

## Chipping Campden School: Year 10 ART Curriculum Overview 2020-2021

	Autumn Term 1	Autumn: Term 2	Spring: Term 3	Spring: Term 4	Summer: Term 5	Summer: Term 6
	<b>ONGOING DEVELOPMENT OF WORK FORMING THE BULK OF THE GCSE COURSEWORK UNIT – THE ‘PORTFOLIO’ (Observational drawings / recording run throughout)</b>					
	Initial ideas sheet	Connections sheets.	Idea development.	Idea development / composition planning.	Composition Planning / final planning / creation of main coursework piece.	Creation of main coursework piece.
Key Knowledge	<ul style="list-style-type: none"> <li>Graphic Layout skills.</li> <li>Composition planning.</li> <li>Appropriate image selection and research.</li> <li>Presentation skills.</li> <li>Creativity and original thinking.</li> <li>Time management.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic layout skills.</li> <li>Written analysis of an artwork.</li> <li>Appropriate image selection and research.</li> <li>Presentation skills.</li> <li>Time management.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> <li>Accurate recording of an image (Understanding of the visual elements of line, tone, texture, shape, colour, pattern, form).</li> </ul>	<ul style="list-style-type: none"> <li>Composition planning and layout.</li> <li>Creativity and original thinking.</li> <li>Appropriate image selection and research.</li> <li>Presentation skills.</li> <li>Time management.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> <li>Accurate recording of an image (Understanding of the visual elements of line, tone, texture, shape, colour, pattern, form).</li> </ul>	<ul style="list-style-type: none"> <li>Composition planning and layout.</li> <li>Creativity and original thinking.</li> <li>Refinement and adaptation of ideas.</li> <li>Appropriate image selection and research.</li> <li>Presentation skills.</li> <li>Time management.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> <li>Accurate recording of an image (Understanding of the visual elements of line, tone, texture, shape, colour, pattern, form).</li> </ul>	<ul style="list-style-type: none"> <li>Composition planning and layout.</li> <li>Creativity and original thinking.</li> <li>Refinement and adaptation of ideas.</li> <li>Appropriate image selection and research.</li> <li>Presentation skills.</li> <li>Time management.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> <li>Accurate recording of an image (Understanding of the visual elements of line, tone, texture, shape, colour, pattern, form).</li> </ul>	<ul style="list-style-type: none"> <li>Refinement and adaptation of ideas.</li> <li>Appropriate image selection and research.</li> <li>Presentation and layout skills.</li> <li>Time management and patience.</li> <li>Observational drawing skills.</li> <li>Appropriate selection and control of media.</li> <li>Accurate recording of an image (Understanding of the visual elements of line, tone, texture, shape, colour, pattern, form).</li> <li>Working on a larger scale.</li> </ul>
Links to Learning	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>All schemes of work at KS3 develop key skills in the visual elements (line, tone, texture, shape, colour, pattern, form).</li> <li>Units of work at KS3 match the structure of the GCSE coursework unit (Developing ideas in response to a selected theme, responding to the work of other artists, developing original outcomes utilising skills developed, adapting and refining ideas to create an original outcome that encompasses all aspects of the learning process.</li> <li>Work at KS3 is assessed and structured to fit 4 assessment objectives (AO1: PLAN, AO2: CONTROL, AO3: RECORD and AO4: PRESENT), these assessment objectives closely align with those used in the GCSE syllabus.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above.</li> </ul>	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above</li> </ul>	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above</li> </ul>	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above</li> </ul>	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above</li> </ul>	<ul style="list-style-type: none"> <li>Each completed piece is marked according to the relevant GCSE assessment objective (AO1: DEVELOP, AO2: REFINE, AO3: RECORD, AO4: PRESENT) - this mark scheme is given to students at the start of year 10. Feedback for improvement is given verbally and via written support in student markbooks.</li> <li>Past student's work and display on the walls are used, where available, to illustrate the expectations of quality for each task – alongside a clear success criteria.</li> <li>The coursework unit is finally marked as a whole unit towards the end of year 11, using the 4 assessment objectives noted above</li> </ul>