

**Year 10 Long Term Overview**

**Subject: YEAR 10 GCSE FINE ART 2022-23**

**Year 10 Overview:**

In year 10 GCSE students will build on the skills learnt in the foundation year and further develop their understanding and application of the creative process responding to traditional and contemporary artists.  
The year will initially be delivered in a structured, teacher led way, moving onto a more personalised curriculum where students will be encouraged and supported to make independent choices.  
They will continue to develop their own visual style and gain confidence with their use of materials and ideas exploration.  
They will build on and learn new skills in a range of 2D and 3D materials, techniques and processes.  
They will be on their skills of review and refinement.  
They will build on their research skills.  
They will gain a deeper understanding of the GCSE Assessment Objectives.

**Autumn Term 2022**

**Project Title: IDENTITY**

**Project Overview:**

Students follow the creative process with the aim of producing their own mixed media 2D portrait or 3D ceramic outcome based on the theme of Identity. They will be inspired by a blend of traditional and contemporary artists such as Lucien Freud, Erin Case, Roberto Lugo, and Ellen Gallagher.  
They will gain confidence in expressing personal ideas through visual recording and communication.

**Outline of Key Learning**

**Begin to be able to apply The Creative Process:**

*Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review,  
Refine and Develop – Realise - Evaluate*

**Formal Elements:**

*Line; Shape; Form; Tone; Texture; Colour; Space.*

**Principle:**

*Proportion; Contrast; Pattern; Balance; Emphasis.*

**Weekly Content breakdown**

**Week 1 and 2:**

Outline of the assessment for GCSE Fine Art – component 1 and 2 explained and timeline shared.

Exploring identity: Visual mind map – images and text based around the student's understanding of the theme. Sub-headings to aid focus: 'appearance; possessions; culture' (AO3).

Set homework 1: drawing from mood board images.

|  |  |
|--|--|
| <p><b>Composition</b></p> <p><b>Materials</b><br/><i>Shading pencils; charcoal; acrylic paint; inks; oil pastel; coloured pencil; water colour; various surfaces.</i></p> <p><b>Techniques and Process</b><br/><i>Drawing; painting; pen and ink; ink and wash; collage; photomontage; observational techniques; mixed media.</i></p> <p><b>Skills: (to continue to develop confidence in their...)</b><br/>...ability to respond to a theme/brief<br/>...ability to follow the creative process<br/>...ability to use a range of materials technically and creatively to create artworks with intention and purpose<br/>...ability to select appropriate resources to fulfil own creative intention<br/>...ability to think about and discuss their artwork and the work of others.</p> <p><b>Art Period/Movement/Style</b><br/><i>Contemporary; Modern; traditional; portraiture</i></p> <hr/> <p><b>IBACC Soft skills (habits of mind)</b><br/>To become creative, critical, independent, visual thinkers</p> <ul style="list-style-type: none"> <li>• <b>RESILIENCE</b><br/><i>Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills</i></li> <li>• <b>INDEPENDENCE</b><br/><i>Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.</i></li> <li>• <b>COMMUNICATION</b><br/><i>Develop appropriate subject specific vocabulary. Use this vocabulary to</i></li> </ul> | <p><b>Week 3</b><br/>Artist research page 1: Erin Case<br/>Collage/photomontage self-portrait narrative.<br/>Source: previous mood board work; new sources: magazines/google; primary source photography).<br/>Students begin to consider juxtaposition as a compositional tool and device for meaning making.<br/>Students explore imagination as well as using primary/secondary sources (AO1).</p> <p><b>Week 4:</b><br/>Students develop their Erin Case photomontage(s), exploring using the process of Mono printing. Black and white; colour.<br/>After learning the 'correct' process, students are encouraged to experiment with the potentials of this discipline (AO2).<br/><br/><i>Set homework 2: Digital photomontages and/or tonal drawing of previous Erin Case photomontage.</i></p> <p><b>Week 5:</b><br/>Further visual exploration. Students work into selected monoprints with acrylic and/or oil pastel (A02).</p> <p><b>Week 6 and 7</b><br/>Artist research 2: Roberto Lugo, identity ceramics. Students consider how ideas of culture and heritage can be expressed in clay (AO1).<br/>Identity vessel design: thumbnails and final design (AO3).<br/>Week 7: DIRT Live marking assessment:<br/>Students set target for themselves to improve one previous task (Roberto Lugo research). Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.</p> |
|--|--|

*articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

**DISCIPLINE:** *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

### Homework

*(linked to class project)*

- 1 *Drawing from mood board images.*
- 2 *Digital photomontages and/or tonal drawing of previous Erin Case photomontage.*
- 3 *Portrait through the ages. Students create a timeline of independently selected portraiture from different times and places.*
- 4 *Create a portrait of someone at home (self; sibling; friend etc.). In any medium or discipline.*
- 5 *Extra HW – complete any work in book.*

*Assessment method: Teacher assessment alongside classwork where overall level will be awarded.*

*Assessment method: Teacher assessment alongside classwork where overall level will be awarded.*

### Week 8 and 9:

Roberto Lugo personal response. Students create a ceramic identity vessel from their designs. They follow the creative process but allow for refinements to the visual idea as they work with this new material. Slab; slip/score; relief; imprinting; impressing; carving (AO2). (decoration in week 1 of the spring term)

Set homework 3: portrait through the ages. Students create a timeline of independently selected portraiture from different times and places.

### Week 10:

Re-cap and extend on colour theory using acrylic paint. Various Painting techniques e.g. blending, dry brush, stippling (AO2, AO3). Skin tone mixing (AO2, AO3).

### Week 11 and 12:

Artist research page 2: Lucien Freud and unknown contemporary artist. Students compare two painting styles and contexts and begin to consider the portrait as a vehicle for expressing identity.

Pastiche portrait painting (facial feature). Applying learnt painting techniques (AO2, AO3).

Week 12: DIRT Live marking assessment:

Students set target for themselves to improve one previous task (Research or pastiche). Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.

Set homework 4: create a portrait of someone at home (self; sibling; friend etc.). In any medium or discipline.

### Week 13 and 14:

Painted response - self-portrait or portrait. Applying learnt techniques and colour theory (from previous workshops). Varied styles for students to choose from: Block painting to realism. (AO2, AO3).

|  |   |
|--|---|
| <p><b>Ongoing Formative Teacher:</b><br/><i>DIRT in sketchbooks (as necessary)</i><br/><i>Plus...</i><br/><i>Student self and peer assessment.</i><br/><i>Key terminology Spelling and comprehension test.</i></p> <p><b>End of unit assessment:</b><br/><i>Holistic grade based on all classwork and homework...Current level working at.</i><br/><i>Student Handbooks: Highlighted assessment grid with current grade and targets.</i></p>   |   |
| <p><b>Spring Term 2022</b></p>   | <p><b>Project Title: IDENTITY</b></p>   |
| <p><b>Outline of Key Learning</b></p>  | <p><b>Weekly Content breakdown</b></p>  |
| <p><b>Begin to be able to apply The Creative Process:</b><br/><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p><b>Formal Elements:</b><br/><i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p><b>Principle:</b><br/><i>Pattern; Contrast; Balance; Movement; Emphasis; Harmony; Rhythm; Proportion.</i></p> <p><b>Composition</b></p> <p><b>Materials</b><br/><i>A range of materials within the art department. (dependent on artist choice and final piece design)</i></p> <p><b>Techniques and Process</b><br/><i>A range of techniques and processes. (dependent on artist choice and final piece design)</i></p> | <p><b>Week 1</b><br/>Decorate Identity vessel using acrylic paint and techniques.<br/>Photograph final piece and evaluate in sketchbook (AO2, AO4).</p> <p><b>Week 2, 3 and 4:</b><br/>Artist research page 4 (independent artist 1): student choose a 2D artist or ceramicist.<br/>Teacher negotiated e.g. Sandra Chevrier; Junaz Miralles; Manny Robertson; Alex Bennie; Ronald Ventura; Wangechi Muta; Grayson Perry; Anna Barlow; Mark Burns; Ellen Gallagher.</p> <p>(or student own choice)</p> <p>Response(s) using primary sources.<br/>(AO1, AO2, AO3)</p> <p><b>Week 5, 6 and 7:</b><br/>Artist research page 5 (independent artist 2):</p> |

