



# GCSE Art Year 10

## Curriculum Intent: KS4

The Art Department seeks to develop and refine GCSE students' visual language and continue to hone the skills needed to make them confident and knowledgeable practitioners. They will understand the full creative process; developing the skills and knowledge needed to produce a body of artwork that will fulfil the four assessment objectives of the GCSE course. Students will have experience of working in a range of media and using a range of techniques. They will understand how to use contextual and other sources within their research and they will be able to demonstrate analytical and critical understanding.

*"Art is a lie that makes us realise the truth" Pablo Picasso*

### Students will learn:

Over the first 3 terms of the course students will learn how to develop personal ideas from two given themes. (The second theme will continue into Term 4.) These will be done consecutively, with each theme will last approximately 2 terms. Possible given themes -

- Flight**
- Natural Forms**
- Food & Drink**
- Buildings**
- Musical Instruments**

Firstly, students will learn the skills that enable them to produce accurate observational studies using a range of media. These could include drawing in pencil, charcoal, pastel & wire and painting in watercolours, acrylics & tempera paint.

Students will learn how to work from primary and secondary source materials and also learn when it is appropriate to use each of these methods of research. Students will learn how to use photographs and photography as part of the research process.

Secondly, students will learn how to develop ideas based on their observational studies. They will learn how to investigate the work of different artists, designers, art and design movements and artefacts produced by different cultures. Students will learn how to analyse and annotate the work they're researching. Students will also learn how to link their artists' research with their own work.

For the third stage students will learn how to review their work and make critical judgements about it. They will also learn how to refine their ideas as they develop.

### How will we assess impact?

Within this process students will need to cover the 4 Assessment Objectives outlined in the GCSE Assessment Matrix: -

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

**AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

**AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

### Key Concepts:

- record experiences and observations in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual
- and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present
- them in a range of visual, tactile and/or sensory forms.

Students will understand how ideas generate starting points for art and design practice and form an integral part of the creative process

- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas
- develop their visual language to communicate ideas
- demonstrate skilful use of the formal elements, including line, tone, colour,
- shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas
- make connections between their investigations and creative intentions
- realise intentions & produce and present final pieces.



## Anglo Art Students' Destinations:

- **Architecture:** The Barlett School of Architecture
- **Art Foundation** (Ravensbourne , UCA, UAL, Kingston, DMU)
- **Fine Art BA** (Norwich School of Art, Central Saint Martins, Glasgow School of Art, University of Florence , Madrid University , Copenhagen University, Leeds, Slade
- **Textiles and Fashion** Central Saint Martins,
- **Theatre Costume Design** BA (UAL)
- **TV Make Up and Prosthetics** BA(Bournemouth)
- **Men's Wear** BA CSM
- **Graphic Design** BA CSM

## What does excellence look like?

- Throughout Year 10 students should be creating a body of work that is personal, thorough, ambitious and sophisticated.
- Students will have explored ideas in different media in an open-ended way
- The work will show both technical experimentation and thematic development
- There will be evidence of mistakes, changes of mind and revision of ideas
- There will be evidence of review
- There will be increasing ability to relate own work to that of artists and other practitioners
- There will be evidence of the student narrowing their areas of investigation as the year progresses so that they have a clear set of personal ideas to focus on by late in the second term.

## International Opportunities

### International Visits and Exchanges:

- **Shanghai:** Temple of Jade Buddha
- **Tokyo, Japan:** Museum of Arts
- **Madrid:** The Prado, Museo Reina Sofia
- **Frankfurt:** Museum Junge Kunst, Stadel Museum,
- **Wiesbaden:** Gutenberg printing Museum. Schloss Freudenberg – Early 20th Century villa restored as a work of art with tours and art events.
- **Jerez, Spain:** Museo del títere - puppet museum
- **Barcelona, Spain:** Barcelona, Casa Milà – architecture, Dali house and Museum

### Diversity within the curriculum

As students work independently at GCSE to study the artists they research is dependent upon their area of interest and the line of enquiry they choose to follow.

Students may look at the work of a range of painters, designers, sculptors, photographers and print artists from around the world. They may also investigate artefacts from a range of cultures.

## Home Learning, Wider Reading and Research

During Year 10 there will be the opportunity for students to carry out first **hand observational studies during a day visit**, organised by the school, to a place linked to their given theme. Previous visits have included Duxford IWM, Kew Gardens, The Natural History Museum and The Museum of Zoology, Cambridge. The purpose of the visit is for students to work in situ gathering visual information from primary source materials.

Where possible students should also **visit galleries, museums, buildings and any specialist collections** that are linked to their own investigations, encouraging enquiry and exploration of their own interests, cultures and heritage.

Students will be required to **explore and develop the disciplines** listed below and will need appropriate resources to do this. Drawing, Installation, Lens-/light-based media, Mixed Media, Land art, Printing, Painting and Sculpture

Throughout Year 10 students will gather **visual information and research** in a series of sketchbooks. These sketchbooks are working documents and as such should be kept with students, where possible. This is to allow them to gather research; whether it be visual studies, note taking, artist research or other forms of planning. These sketchbooks should be organic and incremental, chronicling the development of ideas from seed to fruition.



*“Art is not what you see but what you make others see.”* Edgar Degas