

CURRICULUM MAP (Long term plan)

SUBJECT : GCSE Art, Craft and Design

YEAR GROUP : 10

	Cycle 1 Autumn Skills based coursework project	Cycle 2 Spring Personal Investigation coursework project	Cycle 3 Summer Personal Investigation coursework project
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>'My Environment'</p> <p>Outcomes</p> <ul style="list-style-type: none"> -A4 sketchbook documenting a wide range of work in response to the theme 'My Environment'. -A 2D final outcome -A 3D final outcome -Evaluation of project. <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Evaluation skills -Collage -Photography -Printing -Clay work -Drawing -Developing ideas -Artist research -Analysis of artwork 	<p>Theme TBC</p> <p>Outcomes</p> <ul style="list-style-type: none"> -A3 sketchbook documenting a wide range of work in response to the theme. <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Observational skills, using a range of appropriate 2D and 3D media. -Artist research -Analysis of artwork -Experimenting with appropriate media, processes and techniques. -Developing and refining ideas. 	<p>Theme TBC</p> <p>Outcomes</p> <ul style="list-style-type: none"> -A3 sketchbook documenting a wide range of work in response to the theme -A final outcome -Evaluation of project. <p>Knowledge, understanding and development of skills and techniques</p> <ul style="list-style-type: none"> -Observational skills, using a range of appropriate 2D and 3D media. -Artist research -Analysis of artwork -Experimenting with appropriate media, processes and techniques. -Developing and refining ideas. -Composition -Evaluation skills
Disciplinary knowledge - what skills are practiced?	<ul style="list-style-type: none"> ● how sources inspire the development of ideas, drawing on: the work and 	<ul style="list-style-type: none"> ● how sources inspire the development of ideas, drawing on: the work and approaches of 	<ul style="list-style-type: none"> ● how sources inspire the development of ideas, drawing on: the work and approaches of artists, craftspeople or

	<p>approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues o other relevant sources researched by the student in the chosen qualification title and area(s) of study</p> <ul style="list-style-type: none"> ● the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture ● the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study ● the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work ● develop their ideas through investigations informed by selecting and critically analysing sources ● apply an understanding of relevant practices in the 	<p>artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues o other relevant sources researched by the student in the chosen qualification title and area(s) of study</p> <ul style="list-style-type: none"> ● the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture ● the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study ● the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work ● develop their ideas through investigations informed by selecting and critically analysing sources ● apply an understanding of relevant practices in the creative and cultural industries to their work ● refine their ideas as work progresses through 	<p>designers from contemporary and/or historical contexts, periods, societies and cultures, contemporary and/or historical environments, situations or issues o other relevant sources researched by the student in the chosen qualification title and area(s) of study</p> <ul style="list-style-type: none"> ● the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, tone, texture ● the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study ● the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work ● develop their ideas through investigations informed by selecting and critically analysing sources ● apply an understanding of relevant practices in the creative and cultural industries to their work ● refine their ideas as work progresses through experimenting with media, materials, techniques and processes ● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
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	<p>creative and cultural industries to their work</p> <ul style="list-style-type: none"> ● refine their ideas as work progresses through experimenting with media, materials, techniques and processes ● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses ● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques , processes, technologies ● use drawing skills for different needs and purposes, appropriate to the context ● realise personal intentions through the sustained application of the creative process. ● be aware that drawing takes many forms, from two-dimensional mark-making to lines made using materials to define three-dimensional space ● develop a range of drawing techniques and processes in order to communicate developing ideas clearly. 	<p>experimenting with media, materials, techniques and processes</p> <ul style="list-style-type: none"> ● record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses ● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques , processes, technologies ● use drawing skills for different needs and purposes, appropriate to the context ● realise personal intentions through the sustained application of the creative process. ● be aware that drawing takes many forms, from two-dimensional mark-making to lines made using materials to define three-dimensional space ● develop a range of drawing techniques and processes in order to communicate developing ideas clearly. Drawing in the context of this qualification is taken to mean the following: recording the observed world, using mark-making in appropriate media, exploring ideas visually, through the act of mark-making, investigating, through the exploration of drawing media, 	<ul style="list-style-type: none"> ● use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques , processes, technologies ● use drawing skills for different needs and purposes, appropriate to the context ● realise personal intentions through the sustained application of the creative process. ● be aware that drawing takes many forms, from two-dimensional mark-making to lines made using materials to define three-dimensional space ● develop a range of drawing techniques and processes in order to communicate developing ideas clearly. Drawing in the context of this qualification is taken to mean the following: recording the observed world, using mark-making in appropriate media, exploring ideas visually, through the act of mark-making, investigating, through the exploration of drawing media, new ways of expressing ideas, feelings or observations, experimenting with various tools, materials and techniques. ● analyse critically, evaluate and reflect on their own work and that of others ● record notes on developments, experiments, ideas or visits
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	<p>Drawing in the context of this qualification is taken to mean the following: recording the observed world, using mark-making in appropriate media, exploring ideas visually, through the act of mark-making, investigating, through the exploration of drawing media, new ways of expressing ideas, feelings or observations, experimenting with various tools, materials and techniques.</p> <ul style="list-style-type: none"> ● analyse critically, evaluate and reflect on their own work and that of others ● record notes on developments, experiments, ideas or visits 	<p>new ways of expressing ideas, feelings or observations, experimenting with various tools, materials and techniques.</p> <ul style="list-style-type: none"> ● analyse critically, evaluate and reflect on their own work and that of others ● record notes on developments, experiments, ideas or visits 	
<p>Key questions (What is the learning about?)</p>	<p>Can I develop ideas through investigations, demonstrating critical understanding of sources (AO1)</p> <p>Can I refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)</p> <p>Can I record ideas, observations and insights relevant to intentions as work progresses (AO3)</p> <p>Can I present a personal and meaningful response that realises intentions and demonstrates</p>	<p>Can I develop ideas through investigations, demonstrating critical understanding of sources (AO1)</p> <p>Can I refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)</p> <p>Can I record ideas, observations and insights relevant to intentions as work progresses (AO3)</p>	<p>Can I develop ideas through investigations, demonstrating critical understanding of sources (AO1)</p> <p>Can I refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2)</p> <p>Can I record ideas, observations and insights relevant to intentions as work progresses (AO3)</p> <p>Can I present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4).</p>

