of media experiments linked to their chosen idea.</p>
<p><b>Enrichment</b></p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool. Enrichment opportunities in Art have included:</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool.</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool.</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool. Enrichment opportunities in Art have included:</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool. Enrichment opportunities in Art have included:</p>	<p>Our enrichment opportunities are planned into lessons and homework and we also offer extra-curricular activities both at lunch time and afterschool. Enrichment opportunities in Art have included:</p>

	<p>STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills. Andy Warhol virtual Art exhibition visit at the Tate Modern.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media. Further skill practise/ development encouraged via you tube videos.</p> <p>Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice.</p> <p>Pupils asked to create their own work independently linked to the theme of Food.</p>	<p>Enrichment opportunities in Art have included: STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media.</p> <p>Further skill practise/ development encouraged via you tube videos. Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice. Pupils asked to create their own work independently in</p>	<p>Enrichment opportunities in Art have included: STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media.</p> <p>Further skill practise/ development encouraged via you tube videos. Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice. Pupils asked to create their own work independently in</p>	<p>STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media. Further skill practise/ development encouraged via you tube videos.</p> <p>Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice.</p> <p>Pupils asked to create their own work independently in any medium or dimension linked to the theme of Food/Identity.</p>	<p>STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media. Further skill practise/ development encouraged via you tube videos.</p> <p>Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice.</p> <p>Pupils asked to create their own work independently in any medium or dimension linked to the theme of Food/Identity</p>	<p>STEM careers awareness (throughout KS3 and KS4). Research activities (other cultures, designers, new technologies) Video and virtual visits. Lunch and after school clubs. Duke of Edinburgh Skills.</p> <p>Various independent tasks which build and extend knowledge of this unit are explored.</p> <p>Pupils encouraged to work independently creating a variety of pieces linked to the theme using a wide variety of media. Further skill practise/ development encouraged via you tube videos.</p> <p>Pupils able to select from a range to suit their ability.</p> <p>Independent research/investigation of artists of their choice.</p> <p>Pupils asked to create their own work independently in any medium or dimension linked to the theme of Food/Identity.</p>
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