

# Year 10 Long Term Plan Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver (rename)  Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	<a href="#">Links to previous KS</a>	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
HT1	Still Life	Still life drawing & Still life mark making.  Tony Cragg, Michael Craig Martin and/or Patrick Caulfield, Jim Dine	Fluent knowledge of subject specific keywords including the Formal Elements of Art.  Key skills including secure knowledge of experimental techniques associated with the selected links.  Links - analytical skill	<b>Be curious</b> - Critical and contextual studies  Tony Cragg, Michael Craig Martin, Patrick Caulfield, Jim Dine.  <b>Be creative</b> - Experiment, develop, resilience.  Paint, ink resist, digital manipulation  <b>Be reflective</b> - Annotate and record  Document work in sketchbook	Mark making techniques and processes.  Application of tone.	<a href="#">Links to previous KS</a>  Key skills developed strategically throughout KS3 before being built upon during the GCSE course.  Learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Hannah Hoch  Higher level discussion of saucers.  Higher level application of key skills.	SMSC - Spiritual education involves the awe and wonder of art that is shown to students. Students demonstrate their Spiritual development through their pride in their own work and their curiosity in investigating styles, genres and artists from a range of movements.	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design.  Analysis, understanding composition and creating links are key components of the courses.	Creative mindset - transferable skills  Still life artist

				and/or worksheets reflecting critically.  <b>Be yourself</b> - Express creative intentions in a range of media and styles. Develop a sense of style through experimenting and reflecting.						British Values - <b>Individual Liberty</b> Work within boundaries to make safe choices in art and design Make own choices within art and design projects	Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	
HT2	Still Life	Vanitas analysis Vanitas photoshoots & edits Vanitas drawings MC Escher reflection photoshoots Jason De Graaf	Fluent knowledge of subject specific keywords including the Formal Elements of Art.  Key skills including secure knowledge of experimental techniques associated with the selected links.  Links - analytical skill	<b>Be curious</b> - Critical and contextual studies  Vanitas, MC Escher, Jason De Graaf  <b>Be creative</b> - Experiment, develop, resilience  Camera settings, Photoshop, lighting, composition  <b>Be reflective</b> - Annotate and record  Evaluate and refine photoshoots, repeat and develop.  <b>Be yourself</b> - Build on inspirational	Mark making techniques and processes.  Camera settings.  Use of Photoshop.	Key skills developed strategically throughout KS3 before being built upon during the GCSE course.  Camera and Photoshop skill built upon following the completion of KS3 Photography.  Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Sustained observational drawings based on primary source images.  Higher level discussion of saucers.  Higher level application of key skills.	<b>Tolerance of those with different faiths and beliefs</b> Experience and talk about art and design work from different cultures and religious beliefs Use art and design pieces to learn about different faiths and cultures around the world  <b>Mutual Respect</b> To behave		Creative mindset - transferable skills  Still life artist/photographer	

				links. Emerging sense of visual style		the present day.			appropriately allowing all participants the opportunity to work effectively Review each other's work respectfully	
HT3	Still Life	Natural forms. Patterns in nature Damien Hirst spin paintings & butterflies. Si Scott	Key skills including secure knowledge of experimental techniques associated with the selected links.  Links - analytical skill	<b>Be curious</b> - Critical and contextual studies  Damien Hirst, Si Scott, natural and man made patterns  <b>Be creative</b> - Experiment, develop, resilience  Spin paintings, loose style, patterns  <b>Be reflective</b> - Annotate and record  Evaluate techniques and determine strengths  <b>Be yourself</b> - Form individual opinions of styles and techniques	Mark making techniques and processes.	Key skills developed strategically throughout KS3 before being built upon during the GCSE course.	Secure knowledge of the Formal Elements & Visual Principles. Key skills relating to still life and studio photography Develop personal visual style	Archimboldo  Higher level discussion of sources.  Higher level application of key skills.		Creative mindset - transferable skills  Installation artist, tattoo artist
HT4	Still Life	Idea development	How to develop an idea and create a sustained	<b>Be curious</b> - Critical and contextual studies  <b>Be creative</b>		Key skills developed strategically throughout KS3 before	Creating a sustained investigation.	Additional developments with complex links		Creative mindset - transferable skills

			investigation	<p>- Experiment, develop, resilience</p> <p><b>Be reflective</b> - Annotate and record</p> <p><b>Be yourself</b> - Relate and innovate by creating ideas linked to research and test pieces.</p>		<p>being built upon during the GCSE course.</p> <p>Camera and Photoshop skill built upon following the completion of KS3 Photography.</p> <p>produce creative work, exploring their ideas and recording their experiences</p>		<p>Higher level discussion of sources.</p> <p>Higher level application of key skills.</p>		
HT5	Abstract Architecture	<p>Laszlo Moholy-Nagy , Mondrian, Escher analysis</p> <p>Laszlo Moholy-Nagy photoshoot</p> <p>Laszlo Moholy-Nagy Edits</p> <p>Laszlo Moholy-Nagy drawings</p>	<p>Analyse and evaluate selected links before undertaking practical activities that connect to the visual style of each link</p>	<p><b>Be curious</b> - Critical and contextual studies</p> <p>Bauhaus Nagy, Mondrian, Escher</p> <p><b>Be creative</b> - Experiment, develop, resilience Photoshop experiments including shape tool, linear burn and cropping</p> <p><b>Be reflective</b> - Annotate and record</p>	<p>Compare and contrast Bauhaus school building to our school building.</p>	<p>Key skills developed strategically throughout KS3 before being built upon during the GCSE course.</p> <p>Camera and Photoshop skill built upon following the completion of KS3 Photography.</p>	<p>Secure knowledge of the Formal Elements &amp; Visual Principles. Key skills relating to still life and studio photography</p> <p>Develop personal visual style</p>	<p>Photoshoots in SPS</p> <p>Motor vehicle photoshoot(s)</p> <p>Higher level discussion of sources.</p> <p>Higher level application of key skills.</p>		<p>Creative mindset - transferable skills</p> <p>Abstract artist</p>

				<p><b>Be yourself</b> - Develop an individual response to selected links by combining multiple styles and influences using Photoshop and traditional media.</p>							
HT6	Bauhaus	Link developments & tessellations	<p>How to develop an idea and create a sustained investigation</p> <p>Tessellation process</p>	<p><b>Be curious</b> - Critical and contextual studies</p> <p>Bauhaus German Expressionism</p> <p><b>Be creative</b> - Experiment, develop, resilience</p> <p>Forge links and develop an individual response.</p> <p><b>Be reflective</b> - Annotate and record</p> <p><b>Be yourself</b> - Relate and innovate by creating ideas linked to research and test pieces.</p> <p>Outcome will utilise strengths personal to</p>	<p>Tessellation process</p> <p>How to effectively develop an idea.</p>	<p>Key skills developed strategically throughout KS3 before being built upon during the GCSE course.</p> <p>Camera and Photoshop skill built upon following the completion of KS3 Photography.</p>	<p>Secure knowledge of the Formal Elements &amp; Visual Principles. Key skills relating to still life and studio photography</p> <p>Develop personal visual style</p>	<p>Photoshop to enhance drawings</p> <p>Higher level discussion of sources.</p> <p>Higher level application of key skills.</p>			Creative mindset - transferable skills

				the student.							
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