




	Year:	10	Subject:	Art	Spring 2 – Topical Issues	Summer 1 – Topical Issues	Summer 2 – Topical Issues				
Intent	Subject Concepts (Substantive knowledge)		• Art History and Cultures	Exploration of chosen topic and how this can differ from culture to culture	Prior Knowledge: <ul style="list-style-type: none"> Identify how they plan to use prior knowledge in their own practice 		Prior Knowledge: <ul style="list-style-type: none"> 				
			• Experimentation, materials/process/technique	Exploration of chosen materials for topical issues section – select which materials are most appropriate to designs	Takeaway Learning: <ul style="list-style-type: none"> Questions the social and moral context of the art work. 		Takeaway Learning: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> 			
			• Recording: Written	In depth analysis of chosen artists, materials and objects and how these link to final design	Prior Knowledge: <ul style="list-style-type: none"> Include limited descriptive language 	Exploration of chosen materials for topical issues section – select which materials are most appropriate to designs	Prior Knowledge: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> You can independently select appropriate materials and techniques for outcomes 	Prior Knowledge: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> You can independently select appropriate materials and techniques for outcomes 	
			• Recording: Visual	Use of photography skills to help aid final design	Prior Knowledge: <ul style="list-style-type: none"> 	In depth analysis of chosen artists, materials and objects and how these link to final design	Takeaway Learning: <ul style="list-style-type: none"> Identify how they plan to use prior knowledge in their own practice Annotation of materials Annotation of techniques 	Prior Knowledge: <ul style="list-style-type: none"> Include limited descriptive language 	Takeaway Learning: <ul style="list-style-type: none"> Identify how they plan to use prior knowledge in their own practice Annotation of materials Annotation of techniques 	Prior Knowledge: <ul style="list-style-type: none"> Include limited descriptive language 	Takeaway Learning: <ul style="list-style-type: none"> Identify how they plan to use prior knowledge in their own practice Annotation of materials Annotation of techniques
			• Resolution development and presenting	Use of photography skills to help aid final design	Prior Knowledge: <ul style="list-style-type: none"> 	Use of photography skills to help aid final design	Takeaway Learning: <ul style="list-style-type: none"> Replicate an image with line Replicate an image using shape and form Replicate 2-5 tonal ranges Replicate textures and patterns of an image Replicate fine details of an image 	Prior Knowledge: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> Replicate an image with line Replicate an image using shape and form Replicate 2-5 tonal ranges Replicate textures and patterns of an image Replicate fine details of an image 	Prior Knowledge: <ul style="list-style-type: none"> 	Takeaway Learning: <ul style="list-style-type: none"> Replicate an image with line Replicate an image using shape and form Replicate 2-5 tonal ranges Replicate textures and patterns of an image Replicate fine details of an image
			• Resolution development and presenting	Development of design ideas to aid in final resolution	Prior Knowledge: <ul style="list-style-type: none"> Produce a minimum of 2 design plans 	Development of design ideas to aid in final resolution	Prior Knowledge: <ul style="list-style-type: none"> Design plans are original 	Revisit design ideas and make improvements from originals	Prior Knowledge: <ul style="list-style-type: none"> Design plans are labelled with materials, techniques and processes. 		

			Takeaway Learning: • Design plans are original		Takeaway Learning: • Design plans are labelled with materials, techniques and processes.		Takeaway Learning: • Refined final design
	Disciplinary Knowledge		<ul style="list-style-type: none"> The use of symbolism by artists and how they can convey a message. 	<ul style="list-style-type: none"> The use of colour and materials by artists and how this can convey different messages. 	<ul style="list-style-type: none"> The impacts certain factors can have on the human body including mental health. The use of symbolism by artists and how they can convey a message. The use of colour and materials by artists and how this can convey different messages. 		
Implementation	Common Misconceptions		• That chosen materials, colours and objects can impact a meaning in a piece of art.	• That chosen materials, colours and objects can impact a meaning in a piece of art.	• That chosen materials, colours and objects can impact a meaning in a piece of art.		
	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 Use of pinterest boards to help with visualisation of ideas 	<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 	<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	• Students guided to select a more challenging composition in terms of idea development.	• Students guided to be selective of materials to enhance final outcome.	• Students guided to be selective of colour palette to enhance final outcome.		
		More Able Students	• Exploration of wider use of symbolism within art work to help convey a certain message.	• Exploration of colour theory and the meaning certain colours have and how this impacts their final outcome.	• Mock-up of two outcomes to explore which outcome is more suitable for message they are trying to convey.		
	Literacy/Numeracy Skills 	Vocabulary:					
		LITERACY					
		Reading:		<ul style="list-style-type: none"> Interviews from artists students have chosen to explore Use of the Guardian website to explore artists 	<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 	<ul style="list-style-type: none"> Labelling using subject specific language 	
		Oracy:		• Articulation of chosen symbolism to convey message	• Articulation of chosen materials and colours in relation to final outcome.	• Articulation of final outcome, including why they have chosen specific materials, colours and objects.	
	NUMERACY		<ul style="list-style-type: none"> Scaling up Positive and negative space Composition 	<ul style="list-style-type: none"> Scaling up Positive and negative space Composition 	<ul style="list-style-type: none"> Scaling up Positive and negative space Composition 		
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 4: Personalised task based on PLC	Week 3: Personalised task based on PLC				