	understanding of visual language (AO4).		
Assessment	Formative assessment through verbal and written feedback throughout the project, linking to the assessment objectives. EOT summative assessment.	Formative assessment through verbal and written feedback throughout the project, linking to the assessment objectives. EOT summative assessment (of progress made towards AO1, AO2 and AO3).	Formative assessment through verbal and written feedback throughout the project, linking to the assessment objectives. EOT summative assessment (of progress made towards AO1, AO2 and AO3).
Literacy (L), Numeracy (N), Oracy (O) opportunities	Written annotations of own work (L) Class tutorials (O)	Written artist research (L) Written analysis of artworks (L) Written annotations of own work (L) Class tutorials (O)	Written artist research (L) Written analysis of artworks (L) Written annotations of own work (L) Class tutorials (O)
Cross Curricular Opportunities	DT - Use of specialist equipment as appropriate. Drama/Music/Dance - School performances	DT - Use of specialist equipment as appropriate. Drama/Music/Dance - School performances	DT - Use of specialist equipment as appropriate. Drama/Music/Dance - School performances
Super curriculum	Exhibition of final outcomes, potentially in a venue in Stotfold, outside of PBA.	Tate Modern, London gallery visit.	Encourage GCSE students to select an artwork to enter into the Letchworth open exhibition at Broadway Gallery (currently free entry for those under 24 and first entry is guaranteed to be displayed).
Careers	HT 1 Clay workshop with visiting artist (Amber B Pottery). HT 2 Working in museums: behind the scenes at the V&A video	HT1 What is a curator? HT2 How I got my job at Tate video	HT1 Talk/visit to Broadway Gallery, Letchworth. HT2 Discuss a range of different careers with the arts.
Equality and Diversity Gender Disability Religion Race Sexuality	Students will explore and investigate a range of diverse artists from different times, places and cultures throughout the project. Female visiting artist.	Students will explore and investigate a range of diverse artists from different times, places and cultures throughout the project, and this term will include a visit to the Tate Modern. Female curator in career's video.	Students will explore and investigate a range of diverse artists from different times, places and cultures throughout the project.
Local Community Links	A visiting local artist to run a workshop.		Students are encouraged to enter artwork into local art exhibition.



