



## Year 10 Art & Design curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	<p>Component 1 - Personal Investigation</p> <p>Creating a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <ul style="list-style-type: none"> <li>Developing work in response to a subject, theme, task or brief.</li> <li>Evidence of the journey from initial engagement with an idea(s) to the realisation of intentions.</li> </ul>		<p>Component 1 - Personal Investigation</p> <p>Creating a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <ul style="list-style-type: none"> <li>Taking the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</li> </ul>		<p>Component 1 - Personal Investigation</p> <p>Creating a portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.</p> <ul style="list-style-type: none"> <li>A selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits.</li> </ul>	



**Knowledge & Understanding (National Curriculum)**  
*Skills are across the whole year.*

Students will know and understand how to:

**Fine art:**

- Explore and create work associated with areas of study from at least two of these titles: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.

**Textile design**

- Explore and create work associated with areas of study from at least two of these titles: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

**Photography:**

- Explore and create work associated with areas of study from at least two of these titles: portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

**Art, craft and design:**

- Explore and create work associated with areas of study from at least two of these titles: Fine art, graphic communication, textile design, three-dimensional design and photography.

**Component 1 (Portfolio) - Generic for all three subject areas:**

- Show evidence of working in areas of study drawn from **two or more** of the titles, taking into account the distinguishing characteristics of art, craft and design.
- Develop responses to initial starting points, project briefs or specified tasks
- Realise intentions informed by research
- Develop and refine ideas through meaningful engagement with selected sources.



	<ul style="list-style-type: none"> <li>• Create responses which include evidence of drawing for different purposes and needs, and show written annotation.</li> </ul> <p>The exam and non-exam assessment will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> <li>• AO1: Develop ideas through investigations, demonstrating critical understanding of sources</li> <li>• AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• AO3: Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul>	
<p><b>Skills</b></p>	<p><b>R</b> <i>Develop</i> <b>RESILIENCE</b></p>	<ul style="list-style-type: none"> <li>★ <i>Engaging in independent research requires students to take initiative and manage their own learning process.</i></li> <li>★ <i>Independent research involves identifying research questions, gathering and analysing information, and drawing conclusions. This process enhances critical thinking skills and the ability to solve complex problems.</i></li> </ul>
	<p><b>A</b> <i>Possess</i> <b>AMBITION</b></p>	<ul style="list-style-type: none"> <li>★ <i>Responding to a brief provides clear objectives and guidelines that define what needs to be achieved. This clarity helps students set specific goals and understand the expectations of the project, which can inspire ambition to meet or exceed those goals.</i></li> </ul>
	<p><b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b></p>	<ul style="list-style-type: none"> <li>★ <i>Refining ideas requires students to critically evaluate their initial concepts and solutions. This process involves being honest about the strengths and weaknesses of each idea, acknowledging where improvements are needed, and accepting feedback constructively.</i></li> </ul>



	<p><b>S</b> <i>Embed Self-Discovery</i></p>	<ul style="list-style-type: none"> <li>★ <i>Creating art for a purpose can deeply facilitate self-discovery by encouraging students to explore their thoughts, emotions, values, and experiences through intentional creative expression.</i></li> <li>★ <i>When creating art for a purpose, students often choose themes or subjects that resonate with their personal beliefs or values. This process prompts introspection and can lead to a clearer understanding of what matters most to them, fostering self-discovery and identity formation.</i></li> </ul>		
	<p><b>E</b> <i>Display EMPATHY</i></p>	<ul style="list-style-type: none"> <li>★ <i>Art allows students to express complex emotions and inner thoughts that may be difficult to articulate verbally. Creating art for a specific purpose, such as to convey a message or evoke a particular response, encourages deeper exploration of one's emotional landscape and promotes self-awareness.</i></li> </ul>		
<p><b>Curriculum Links</b></p>	<p>KS3 will have given students a trial of many areas within this specification. All students will have practice within the areas of art, textiles and photography. There are also KS3 links in the areas of portraiture, textile design, drawing and painting. Students can also draw on other subjects to inspire their art. This could link to cultural exposure in subjects such as history and geography or RE.</p>	<p>Throughout term one, students will have built their confidence in their specific area of the specification. They will continue to work on their portfolio. They will use their experience of responding to briefs in KS3 technology in order to make their work fit the specified brief. They can also draw on their evaluation skills from other subjects such as science to see how work can be improved.</p>	<p>Term three will allow students to continue their personal investigation and develop their portfolio. Students will focus on their trials and experiments in order to refine their vision and results. At this stage they can draw on other curriculum areas where they are expected to repeat processes in order to develop the correct outcome. This could be done in subjects such as science, sport or food technology.</p>	



<b>Assessment</b>	Component One - Portfolio 60% of overall qualification	Component One - Portfolio 60% of overall qualification	Component One - Portfolio 60% of overall qualification
<b>Aspirations &amp; Careers</b>	<ul style="list-style-type: none"> <li>• Discussion of job roles within the field of fine art, such as: illustrator, painter, animator, sculptor, curator and muralist.</li> <li>• Discussion of job roles within the field of textile design, such as print designer, pattern designer, colorist, textile stylist, textile buyer and fashion designer.</li> <li>• Discussion of jobs roles within the field of photography, working in areas such as: portrait, animal, wedding, fashion, commercial, sport, architecture, food or travel.</li> <li>• Year 10 students are trusted to use specialist equipment including cameras and editing software in order to build their confidence level and vocational skills</li> <li>• Students will be invited to a whole school careers fayre which will allow them to explore some jobs within this field.</li> <li>• Guest workshops will be arranged so that students can partake in hands-on projects and progress their technical skills.</li> <li>• Visits to locations such as The Baltic art gallery will allow students to have a wider understanding of how art is presented within the community.</li> <li>• All students have the opportunity to create work that can be displayed on the gallery wall within the faculty.</li> </ul>		

