




	Year:	10	Subject:	Art	Autumn 1 – Key Skills – Photography/ Drawing	Autumn 2 – Key Skills – Drawing/exploration of media	Spring 1 – Topical Issues	
Intent	Subject Concepts (Substantive knowledge)		<ul style="list-style-type: none"> Art History and Cultures 	<p>Impacts history and culture has on art currently and how this impacts their work.</p> <p>Research into Vanitas and Da Vinci in order to understand symbolism and history or anatomical drawing.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Includes limited descriptive language <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. 	<p>Impacts history and culture has on art currently and how this impacts their work.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Includes formal elements when analysing art work <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. 	<p>Focus specifically on cultures and how these impact the types of art work produced.</p> <p>A focus on what triggers can effect the human body/mind or which human factors can have an impact on wildlife.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Identify how they plan to use prior knowledge in their own practice 	
		<ul style="list-style-type: none"> Experimentation, materials/process/technique 		<p>Experimentation, materials/process/technique</p>	<p>Experimenting with different materials, processes and techniques, gaining an understanding of how to be selective of these.</p> <p>Human anatomy drawings – pencil, oil pastel, acrylic paint</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Select appropriate materials and techniques for outcomes <p>Takeaway Learning:</p> <ul style="list-style-type: none"> You can apply the technique of acrylic paint You can apply the technique of oil pastel You can apply the technique of colour pencil 	<p>Experimenting with different materials, processes and techniques, gaining an understanding of how to be selective of these.</p> <p>Mark making skills – biro, fine liner, pencil, colour pencil</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> You can apply the technique of pencil You can apply the technique of biro You can apply the technique of fine liner 	<p>Exploration of chosen materials for topical issues section – select which materials are most appropriate to designs</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Drawing skills <p>Takeaway Learning:</p> <ul style="list-style-type: none"> You can independently select appropriate materials and techniques for outcomes
		<ul style="list-style-type: none"> Recording: Written 		<p>Use of analysis skills to form an understanding of others work as well as their own.</p> <p>Labelling of art work</p>	<p>Use of analysis skills to form an understanding of others work as well as their own.</p> <p>Labelling of art work</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Includes limited descriptive language <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. Includes personal opinion Includes formal elements when analysing art work 	<p>Use of analysis skills to form an understanding of others work as well as their own.</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Includes limited descriptive language <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. Includes personal opinion Includes formal elements when analysing art work 	<p>In depth analysis of chosen artists, materials and objects and how these link to final design</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Can record factual information <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Questions the social and moral context of the art work. Includes personal opinion Includes formal elements when analysing art work
		<ul style="list-style-type: none"> Recording: Visual 		<p>Use of photography skills to aid in recording of visual journey</p> <p>Drawings to help aid learning journey – rib cage, skull, skeleton, torso, head</p>	<p>Use of photography skills to aid in recording of visual journey</p> <p>Drawings to help aid learning journey – rib cage, skull, skeleton, torso, head</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Replicate an image with line <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Replicate shape and form of an image Replicate 2-5 tonal ranges Replicate fine details of an image 	<p>Use of photography skills to aid in recording of visual journey</p> <p>Observational studies from photographs – focussing on accuracy of shape and form Birds wings, feet, feathers</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Replicate textures and patterns of an image 	<p>Use of photography skills to help aid final design</p> <p>Consider composition, rule of odds, lighting, subject matter</p> <p>Prior Knowledge:</p> <ul style="list-style-type: none"> Annotation of materials <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Annotation of technique