**Skills:** *(to continue to develop confidence in their...)*

- ...ability to respond to a theme/brief
- ...ability to follow the creative process
- ...ability to use a range of materials technically and creatively to create artworks with intention and purpose
- ...ability to select appropriate resources to fulfil own creative intention
- ...ability to think about and discuss their artwork and the work of others.

**Art Period/Movement/Style**

*Contemporary; Modern; traditional; portraiture*

**IBACC Soft skills (habits of mind)**

To become creative, critical, independent, visual thinkers

• **RESILIENCE**

*Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills*

• **INDEPENDENCE**

*Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.*

• **COMMUNICATION**

*Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new*

Students select an artist linking to Identity appropriate to their individual developing ideas.

Week 7: DIRT Live marking assessment:

Students set target for themselves to improve on current task.  
Students work on refinements and write a comment on progress at the end of the lesson. Some students present work.

Response(s) using primary sources.  
(AO1, AO2, AO3)

**Week 8:**

Design ideas – select best ideas for further visual and experimental development towards a final outcome. This could be taken from research, homework, experiments etc.

Individual composition ideas for final outcome-at least four. (AO3)

Further research for some students. (AO1)

**Week 9 and 10:**

Refining idea. Experimental and developmental work. A range of techniques and processes (personalised to student preference). Students ‘practice’ and work out their outcome through trials and ‘mistakes’ (AO2).

**Week 11 and 12:**

Producing final 2D or 3D outcome(s) in ‘exam conditions’ (AO4).  
(this will be in timetabled periods)

*solutions.*

**DISCIPLINE:** *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer critique: give & receive feedback. Contribute. Co-operate. Listen.*

---

### **Homework**

*(linked to class project)*

*Homework -varied length*

- *Ensure checklist deadlines are met (personalised to each student's project).*

*Assessment method: Teacher assessment alongside classwork where overall level will be awarded.*

