

# Long Term Plan Yr10 Art

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)  Add link to AO breakdown	Link to subject ethos and driver  <a href="#">Be curious</a> <a href="#">Be creative</a> <a href="#">Be reflective</a> <a href="#">Be yourself</a>	Anticipated misconceptions	Links to previous KS  <a href="#">KS3 National Curriculum</a>	Links to future KS  <a href="#">KS5 National Curriculum</a>	Opportunity for stretch for high prior attainers	<a href="#">SMSC &amp; British Values</a>	Cultural Capital	Career Link
1	<b>Material, Techniques &amp; Processes (MTP)</b> Tasks designed to construct meaning and prepare students for Unit 1: Portfolio tasks.	<b>MTP - Drawing</b> Create accurate drawings using a range of media  <b>MTP - Printmaking</b> Use a variety of techniques to create images  <b>MTP - Photography</b> Set up and capture quality still life arrangements. Consider the theory of composition and make informed decisions regarding the placement of	<b>MTP - Drawing</b> How to create an accurate drawing using observation, grids, tracing, projection.  How to create tone using traditional drawing media.  <b>MTP - Photography</b> How to effectively operate a DSLR camera  How to effectively compose an image including recognising the FE & VP.	<b>Be curious</b> Explore objects through direct observation.  Explore the possibilities of composition.  <b>Be creative</b> Thoughtfully express observations through a range of mark making techniques  <b>Be reflective</b> Select the best media to take	Lack of direct observation when drawing.  Press lightly when constructing an image.  How to use the camera, access images and save to Google Drive.  Understanding manual camera settings and their impact on the shot.	How to construct a drawing.  How to use a range of drawing media.  How to compose a drawing.  How to effectively utilise and recognise the Formal Elements of Art.	Secure knowledge of the Formal Elements & Visual Principles of photography.  Key skills relating to still life and studio photography	Deeper discussion of images including context and narrative.  Manual settings.  Additional links and techniques such as light trails and slow shutter speed.	Exploring links that inspire awe and wonder. Vanitas stretches student knowledge far beyond the requirements of Photography.  Make choices regarding composition, lighting and set up.  Learn to work in a studio environment and respect	Explore the history of still life.  Explore everyday objects in increased detail, realising their importance.	Studio photography  Art historian  Creative mindset - transferable skills.

		<p>objects.</p> <p><b>MTP - Photoshop</b> Learn the basics of editing by manipulating still life images.</p>	<p>How to use lighting effectively.</p> <p><b>MTP - Photoshop</b> How to effectively edit an image including using; crop, levels, layers and layer properties.</p>	<p>forward by reflecting on successes and failures .</p> <p><b>Be yourself</b> Discover a range of new techniques that can be adapted and refined to suit individual styles/preferences.</p>	<p>Loading an image in Photoshop.</p> <p>Google copyright issues when using secondary source images.</p>				<p>the work of others, giving helpful advice where applicable.</p>	
2	<p><b>Sustained Project: Abstract Architecture (SP)</b> Students work to realise their intentions as they branch off from a given start point. Students accurately document their creative journey using display sheets. Students will be shown completed exemplars so that the project's aims are clear.</p>	<p><b>SP - Analysis</b> Moodboards and image analysis linked to the theme of abstract architecture.</p> <p><b>SP - Photoshoot</b> Use the school building as the inspiration for a photoshoot. Create links to previously analysed work through the composition of the photographs.</p> <p><b>SP - Photoshop</b> Produce a wide range of edits. B&amp;W, overlays,</p>	<p><b>SP - Analysis</b> How to analyse an image using subject specific terminology.</p> <p>How to create a moodboard and effectively present work.</p> <p><b>SP - Photoshoot</b> <i>Build on SKU developed during MTP</i> How to effectively compose an image including recognising the FE &amp; VP.</p> <p>How to use lighting effectively.</p>	<p><b>Be curious</b> Analyse images to uncover how they work.</p> <p>Explore the school environment</p> <p><b>Be creative</b> Interpret your surroundings in a creative manner, giving a fresh perspective to a familiar environment</p> <p>Use Photoshop to enhance the images</p>	<p>Failing to build upon previous SKU. Spaced retrieval exercises used as refreshers.</p>	<p>How to effectively recognise and utilise the Formal Elements of Art.</p> <p>How to effectively record in order to maximise attainment.</p> <p>Worksheets, not sketchbooks.</p> <p>Present a selection of the best work and not everything. Consistency is crucial.</p>			<p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.</p>	<p>High level analysis/language skills leading to English related fields.</p>

		<p>tessellations.</p> <p><b>SP - Idea Development</b> Use images from the photoshoot to inspire the creation of a series of possible compositions. Build in links (old &amp; new).</p>	<p>How to effectively manipulate camera settings.</p>	<p><b>Be reflective</b> Select the best images from a series of shoots.</p> <p>Edit and refine work.</p> <p><b>Be yourself</b> Develop a personal response by manipulating sources.</p> <p>Use SKU to develop a personal response.</p>							
3	<p><b>Sustained Project: Abstract Architecture (SP)</b></p> <p>Project to be formally assessed against the full GCSE criteria. Students should be targeted with purposeful interventions to raise the relevant AO's.</p> <p>Project will be revisited in the first two terms of Yr11. Students can add quality</p>	<p><b>SP - Idea Development</b> Develop and refine compositions through annotation, media experiments and further refinements where appropriate.</p> <p>Realise intentions by producing a final outcome. The outcome must be clearly linked to the development work that preceded it.</p>	<p>How to refine and develop an idea.</p> <p>How to use evaluative annotation to further develop an idea.</p> <p>How to effectively experiment and select appropriate materials and resources.</p>	<p><b>Be curious</b> Think carefully about how to move ideas forward</p> <p>Be creative Develop a range of ideas.</p> <p><b>Be reflective</b> Annotate and record thought processes that lead from the inception of an idea to the</p>	<p>Effectively presenting work to maximise attainment at AO3.</p>	<p>How to effectively record in order to maximise attainment.</p> <p>Worksheets, not sketchbooks.</p> <p>Present a selection of the best work and not everything. Consistency is crucial.</p>	<p>Developing a unique visual style and selecting pathways to move forward.</p> <p>Gaining a solid grasp of complex materials, techniques and processes.</p>	<p>Students may select more than 3 links.</p> <p>The list of links varies in complexity and so additional challenge can be highlighted by the teacher.</p> <p>Additional links can be combined to create a sustained investigation.</p>	<p>Respond to stimulus creating individual responses.</p> <p>Analysing and evaluating images improves visual literacy and will enhance the students ability to unpack and respond to the visual stimuli that surrounds them on a daily basis.</p>		

