

Marriotts
School
Schemes of
Learning
Yr 10
Subject
2016-17



AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Year (10) –(Art) Key skills

Unit Range and Content	Assessment	Prep – Range and Content	Cross-Curricular Links SMSC
Block 1	Block 1	Block 1	
<p>Food and Drink</p> <ul style="list-style-type: none"> • Intro to course + assessment criteria – 1 lunch time a week • Sampling materials –paint • Annotation • Glue and paint to create background patterns • Marbling testers- Robert Wu • Mono-print + soft pastel, paint • Lino printing • Chalk and charcoal drawings • Biro drawings • Pen and water + ink and sticks • Glaze clay cakes • Take photographs in fairlands –Claes Oldenburg perspective • Photoshop Claes Oldenburg style images then annotate • Oil pastel small scale • Mixed media piece 	<p>Assessment 1 – Experimentation pages (A02)</p> <p>Assessment 2- Experimentation pages x2 (A02)</p> <p>Assessment 3- Mixed media piece (A02)</p>	<ul style="list-style-type: none"> • Complete a watercolour painting of a piece of fruit • Complete a detailed observation of a cut in half fruit. • Compare media – pros and cons of each material –typed • Write a report on the lino printing process, exploring the pros and cons • Biro drawing of food from home. (Fruit, vegetables etc.) • Familiarise yourself with the BBC bitesize website and familiarise yourself with new key words. • Research Claes Oldenburg – type up and include examples • Create a mixed media experiment with materials of your choice. • Photograph mixed media and complete analysis on materials and effect 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – food • English - Annotation • SPAG(V) • Literacy tasks: evaluations of own and others work (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation. • GCSE BCCbitesize vocabulary

sheet to placed in theback of GCSE packs.

- Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective, angle.

SMSC- Looking at how different cultures and movements inpact on different artists and consider how these impact on students own work.

Exploring how different cultures use colour and pigments, and different colours symbolic meaning.

Block 2	Block 2	Block 2	
<p>Food and Drink</p> <ul style="list-style-type: none"> • Observational drawing – salt and pepper shakers Tjalf Sparnaay • Sustained observational drawing– glued fruit composition • Create a chalk and charcoal drawing of a glass • Painting of fondant fancies/ party rings • Biro and wash – Pinapple drawing • Sustained observational drawing– image of students choice • Create an oil pastel response to Paul Cezanne 	<p><u>Assessment 4-</u></p> <p>Sustained observational drawing (A03)</p> <p><u>Assessment 5-</u></p> <p>Biro and wash – Pinapple drawing (A03, A02)</p> <p><u>Assessment 6-</u></p> <p>Oil pastel response to Paul Cezanne (A01, A02, A03)</p>	<ul style="list-style-type: none"> • Produce a research piece on Tjalf Sparnaay • Continue to produce a small scale series of Sparnaay inspired fruit. • Complete small scale series of Sparnaay inspired fruit. • Find your favourite sweets and draw them. Use colour pencils to complete. • Complete and annotate painting of fondant fancies/ party rings • Complete and annotate biro and wash drawing. • Painting of own chosen food item packaging • Continue painting of own chosen food item packaging • Complete oil pastel response to Paul Cezanne 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – food • English - Annotation • SPAG(V) • Literacy tasks: evaluations of own and others work (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation. • GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs. • Numeracy Focus: proportions and scale. Composition-ratio, symmetry, perspective, angle.

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Block 3	Block 3	Block 3	
<ul style="list-style-type: none"> • Research Dennis Wojkiewicz and start artist page • Develop reproduction of Wojkiewicz work • Compare Wojkiewicz to other artists - Florent Tanet, Andy Small, Roger Rowley • Research Nancy Standlee add to artist page • Produce reproduction in collage. Compare with Carol Schiff add to artist page. • Produce reproduction in chosen material • Own version of bright sweet paintings • Produce mood page with food images and key words • Select own artist to inform their final piece • Produce research on chosen artist • Compile research and produce research page • Complete a reproduction of their chosen artists work and annotate 	<p><u>Assessment 7 –</u> Artist research (A01, A02, A03)</p> <p><u>Assessment 8-</u> Own version of bright sweet paintings (A01,A02,A03, A04)</p> <p><u>Assessment 9 –</u> Artist research (A01, A03)</p>	<ul style="list-style-type: none"> • Start a collage based on a work by Dennis Wojkiewicz • Continue the collage based on a work by Dennis Wojkiewicz • Complete the collage based on a work by Wojkiewicz • Complete and annotate reproduction in chosen material • Complete and annotate reproduction in chosen material • Complete and annotate own version of bright sweet paintings • Complete mood page with food images and key words • Complete research page • Work into a copy of their artist copy using mixed media 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – food • English - Annotation • SPAG(V) • Literacy tasks: evaluations of own and others work (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation. • GCSE BCCbitesize vocabulary sheet to placed in theback of GSCE packs. • Numeracy Focus: proportions and scale. Composition-ratio, symmetry, perspective, angle.