	<p>Focus on our local environment for this project; highlighting key places of interest within Stotfold and surrounding areas.</p>		
<p>British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education</p>	<p><u>Democracy</u> In art lessons, we ensure that we are aware of and consider the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects. In the art room, students are taught to respect each other’s rights to have a say. Students are encouraged to give feedback to their teachers about the projects in order to inform planning of topics and we use Google forms in the Google classroom to facilitate student voice.</p> <p><u>The rule of Law</u> Students understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following these rules. Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. When appropriate to SOL, we discuss the law surrounding the work that some artists make. Students are taught that art can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.</p> <p><u>Individual Liberty</u> In art lessons, students are given the opportunity to express their individuality and they are given regular opportunities to make their own decisions and choices in their projects. Whilst making their own choices, they also know that there are boundaries and that they need to respect these. Students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on art and design, critiquing work by artists as well as their peers, whilst respecting the opinions of people around them.</p> <p><u>Mutual Respect and Tolerance of others</u> In the art classroom, students behave in a way that positively impacts the work and productivity of others. Students have opportunities to work collaboratively on projects, having respect for our peers’ views and being receptive to the advice of others. We also use art and design as a creative way to experience a variety of festivals and traditions from around the world. Students regularly discuss the work of their peers as well as other artists in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a ‘safe’ and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement and are respectful of others’ feelings and viewpoints. We understand people have different views and opinions and that these make them who they are. We are tolerant to</p>		

such views and opinions and apply these attitudes when working with those who have different faiths and beliefs. We explore beauty through art and continue to do this within the faiths and beliefs of others.

SMSC

Spiritual Education

Students explore their own spirituality in Art, and use their imagination and creativity to explore ideas and feelings in works of Art, developing their own interpretations. They express themselves through their own art and design work. Students are given opportunities to show appreciation of the achievements of other artists, both contemporary and from the past. We aim to develop a fascination, awe and wonder in the work of others. Looking at the artwork of others can help to motivate and stimulate students with their own work and help them to understand that perseverance is necessary to achieve the very best work of which they are capable.

Moral Education

The ethos in school lends itself to the development of moral responsibility. This is demonstrated in art through students showing respect for the feelings of others when providing feedback to one another, combined with a need to provide constructive and honest criticism to help peers to further develop their work. This aids students in developing a respect for the opinions of others in the wider world. We also discuss how artists and designers represent moral issues through their work.

Social Education

Students have opportunities to collaborate to create pieces of work. They show respect for each other's ideas and opinions when talking about pieces of art and design, including the work of others in the class, and recognise the need to consider the views of others.

Cultural Education

Art and Design is an area in which the children are able to study the works and focus on the themes of other cultures around the world. This leads to a greater understanding of different ways of life and a respect for those cultures which may be very different from their own. The fusion of art work which is inspired by other cultures and aspects which are inherent in their own culture, creates a diverse and enriching blend of visual appreciation which provides unique stimulation for the work of future artists. We reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft and design in different cultural contexts. Students explore a range of festivals and celebrations from our own and other cultures.

Character Education

In lessons, students behave in a respectful way towards each other, members of staff and show respect for the space, materials and resources that they require to work. Art teachers provide live demonstrations of processes and techniques alongside other diverse and relevant guidance to support students to achieve their best outcomes. Regular positive language and constructive feedback encourages our students to develop their own resilience and confidence. We celebrate the work of our students regularly via our weekly and end of term bulletins, social media pages and

	<p>physical displays around the school. Students' progress across the key areas of art and design are recorded throughout and at the end of each project (term), enabling students to clearly see where they have improved and in which areas they can focus on to develop further. Art ambassadors are selected from applications each year, providing opportunities for our most enthusiastic young artists to develop their leadership skills. In school competitions run regularly across all year groups, and students are also provided with information and support to enter competitions outside of school when these opportunities present themselves.</p>		
	<p>The rule of Law Using clay and clay tools safely and respectfully.</p> <p>Individual Liberty Students are able to make their own choices about their work (subject matter and media) from the start of the course.</p> <p>SMSC Project will be inspired by students' individual, local and global communities.</p> <p>Character Education Exhibition of final outcomes. Students' work to be included in the end of term bulletin.</p>	<p>Mutual Respect and Tolerance of others Group tutorials.</p> <p>Individual Liberty Students are able to make their own choices about their work (subject matter and media) from the start of the course.</p> <p>SMSC Students' work will develop from their own individual ideas and interests.</p> <p>Character Education Students' work to be included in the end of term bulletin.</p>	<p>Democracy End of year student voice via Google Forms.</p> <p>Individual Liberty Students are able to make their own choices about their work (subject matter and media) from the start of the course.</p> <p>SMSC Character Education Students' work to be included in the end of term bulletin.</p>