

Year 10 Topics

In year 10 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Guided project phase	<p>To improve the vocabulary and communication skills of students</p> <p>to improve their mastery of art and design techniques, with a range of materials</p> <p>to learn purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods</p> <p>This takes the form of a series of workshops and exercises which consolidate and extends learning about a range of methods and techniques</p> <p>It teaches a process for project development And introduces a structured approach to evidencing the assessment criteria.</p>	<p>Consolidate all learning from KS3 related to The formal elements, the principles of design and compositional design,</p> <p>Reinforce specialist key vocabulary</p> <p>To learn to use this specialist vocabulary to communicate concisely and clearly, explain and describe process, communicate intention</p>	<p>Point, line, Measurement, Techniques, Co-ordination, Dexterity, Point, line, thick, thin, heavy, feint, curvilinear, angular, directional, contour line, Grouping, Gestalt, Pattern, Shape, Texture, rotation, mirroring, blocking, symmetry, asymmetry, texture, density, mark making, rendering, scumbling, stippling, scraffito, implied, real, tone, shade, value, key, hue, tint, tone, shade, value, key, saturation, complementary, harmonious, neutral, tertiary, primary, Colour, saturation, pigment, Composition, Structure, Repetition, Grids, Geometry, Perspective, planes, background, foreground, middle ground, orthographical lines, Directionality, Angles, diagonals, horizontal, vertical, recession, measurement, Structure, Orientation, Relative proportion, visual value, Asymmetrical balance, Symmetrical balance, Unity, cohesion, Weight, Emphasis, focal point, Active dynamics, Passive dynamics, Flow, Movement, Convergence/ divergence, Linear /vertical arrangement, Symmetry/asymmetry, Emphasis and focal points, Proximity and Visual weight, Spatial arrangement and Depth cues, layering, Movement and dynamics, Leading lines, Geometrical principles, Rule of thirds, Fibonacci series/ golden mean, Division, Synthesis, Fragmentation, Rearrangement, Displacement, Sections, Juxtaposition,</p>	<p>Spatial motor skills</p> <p>Research skills</p> <p>Reflection skills</p> <p>Analysis skills</p> <p>Independence skills</p> <p>Communication skills</p> <p>Evaluation skills</p> <p>Oracy skills</p> <p>Work experience</p> <p>Study visits</p> <p>Careers</p> <ul style="list-style-type: none"> • Evaluation- Evaluating the potential of materials through testing. • Analysis- Critical analysis of the work of other designers and artists as well as students' own work. • Creativity- development of a personal response to sources of inspiration <p>Creativity expressed through presentation of ideas</p>

			Figurative and non-figurative representations, stylisation, simplification	<ul style="list-style-type: none"> • Creating design ideas based on the work of other artists and designers, experimenting with a range of materials and media. <p>Literacy- Annotation of research and design work using subject specific vocabulary accurately.</p> <ul style="list-style-type: none"> • Numeracy- Working out scales, ratios, proportions, measurements • <i>Using golden mean and geometry to guide layouts and compositions</i> • Independence- expressed through creative choices <p>And personal research , thematic selection and development</p> <ul style="list-style-type: none"> • Problem solving skills- technical problem solving creative problem solving • Oracy – open question discussions – ‘what is Art’ group talk – about an art work <p>Subject Specific Skills:</p> <ul style="list-style-type: none"> • Technical control and mastery of a range of materials. • Mark making. • Observational drawing
	Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes	Materials , processes, techniques, principles, elements	graphite, pen and ink, charcoal, chalk pastel, fixative, crayons and pencil, Oil pastel , Wax resist ,	
	charcoal, pastels, pen and ink, crayons and pencil, Chalk pastel, Oil pastel , Wax resist ,			
	Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes	Painting, Watercolours, gouache, poster paint, acrylic, saturation, dilute, opacity, opaque, transparent, translucent, matt, gloss, sheen, vibrancy, consistency, load, ferrule, binder, pigment, cutting in, feathering, primer, undercoat, bleeding, glaze, wash, wet wash, dry brush, blend, palette, scumble, sfumato, sgraffito, stipple,		
	Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes	Painting, watercolour, gouache, acrylic		
	Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes	Printmaking , monoprint, block printing, collagraphy	Printing , monoprint, block printing, collagraphy, roller, transfer, burnish, proof, register, run,	
	Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that	Collage , Mixed media, , surface embellishment,		

