



HPRS CURRICULUM MAP



SUBJECT AREA: Art	YEAR / GROUP: 10
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BRIEF SUMMARY OF CURRICULUM INTENT

The intended outcome for the art curriculum is a range of development portfolio work – either for GCSE Art, Craft and Design or Expressive Arts for ASDAN
It is intended that the art curriculum:

- can be successfully implemented for students with specific learning needs such as ADHD
- is simultaneously challenging and motivating for a wide range of individual students
- provides opportunity for a variety of creative disciplines

How SMSC and British Values are delivered in this subject

- Exploring differences and similarities between people, places and cultures
- Establishing enjoyment and engagement at school for all students in order to promote confidence and self-esteem
- Development of critical, creative and analytical thinking skills to include problem solving and risk taking and increased self-confidence
- Combining Art with Maths, English, PSHE and IT to break down barriers between subjects and learning
- Developing visual literacy and communication skills, and imagination and personal expression

KEY DATES / NOTES

Assessment will be a mixture of initial assessment through the induction process, on-going verbal feedback aimed at stimulating and challenging students and summative assessments at the end of the terms.

Timing	Key Skills <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features • Literacy Elements • Curriculum Links • Visits / Events
INDUCTION	1/3 lessons of induction for all students: Formal Elements introduction	Develop skills and language for <ul style="list-style-type: none"> • colour • line • form • tone • texture 	Initial base-line assessment or assessment provided from previous school	<i>All about Me</i> mind map, to give written and informative profile of students in the context of art lessons
AUTUMN Half term 1	Artist Research and contextual content: Lynette Shelley <i>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.</i>	Themes: Pattern or Animals A range of development work for Component 1, 60% of Non-Examination Assessment	Assessments every half-term according to level descriptors Students respond to on-going verbal feedback and written	On-going Literacy : Analysis Descriptive Explanation Evaluation

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AUTUMN Half term 2	<p>Acrylic workshops</p> <p><i>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p> <p>Students use www and ebi to reflect and take ownership of their own learning journey</p> <p><i>AO3 - Record ideas, observations and insights relevant to intentions as work progresses.</i></p>	<ul style="list-style-type: none"> • Mixed Media • Drawing and Painting • Printing • Stencils • Textiles • 3D 	feedback on Learning and Planning sheets inside front of books	Visit H-Art with individual students as appropriate
				Visit local art venues
SPRING Half term 3	Continue with work for Component 1 <i>AO4 – Final pieces or pieces of work</i>	Students begin to take more responsibility for their own learning	Assessments every term Students respond to on-going verbal feedback and written feedback on Learning and Planning sheets inside front of books	
SPRING Half term 4				
SUMMER Half term 5	Students have more autonomy in choosing their artist for 2 nd unit in Component 1 Artist research and contextual content	Students have more autonomy in choosing their theme for 2 nd unit in Component 1 Or introduce projects based around <ul style="list-style-type: none"> • Photography • Photoshop and digital editing 	Assessments every term Students respond to on-going verbal feedback and written feedback on Learning and Planning sheets inside front of books	Visit local art degree show and art college end-of-year shows
SUMMER Half term 6				Exhibition of GCSE work