---

### **Ongoing Formative Teacher:**

*DIRT in sketchbooks (as necessary)*

*Plus...*

*Student self and peer assessment.*

*Key terminology Spelling and comprehension test.*

### **End of unit assessment:**

*Holistic grade based on all classwork and homework...Current level working at.*

*Student Handbooks: Highlighted assessment grid with current grade and targets.*

|  |   |
|--|---|
| <b>Summer Term 2022</b>  | <b>Project Title: Order and Disorder</b>  |
| <p><b>Project Overview:</b><br/>Students follow the creative and produce a personal response to the give theme of ‘Order and Disorder’. They continue to build on skills of research, ideas development, experimentation and review. Students will be independent in their choices and gain confidence in expressing and communicating personal ideas in response to the world around them.</p>  |   |
| <b>Outline of Key Learning</b>   | <b>Weekly Content breakdown</b>   |
| <p><b>Be able to apply The Creative Process:</b><br/><i>Define – Research - Imagine/Ideate – (Idea Generation) – Experiment - Review, Refine and Develop – Realise - Evaluate</i></p> <p><b>Formal Elements:</b><br/><i>Line; Shape; Form; Tone; Texture; Colour; Space.</i></p> <p><b>Principle:</b><br/><i>Pattern; Contrast; Balance; Movement; Emphasis; Harmony; Rhythm; Proportion.</i></p> <p><b>Composition</b></p> <p><b>Materials</b><br/><i>A range of materials within the art department. (independently sourced)</i></p> <p><b>Techniques and Process</b><br/><i>A range of techniques and processes. (independently sourced)</i></p> <p><b>Skills: (to continue to develop confidence in their...)</b><br/>...ability to respond to a theme/brief<br/>...ability to follow the creative process<br/>...ability to use a range of materials technically and creatively to create artworks with intention and purpose<br/>...ability to select appropriate resources to fulfil own creative intention<br/>...ability to think about and discuss their artwork and the work of others.</p> | <p><b>Week 1 and 2:</b><br/>Complete the Identity project final outcome (AO4)<br/>Evaluation of project. Presentation.</p> <p><b>New independent project</b></p> <p><b>Week 3 and 4:</b><br/>Exploring ‘Order and Disorder’: Visual mind map – images and text based around the student’s understanding of the theme. (AO3)<br/>To include initial drawings based on the mood board images.<br/>Alternative materials. (AO3)</p> <p><b>Week 5 and 6</b><br/>Artist research 1: Students independently select their first piece of research to inspire the start to their project. (Analysis, pastiche) (AO1)<br/>The response will be produced in the week 7 mock exam. Students design and plan a large response to the artist research and create trials/experiments to prepare for a large outcome. (AO2, AO3)</p> <p><b>Week 7</b><br/><b>Art Mock: Thursday 15<sup>th</sup> and Friday 16<sup>th</sup> June</b><br/>Students produce a large outcome to inspire the start of the new project (AO4)<br/>(Prepare in this week’s lesson)</p> |

To become creative, critical, independent, visual thinkers

**Art Period/Movement/Style**

*Student Choice*

---

**IBACC Soft skills (habits of mind)**

To become creative, critical, independent, visual thinkers

• **RESILIENCE**

*Stick with difficulty and keep going when things get tough. Embrace risk, chance and failure as an important part of the process. Respond positively to feedback. Dare to be different. Tolerate uncertainty. Allow time to build your skills*

• **INDEPENDENCE**

*Show initiative. Be brave. Be self-sufficient – can use planning tools such as TEAMS; writing frames and the art student handbook. Can use learning outside of lessons.*

• **COMMUNICATION**

*Develop appropriate subject specific vocabulary. Use this vocabulary to articulate, in speech and in writing, your thoughts, ideas, insights and understanding. Discuss your learning. Learn to listen.*

UNDER all 3 of the IBACC skills:

**INQUISITIVE:** *Wonder about what is around you. Ask thoughtful and curious questions. Challenge assumptions. Select, explore and investigate appropriate research (social/historical/political/cultural issues; art styles and movements).*

**IMAGINATIVE:** *Use intuition to find and solve problems. Trust in your instincts. Make connections and be brave with ideas. Play with possibilities and find new solutions.*

**DISCIPLINE:** *Craft & improve your work through a process of refinement and development. Adapt working methods. Reflect critically on the work of others and your own images and ways of working.*

**PRESENTATION:** *Take care over work. Conscientiousness in your sketchbook presentation. Develop your own visual style.*

**COLLABORATIVE:** *Share Ideas. Work on group projects. Exhibit. Peer*

**Week 8 to 12**

Artist research 2: Students independently select their first piece of research to inspire the start to their project. (Analysis, pastiche) (AO1)

Followed by a personal response – exploration, development and review of own ideas in response to the theme. (AO1, AO2, AO3)

All students to ensure that all work to date is completed, presented and annotated in their sketchbooks before of the year.

To be continued in year 11.

*critique: give & receive feedback. Contribute. Co-operate. Listen.*

---

**Homework**

*(linked to class project)*

*Homework -varied length Length: 120 mins*

- *Ensure checklist deadlines are met (personalised to each student's project).*

*Assessment method: Teacher assessment alongside classwork where overall level will be awarded.*

---

**Ongoing Formative Teacher:**

*DIRT in sketchbooks (as necessary)*

*Plus...*

*Student self and peer assessment.*

*Key terminology Spelling and comprehension test.*

**End of unit assessment:**

*Holistic grade based on all classwork and homework...Current level working at.*

*Student Handbooks: Highlighted assessment grid with current grade and targets.*