

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 Be curious Be creative Be reflective Be yourself	Anticipated misconceptions	Links to previous KS KS3 National Curriculum	Links to future KS KS5 National Curriculum	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	Material, Techniques & Processes (MTP) Tasks designed to construct meaning and prepare students for Unit 1: Portfolio tasks.	MTP - Drawing Create accurate drawings using a range of media MTP - Printmaking Use a variety of techniques to create images MTP - Photography Set up and capture quality still life arrangements. Consider the theory of composition and make informed decisions regarding the placement of objects. MTP -	MTP - Drawing How to create an accurate drawing using observation, grids, tracing, projection. How to create tone using traditional drawing media. How to create textural marks using traditional drawing media MTP - Printmaking How to correctly prepare a monoprint bed. How to create a monoprint How to create a	Be curious Explore objects through direct observation. Explore the possibilities of composition. Be creative Thoughtfully express observations through a range of mark making techniques Be reflective Select the best media to take forward by reflecting on	Lack of direct observation when drawing. Press lightly when constructing an image. Application of inks during print making sessions. How to use the camera, access images and save to Google Drive. Understanding manual camera settings and their impact	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.	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and	Explore the history of still life. Explore everyday objects in increased detail, realising their importance.	Studio photography Art historian Creative mindset - transferable skills.

		<p>Photoshop Learn the basics of editing by manipulating still life images.</p>	<p>collograph print</p> <p>How to create a marbling effect using inks.</p> <p>MTP - Photography How to effectively operate a DSLR camera</p> <p>How to effectively compose an image including recognising the FE & VP.</p> <p>How to use lighting effectively.</p> <p>MTP - Photoshop How to effectively edit an image including using; crop, levels, layers and layer properties.</p>	<p>successes and failures .</p> <p>Be yourself Discover a range of new techniques that can be adapted and refined to suit individual styles/preferences.</p>	<p>on the shot.</p> <p>Loading an image in Photoshop.</p> <p>Google copyright issues when using secondary source images.</p>				<p>what enthuses them</p> <p>Cultural: Explore different ways of working</p>		
2	<p>Still Life (SL): Mix high quality studio photography with mixed media art techniques to create an engaging blend of styles. High quality photographs will</p>	<p>SL - High quality images using studio lighting/backdrops</p> <p>Items shot in isolation and in considered arrangements.</p>	<p>SL - Photoshoot(s) <i>Build on SKU developed during MTP</i> How to capture high quality arrangements effectively whilst creating links to the visual styles of</p>	<p>Be curious Explore multiple compositions and challenge how we see objects.</p> <p>Be creative Manipulate settings, edit</p>	<p>Standards of Photography need to match the standards expected on the GCSE Photography course.</p> <p>Application of camera</p>	<p>How to construct a drawing.</p> <p>How to use a range of drawing media.</p> <p>How to compose a drawing.</p>	<p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and studio</p>	<p>Encourage pupils to take photographs and find primary source material away from the academy and lesson time</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral:</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they</p>	<p>Art historian</p> <p>Museum curator</p>

	be used to increase attainment with regards realising intentions. (continue in HT 3)		others.	in Photoshop. Be reflective Review and refine at every stage of the project. Reshoot to improve outcomes. Be yourself Interpret links in a personal manner. Explore compositions that play to personal taste.	settings, lighting.	How to effectively utilise and recognise the Formal Elements of Art.	photography How to effectively set up a successful composition to incorporate different formal elements		Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	were made. 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.	
3	Still Life (SL): Continue with mixed media/3D experiments with the aim of increasing confidence with a variety of media and techniques. Art History (AH): Develop an understanding and appreciation for the history of	SL - Use photographs to inspire a variety of creative outcomes that range from 2D collage to 3D arrangements. AH - Art Movements Look at Art timelines and isms to place the history of Art in context. AH -Analysis. How to analyse	SL - How to create complex collages. How to go from 2D to 3D How to effectively photograph/scan a sculpture /collage. AH - Art Movements How to research and select key bits of information.	Be curious Engage with the history of Art. Deconstruct images to understand how they work and infer why the artist may have made certain creative decisions. Be creative Illustrate	Confused timelines and misconceptions around the subtle differences between (isms).	Broad knowledge of artists and designers from around the world. Have an awareness of different techniques that could be used to develop their ideas	Early application of research into artists and their work to devise ways in which the research can impact out own work Using the styles, processes and techniques of different artists to allow pupils	Homework tasks based around creating and encouraging a sense of awe and wonder to discover their own interests within the subject Extended learning tasks which challenge pupils to deeper	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment	SL - Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. Analysing and evaluating images	AC - In depth look a Illustration and Graphics as career paths (links to practical activity) Studio photography