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Block 4	Block 4	Block 4	
<ul style="list-style-type: none"> • Create your own image in the style of your chosen artist. • Pick an artist already covered and combine with another. • Develop/work into own photography. • Practice observational drawing of objects in their final piece. • Create 4 small scale initial ideas for composition. • Refine one of the chosen compositions further. • Produce an A3 line drawing mock-up of final composition • Trial swabs of different colours. • Explore the colours on an A3 mock up. • Trial sections in a range of materials. • Use mixed media to develop your materials/final piece • Refine chosen composition • Start mock-up of final piece • Complete mock-up of final piece 	<p><u>Assessment 10-</u> Artist Mash-up (A01, A02, A03)</p> <p><u>Assessment 11 –</u> Composition development (A04)</p> <p><u>Assessment 12-</u> Development of materials (A02)</p>	<ul style="list-style-type: none"> • Complete mood page with food images and key words • Produce photographic response to your chosen artist • Annotate and evaluate artist mix up • Complete the 4 small scale initial ideas and annotate. • Choose a composition to use for final piece • Choose the colours you want to use for final piece • Choose the materials you to use for final piece • Choose a composition to use as final piece • Evaluate mock up and analyse 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – food • English - Annotation • SPAG(V) • Literacy tasks: evaluations of own and others work (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation. • GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs. • Numeracy Focus: proportions and scale. Composition-ratio, symmetry, perspective, angle.

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Block 5	Block 5	Block 5	
<ul style="list-style-type: none"> • Art Exam • Work experience week • Refine pages/exam piece 	<p><u>Assessment 13–</u></p> <p>Exam piece(A01, A04)</p> <p><u>Assessment 14–</u></p> <p>Exam piece completed (A01, A04)</p> <p>Assessment Objectives:</p>	<ul style="list-style-type: none"> • Refine pages- specific targets • Refine pages- specific targets • Refine pages- specific targets • Refine pages- specific targets 	<ul style="list-style-type: none"> • Shapes (maths) • Objects from different cultures/eras (Geography/History) • History (artist link) • Science/biology – food • English - Annotation • SPAG(V) • Literacy tasks: evaluations of own and others work (scaffolded and examples given) • Keywords: shading, tone, composition, outline, detail, shape, texture, form, pattern, colour, perspective, tints, shades, hues, brushstrokes, blending, layering, mixing, primary colours, secondary colours, tertiary colours, complimentary colours, harmonious, contrasting, movement, experimentation, exploration, analysis, evaluation, development, creative, reproduction, translation. • GCSE BCCbitesize vocabulary sheet to placed in theback of GCSE packs. • Numeracy Focus: proportions and scale. Composition- ratio, symmetry, perspective

			<p>angle.</p> <p>SMSC- Looking at how different cultures and movements impact on different artists and consider how these impact on students own work.</p> <p>Exploring how different cultures use colour and pigments, and different colours symbolic meaning.</p>
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Edexcel GCSE (Art and Design) Assessment Map

Year	Block 1 Assessment opportunities	Block 2 Assessment Opportunities	Block 3 Assessment Opportunities	Block 4 Assessment Opportunities	Block 5 Assessment Opportunities
10	<p>Wk 3- Assessment 1 – Experimentation pages (A02)</p> <p>Wk 6 – Assessment 2- Experimentation pages x2 (A02)</p> <p>Wk 9- Assessment 3- Mixed media piece (A02)</p>	<p>Wk 12- Assessment 4- Sustained observational drawing (A03)</p> <p>Wk 15- Assessment 5- Biro and wash – Pinapple drawing (A03, A02)</p> <p>Wk 18- Assessment 6- Oil pastel response to Paul Cezanne (A01, A02, A03)</p>	<p>Wk 21- Assessment 7 – Artist research (A01, A02, A03)</p> <p>Wk 24 – Assessment 8- Own version of bright sweet paintings (A01,A02,A03, A04)</p> <p>Wk 27 - Assessment 9– Artist research (A01, A03)</p>	<p>Wk 30 – Assessment 10- Artist Mash-up (A01, A02, A03)</p> <p>Wk 33- Assessment 11 – Composition development (A04)</p> <p>Wk 36 – Assessment 12- Development of mateirals (A02)</p>	<p>Wk 39- Assessment 13 – Exam piece(A01, A04)</p> <p>Wk 40– Assessment 14– Exam piece completed (A01, A04)</p>