	<p>understanding through materials and processes</p> <p>mixed media</p>		<ul style="list-style-type: none"> • Artist appreciation. • aesthetic awareness • aesthetic judgement
	<p>Consolidate and extend all learning from KS3 related to The formal elements, the principles of design and compositional design and extend application of that understanding through materials and processes</p> <p>Sculpture, assemblage , construction</p>	<p>Sculpture, relief , assemblage • construction</p>	
<p>To improve their mastery of Drawing, increasing the range of drawing skills and approaches.</p>	<p>To revisit, consolidate and refine all drawing skills learnt in KS3 addressing any gaps</p> <p>To learn the Five Basic Skills of Drawing</p> <p>The Perception of Edges.</p> <p>The Perception of Spaces.</p> <p>The Perception of Relationships.</p> <p>The Perception of Light & Shadow.</p> <p>The Perception of the Whole or Gestalt</p> <p>And how to select and utilise the appropriate skill for purpose.</p>	<p>Memory drawing, blind drawing, drawing , double brain drawing continuous line , contour line , line sensitivity , observation, Tone, scales, Chiaroscuro, ratios, Shape , form , sculptural tone, directional light, Scale, ratio, proportion, balance, Focal point , emphasis ,orientation, directionality, Line sensitivity, Synesthesia , association, Ground</p> <p>Subject, Figure, Positive, Negative</p> <p>Outline, Graphical shape, tonal line sensitivity, mass value tonal drawing , sculptural tone , Positive /negative drawing, Notan, reverse/subtractive drawing, emotive line</p>	
	<p>To learn about speed drawing methods and suitable uses when recording information and ideas</p>	<p>Sketching</p> <p>Keyline or Armature Drawing</p> <p>Scribble drawing</p> <p>Continuous line</p>	

	<p>To create sketch books to record observations and use them to review and revisit ideas</p>	<p>To learn to methods and techniques for Scaling up work</p> <p>The understanding and skills to record ideas and communicate through a broad range of drawing techniques and processes</p> <p>formatting creating a cohesive 'identity' style or template, Consistent identity formats, Varying content/ creating focal interest Balancing visual and written content</p> <p>understanding and skills to communicate their intentions and ideas to others in a written form</p> <p>Taught how to clearly record ideas through a wide range of Annotation techniques and approaches.</p> <p>Describing ideas development Personal idea outlines Making personal connections Paragraphs and extended content Summaries and conclusions Communicating personal engagement Contextual understanding</p> <p>Taught the aesthetics of visual presentation and how</p>	<p>Rearrange, insert, addition, subtraction , amend, modify, delete, obscure, Folds / flaps /extensions and pull outs, Protective measures Overlays, Visual flow , Visual scale Visual clarity, Whole page dynamics Extended backgrounds , motif backgrounds, Balancing speed /detailed work</p> <p>Intentions, clarity, explain, evaluate, analyse , label, express, annotate, compare, Sketchbook, layout, balance, communication, development ,thumbnails, Annotation, compare, Active notes, Justifying, Analysing Describing content and concepts Comparative description, enquiry, Investigation, connection, Context, application Intention statements, Literacy, Research skills Independence</p> <p>Visual Legibility and Aesthetics Planning</p>	
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		this reinforces and support the communication of intentions and design processes.	Drafting Thumbnails Layouts Variations	
<p>To learn about great artists, architects and designers in history.</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</p> <p>•how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.</p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of: • figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation</p>		Taught an appreciation of a wide range of artists, cultures and designers.	Painterly expressive / informative graphic styles Unfolding / planned Designing for print / stencil	
		To learn/improve appreciation of visual aesthetics		
		Learn about thematic subject content to develop understanding and skills. Evidencing appropriate selection and coverage of a theme.	Still life, Mechanical form, Objects Portraits, figures Environments, architecture Organic and natural form Figurative and non-figurative representations, stylisation, simplification, abstraction	
		Taught an appreciation of a wide range of artists, cultures and designers.	The concepts and context influenced compositional development e.g. The world war/s	Learn about how technological development influence what types of art are produced and how they are produced e.g. The printing press Photography/digital software
		careers	Masterclasses from visiting artists Careers	