	<p>Art. Build on previous SKU by producing detailed analysis of a range of different works.</p> <p>Art Careers: Illustration and Graphics (AC) Animal stamp project with the aim of highlighting future career paths within the field of Art & Design.</p>	<p>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>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 factored in.</p>	<p>AH - Analysis How to break down an image using the FE & 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>AC - How to select appropriate secondary source images.</p> <p>Drawing for purpose. Creating stylised designs</p> <p>How to use text to further develop an idea.</p>	<p>ideas and explore a range of possibilities.</p> <p>Be reflective Think about how the context within images were created impacted them and our reading of them.</p> <p>Be yourself Draw conclusions based on the evidence available</p>			<p>to effectively realise intentions</p> <p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and studio photography</p>	<p>investigate the links between artists through history</p> <p>Produce work using techniques that may not have been covered in lesson time</p>	<p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>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>AH - Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made</p>	
4	<p>Natural Forms (NF) Create a range of exciting pieces that range from 2D to 3D and back again. Use familiar techniques in new ways and</p>	<p>NF Create a range of studies on collaged backgrounds.</p> <p>Use a wide range of drawing media to create exciting marks.</p>	<p>NF 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</p>	<p>Be curious Explore a range of new techniques.</p> <p>Be creative Explore 3D techniques and the impact that</p>	<p>Working in 3D and appreciating a different way of expressing ideas.</p> <p>3D compositions</p>	<p>How to construct a drawing.</p> <p>How to use a range of drawing media.</p> <p>How to compose a</p>	<p>Secure knowledge of the Formal Elements & Visual Principles of photography.</p> <p>Key skills relating to still life and</p>	<p>Outside of lesson time, encourage pupils to discover their own primary source material</p> <p>Levelled secondary</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral:</p>	<p>Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts</p>	<p>The study of natural forms and related careers</p>

	explore the possibilities afforded by working in three dimensions.	Use 3D techniques to create sculptural outcomes based on natural forms.	media to create an effective outcome. How to photograph sculptural work.	they have on the creative process. Be reflective Openly discuss the merits and pitfalls of new techniques. Be yourself Evaluate and take forward the aspects of the project that evolve individual visual styles.	Effective use of ceramics and appreciation of drying times/cracking.	drawing. How to effectively utilise and recognise the Formal Elements of Art.	studio photography	source material to draw from	Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them Cultural: Explore different ways of working	in which they were made. 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.	
5	Sustained Project: Abstract Architecture (SP) 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	SP - Analysis Moodboards and image analysis linked to the theme of abstract architecture. SP - Photoshoot Use the school building as the inspiration for a photoshoot. Create links to previously analysed work through the composition of the	SP - Analysis How to analyse an image using subject specific terminology. How to create a moodboard and effectively present work. SP - Photoshoot Build on SKU developed during MTP How to effectively compose an image including	Be curious Analyse images to uncover how they work. Explore the school environment Be creative Interpret your surroundings in a creative manner, giving a fresh perspective to a familiar environment	Failing to build upon previous SKU. Spaced retrieval exercises used as refreshers.	How to effectively recognise and utilise the Formal Elements of Art. How to effectively record in order to maximise attainment. Worksheets, not sketchbooks. Present a	Secure knowledge of the Formal Elements & Visual Principles of photography. Key skills relating to still life and studio photography	An encouragement for independent research and idea development based on the subject of architecture	Social: Open, studio style lesson to free roam and assist classmates where necessary Moral: Be respectful of each other's work and the working environment	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.	High level analysis/language skills leading to English related fields.

	<p>exemplars so that the project's aims are clear.</p>	<p>photographs.</p> <p>SP - Photoshop Produce a wide range of edits. B&W, overlays, tessellations.</p> <p>SP - Idea Development Use images from the photoshoot to inspire the creation of a series of possible compositions. Build in links (old & new).</p>	<p>recognising the FE & VP.</p> <p>How to use lighting effectively.</p> <p>How to effectively manipulate camera settings.</p>	<p>Use Photoshop to enhance the images</p> <p>Be reflective Select the best images from a series of shoots.</p> <p>Edit and refine work.</p> <p>Be yourself Develop a personal response by manipulating sources.</p> <p>Use SKU to develop a personal response.</p>		<p>selection of the best work and not everything. Consistency is crucial.</p>			<p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>		
6	<p>Sustained Project: Abstract Architecture (SP)</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</p>	<p>SP - Idea Development Develop and refine compositions through annotation, media experiments and further refinements where appropriate.</p> <p>Realise intentions by producing a final outcome. The outcome</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>Be curious Think carefully about how to move ideas forward</p> <p>Be creative Develop a range of ideas.</p> <p>Be reflective Annotate and record thought processes that lead</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</p>	<p>Social: Open, studio style lesson to free roam and assist classmates where necessary</p> <p>Moral: Be respectful of each other's work and the working environment</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</p>	

	<p>revisited in the first two terms of Yr11. Students can add quality recording/new final outcome.</p>	<p>must be clearly linked to the development work that preceded it.</p>		<p>from the inception of an idea to the realisation of it.</p> <p>Be yourself Express ideas and opinions</p>				<p>create a sustained investigation.</p>	<p>Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them</p> <p>Cultural: Explore different ways of working</p>	<p>stimuli that surrounds them on a daily basis.</p>	
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