Thomas Mills
High School & Sixth Form

CURRICULUM OVERVIEW: GCSE ART YEAR 10

"Creativity takes courage." — Henri Matisse.

The Thomas Mills High School & Sixth Form GCSE Art curriculum aims to develop pupils' knowledge, understanding and practical skills in Art and Design. The course follows the Pearson Edexcel GCSE (9–1) Art and Design specification.

Intent: To enable every pupil to become an independent, reflective and confident artist. Pupils will investigate relevant artists and sources, record from direct observation and their own photography, experiment purposefully with media, materials, techniques and processes, refine ideas through annotation and evaluation, and realise a personal and meaningful response that communicates clear intentions across AO1–AO4.

- AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 - Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year 10 Term	Topic	Knowledge and Skills	Useful Links
1	**STILL-LIFE**	**Knowledge:** During this first half term pupils are encouraged to think about **STILL-LIFE** and the variety of ways of interpreting the theme. Pupils are also given the opportunity to see how artists use an exam art paper in their own individual journey, looking more closely at the work of artists who have talked the theme- **STILL-LIFE**	www.okeeffemuseum.org Still life - Observational drawing - AQA - GCSE Art and Design Revision - AQA - BBC Bitesize www.tate.org.uk/kids/explore/who-is/who-georgia-okeeffe A* IGCSE Art and Design: Still Life and Paper Cranes

		ARTISTS: Ben Nicholson, Braque, Picasso, Patrick Heron, Jelly Green, Nevelson. Practical work is based on learning how to conduct visual research building towards experimentation and a final outcome. Working from the artists images and taking their own photographs to work from. Starting points, title pages, mind-maps, contextual artists research, analysis and independent direction of ideas and skills. Development of an artistic idea from initial recording to experimenting with media and materials. Workshops focus on drawing and recording from life, taking photographs, painting techniques, composition and use of colour, watercolour, printing, sgraffito, wax resist, relief, clay etc **Skills:** • Rules of composition. • Painting techniques, acrylic paint. • Taking photographs. • Observational drawing. • Photographic techniques • Sgraffito • Wax resist and Ink • Relief – 3D	50+ Still life drawing ideas for Art students

Assessments		Sketchbook examples and final outcome for the unit completed at the end of the Autumn term. Sketchbook development and exploration of 2D relief and final outcome.	
2	**OPEN + LOCK EXAM THEME PREP PERIOD** **8 WEEKS of sketchbook development**	**Knowledge:** The EXAM paper – Theme: **OPEN/LOCK** (practise for the pupils to understand the process) **Skills:** **Drawing + Recording, from Artists and Primary sources.** • Drawing using tone and charcoal/chalk. • Photography skills and use of digital manipulation to flip and rotate images. • Mono printing skills.	www.hamiltonsgallery.com/artists/27-irving-penn/series/cranium-architecture/ Research 2:3: Using part of the subject to create the artwork. | drawingmygapyear Patterns for creative regeneration | STYLEPARK
Assessments		Sketchbook preparation and development of the theme **'Open/Lock'** + 5 hours EXAM to produce a final piece.	
3	**Drawing + Recording, from**	**Knowledge:** **Contemporary POP Art**	

	Artists and Primary sources.	This unit is focused on collage and print, using the work of **Warhol, Lichtenstein, David Galan,** as inspiration. Pupils will focus on plant forms, creating graphic interpretations from the natural world. Collage and print will help to reduce the forms to simplified images. **Skills:** • Looking at the work of the artist to develop a stylised way of working. • Use of collage to create bold forms. • Creating collage papers using watercolour. • Lino and press print skills.	
Assessment		Complete a larger final collage piece based on artist **POP ARTIST** investigation using your sketchbook as development and a plan to work.	