	recording/new final outcome.			realisation of it. <b>Be yourself</b> Express ideas and opinions							
4	<p><b>Art History (AH):</b> Develop an understanding and appreciation for the history of Art. Build on previous SKU by producing detailed analysis of a range of different works.</p> <p><b>Art Careers: Illustration and Graphics (AC)</b> Animal stamp project with the aim of highlighting future career paths within the field of Art &amp; Design.</p> <p><b>Still Life (SL):</b> Mix high quality studio photography with mixed media art techniques to create an engaging blend</p>	<p><b>AH - Art Movements</b> Look at Art timelines and isms to place the history of Art in context.</p> <p><b>AH -Analysis.</b> How to analyse a piece of Art. Analyse images taking into account context.</p> <p>Structuring an analysis. Effectively present an analysis with the aim of increasing AO1 attainment.</p> <p><b>AC - Use secondary source reference material to develop stylised ideas. Ideas will be developed into stamp designs so print and reproduction will have to be</b></p>	<p><b>AH - Art Movements</b> How to research and select key bits of information.</p> <p><b>AH - Analysis</b> How to break down an image using the FE &amp; VP.</p> <p>How to research an image and discover how the context within which it was produced impacts on understanding/reading of the image.</p> <p><b>AC - How to select appropriate secondary source images.</b></p> <p>Drawing for purpose. Creating stylised designs</p> <p>How to use text to further</p>	<p><b>Be curious</b> Engage with the history of Art.</p> <p>Deconstruct images to understand how they work and infer why the artist may have made certain creative decisions.</p> <p><b>Be creative</b> Illustrate ideas and explore a range of possibilities.</p> <p><b>Be reflective</b> Think about how the context within images were created impacted them and our reading of them.</p> <p><b>Be yourself</b> Draw</p>	Confused timelines and misconceptions around the subtle differences between (isms).	Broad knowledge of artists and designers from around the world.				<p><b>AH -</b> Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made</p>	<p><b>AC - In depth look a Illustration and Graphics as career paths (links to practical activity)</b></p> <p>Studio photography</p>

	<p>of styles. High quality photographs will be used to increase attainment with regards realising intentions. <b>(continue in HT 5)</b></p>	<p>factored in.</p> <p><b>SL</b> - High quality images using studio lighting/backdrops</p> <p>Items shot in isolation and in considered arrangements.</p>	<p>develop an idea.</p> <p><b>SL - Photoshoot(s)</b> <b>Build on SKU developed during MTP</b> How to capture high quality arrangements effectively whilst creating links to the visual styles of others.</p>	<p>conclusions based on the evidence available.</p>							
5	<p><b>Still Life (SL):</b> Continue with mixed media/3D experiments with the aim of increasing confidence with a variety of media and techniques.</p>	<p><b>SL</b> - Use photographs to inspire a variety of creative outcomes that range from 2D collage to 3D arrangements.</p>	<p><b>SL</b> - How to create complex collages.</p> <p>How to go from 2D to 3D</p> <p>How to effectively photograph/scan a sculpture/collage.</p>	<p><b>Be curious</b> Explore multiple compositions and challenge how we see objects.</p> <p><b>Be creative</b> Manipulate settings, edit in Photoshop.</p> <p><b>Be reflective</b> Review and refine at every stage</p>	<p>Standards of Photography need to match the standards expected on the GCSE Photography course.</p> <p>Application of camera settings, lighting.</p>						

				<p>of the project. Reshoot to improve outcomes.</p> <p><b>Be yourself</b> Interpret links in a personal manner. Explore compositions that play to personal taste.</p>							
6	<p><b>Natural Forms (NF)</b> Create a range of exciting pieces that range from 2D to 3D and back again. Use familiar techniques in new ways and explore the possibilities afforded by working in three dimensions.</p>	<p><b>NF</b> Create a range of studies on collaged backgrounds.</p> <p>Use a wide range of drawing media to create exciting marks.</p> <p>Use 3D techniques to create sculptural outcomes based on natural forms.</p>	<p><b>NF</b> How to create a diverse range of surfaces to draw/paint onto.</p> <p>How to develop an idea in 3D.</p> <p>How to use 3D media to create an effective outcome.</p> <p>How to photograph sculptural work.</p>	<p><b>Be curious</b> Explore a range of new techniques.</p> <p><b>Be creative</b> Explore 3D techniques and the impact that they have on the creative process.</p> <p><b>Be reflective</b> Openly discuss the merits and pitfalls of new techniques.</p> <p><b>Be yourself</b> Evaluate and take forward the</p>	<p>Working in 3D and appreciating a different way of expressing ideas.</p> <p>3D compositions</p> <p>Effective use of ceramics and appreciation of drying times/cracking.</p>						

				aspects of the project that evolve individual visual styles.								
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