		<ul style="list-style-type: none"> Resolution development and presenting 	<p>Understanding of how to present work and the relevance this has.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Design plans are original 	<p>Understanding of how to present work and the relevance this has.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Presentation of artists work 	<p>Development of design ideas to aid in final resolution</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Explore a range of presentation ideas for your outcome.
				<p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explore a range of presentation ideas for your outcome. 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explore a range of presentation ideas for your outcome. 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> Produce a minimum of 2 initial design plans
	Disciplinary Knowledge		<ul style="list-style-type: none"> Understanding of the human anatomy and the importance of this when attending a doctors appointment for example. 	<ul style="list-style-type: none"> Understand of the animal anatomy – specifically birds. The meaning of birds and how these are used/portrayed in popular culture and throughout history. 	<ul style="list-style-type: none"> The impacts certain factors can have on the human body including mental health. 			
Implementation	Common Misconceptions		<ul style="list-style-type: none"> Understanding that artists have drawn influence from each other for centuries. 	<ul style="list-style-type: none"> Drawing from primary sources, not just relying on photographs or memory. 	<ul style="list-style-type: none"> Understanding art for a purpose, not just to be aesthetically pleasing. 			
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> Writing frame works to help with analysis Subject specific vocabulary sheets Use of drawing aids to help with fine motor skills Exemplar resources Examples of different compositions 	<ul style="list-style-type: none"> Writing frame works to help with analysis Subject specific vocabulary sheets Use of drawing aids to help with fine motor skills Exemplar resources Examples of different compositions 	<ul style="list-style-type: none"> Writing frame works to help with analysis Subject specific vocabulary sheets Use of drawing aids to help with fine motor skills Exemplar resources Examples of different compositions Use of pinterest boards to help with visualisation of ideas 			
		Disadvantaged Students	<ul style="list-style-type: none"> Students explore art work they may not have been exposed to before 	<ul style="list-style-type: none"> Students explore a range of materials to help gain an understanding of how certain art works have been created. 	<ul style="list-style-type: none"> Students encouraged to explore a range of challenging ideas through the topical issues section. 			
		More Able Students	<ul style="list-style-type: none"> Stretch tasks to include contextual research into how the human form has been portrayed and altered throughout history. 	<ul style="list-style-type: none"> Stretch tasks to include contextual research into the various religious meanings of birds and how this has an impact on how we see birds today. 	<ul style="list-style-type: none"> Stretch tasks to include an extra 2 design ideas to help aid thought process and demonstrate the selective process. 			
	Literacy/Numeracy Skills 	Vocabulary:	<p>Theme / Content</p> <p>Material / Technique / Process</p> <p>Human Anatomy</p> <p>Context / Social / Moral</p>	<p>Mark making / tone / Tonal range</p> <p>Shape / Form</p> <p>Record / Recording</p> <p>Accuracy / Refinement</p> <p>Observation / Observational / Primary sourced</p>	<p>Lighting / Angles / Direction / Focus / Depth</p> <p>Composition / Balance / Symmetry / Rule of odds</p>			
		LITERACY						
		Reading:	<ul style="list-style-type: none"> Extract on Da Vinci anatomical drawings Extract on Vanitas and the use of symbolism Key words vocabulary sheets 		<ul style="list-style-type: none"> Interviews from artists students have chosen to explore Use of the Guardian website to explore artists 			
		Writing:	<ul style="list-style-type: none"> Labelling using subject specific language Use of BUG the question to analyse artists work 	<ul style="list-style-type: none"> Labelling using subject specific language Use of BUG the question to analyse artists work 	<ul style="list-style-type: none"> Labelling using subject specific language Use of BUG the question to analyse artists work 			
		Oracy:	<ul style="list-style-type: none"> Discussions around Vanitas and the work of Da Vinci Use of subject specific language when exploring photography skills 	<ul style="list-style-type: none"> Discussions around the context of birds in different cultures and their meaning. Use of subject specific language when exploring drawing skills 	<ul style="list-style-type: none"> Discussions around topical issues surrounding human and animal anatomy and the effects triggers can have on the human body/the effects humans can have on animals. 			
	NUMERACY	<ul style="list-style-type: none"> Accuracy of shape and form using measurements as well as use of drawing aids Composition exploration when experimenting with photography 	<ul style="list-style-type: none"> Exploration of positive and negative space 	<ul style="list-style-type: none"> Scaling up 				

	Digital Strategy					<ul style="list-style-type: none"> • Use of iPads to take photographs • Use of iPads to research artists • Use of iPads for those who wish to use them for recording written analysis 				<ul style="list-style-type: none"> • Use of iPads to take photographs • Use of iPads to research artists • Use of iPads for those who wish to use them for recording written analysis 				<ul style="list-style-type: none"> • Use of iPads to take photographs • Use of iPads to research artists • Use of iPads for those who wish to use them for recording written analysis 			
	Home Learning	Week 3: Developing mind maps and contextualisation of your theme. Week 7: Mind map and source pages on artists linked to theme and area of specialism.				Week 4: Development of photography skills to support ideas generation.				Week 2: Personalised task based on PLC Week 6: Personalised task based on PLC							
Impact	Composite Assessment				Date:	Week 2/3	Content:	Drawing of a skeleton to then apply skills learned to oil pastel torso	Date:	Week 3/4	Content:	Mark making skills to then apply to drawing of birds feet	Date:	Week 3/4	Content:	Artist research page including response, to then apply skills to second artist research.	