

## Subject Curriculum Overview for Academic Year 2024/2025

Subject: Art	Subject Leader: Miss Claire Parry	Year Group: 10	AUTUMN TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<p><b>Autumn Term 1 :</b></p> <p><i>Architectural Evolution: Four Key Architectural periods</i></p> <p>Students will create a portfolio comprising two projects, constituting 60% of their GCSE Grade.</p> <p><b>Unit 1</b> – Architecture evolution, will commence from the beginning of Year 10 (September – April)</p> <p><b>Unit 2</b> – Personal Investigation, will commence in April and conclude in December of Year 11</p>	<p><b>End point: Students will produce four intricate illustrations, showcasing distinctive features of Gothic, Renaissance, Modern, and Baroque architectural styles.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn about the four assessment objectives within the OCR GCSE Art and Design curriculum</li> <li>Know that A01 evaluates critical comprehension of sources, including artist connections</li> <li>Know that A02 evaluates the utilisation of materials, media, and techniques, focussing on the quality of material application</li> <li>Know that A03 evaluates observations, designs, and the developments of ideas</li> <li>Know that A04 evaluates a personal and meaningful response, culminating in the final outcome for a project</li> <li>Learn the process of structuring a GCSE project based on a given theme</li> <li>Learn how perspective portrays three-dimensional objects on a two-dimensional surface</li> <li>Learn how perspective can give the impression of height, width, depth, and position within a drawing</li> <li>Learn about the principles of linear perspective</li> <li>Learn how to use parallel lines to create the illusion of a vanishing point</li> <li>Create a mind map that illustrates the exploration of the chosen theme using secondary images and collage</li> <li>Learn how to present a professional introduction to a project using appropriate images, considered composition and subject terminology</li> <li>Study 4 key Architectural periods: Gothic, Renaissance, Modern and Baroque</li> <li>Learn about the origin and historical era of Gothic architecture</li> <li>Know that Gothic architecture originated in the 12<sup>th</sup> century in France</li> <li>Know that Gothic buildings are characterised by their pointed arches</li> <li>Know that pointed arches create a sense of height</li> </ul>	<p>Transformation</p> <p>Perspective</p> <p>Viewpoint</p> <p>Angle</p> <p>Refinement</p> <p>Contextually</p> <p>Review</p> <p>Enquiry</p> <p>Bespoke</p> <p>Assessment Objectives</p> <p>Architectural</p> <p>Periods</p> <p>Characteristics</p> <p>Gothic</p> <p>Renaissance</p> <p>Modern</p> <p>Baroque</p>	<p><b>Skills booklet</b></p> <p>Students will engage in skills booklet at the start of every lesson.</p> <p>Each activity within a booklet designed specifically in line with each lesson, which will serve as a bridge between previous learning and the current lesson, prompting students to reflect upon their existing knowledge and experiences.</p> <p>It is important at GCSE level to continually refine practical skills which can be found on each page in the skills booklets.</p> <p>By revisiting and activating prior learning, students will establish connections that facilitate the assimilation of new concepts. All activities are thoughtfully designed to not only reinforce theoretical knowledge</p>

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	<ul style="list-style-type: none"> <li>• Learn to recognise key features of architectural styles, including pointed arches, ribbed vaults, flying buttresses, stained glass windows, columns, perspective, gargoyles, and figurative elements</li> <li>• Know that Gothic cathedrals and churches are famous for their stained glass windows, which depict religious stories and flood the interior with colour, diffused light</li> <li>• Study some of the most famous examples of Gothic architecture such as the Notre-Dame Cathedral in Paris, Chartres Cathedral in France, and the Cologne Cathedral in Germany</li> <li>• Learn about the classical elements found on Renaissance buildings</li> <li>• Know Renaissance architecture, originated in the 15<sup>th</sup> century Italy</li> <li>• Know Renaissance architecture is characterised by a revival of classical Greek and Roman elements, such as columns, arches, and domes</li> <li>• Learn about classical orders of columns, such as Doric, Ionic, and Corinthian</li> <li>• Learn about Renaissance architects developed techniques for creating centralised and domed structures</li> <li>• Learn how the renaissance period saw the development of linear perspective in painting</li> <li>• Learn how this technique creates the illusion of depth and three-dimensionality in two-dimensional artwork and architectural spaces</li> <li>• Know Baroque architecture emerged In the 17<sup>th</sup> century and is known for its dramatic and ornate (elaborately, or highly decorated) style</li> <li>• Learn how baroque architecture features elaborate ornamentations (decorative elements), curvilinear (consistent curved line) forms</li> <li>• Learn how Baroque architects employed illusion and theatricality to create a sense of movement and drama within the designs</li> <li>• Know the style is prominently associated with the construction of grand palaces and churches, famous examples include the Palace of Versailles in France and the Church of San Carlo alle Quattro Fontane in Rome</li> <li>• Study how Baroque architecture seamlessly integrated art, sculpture, and architecture to create cohesive and expressive spaces</li> <li>• Know that Modern architecture emerged in the early 20<sup>th</sup> century</li> <li>• Know that Modern architecture is characterised by a focus on functionality, simplicity, and innovative (new, advanced) design</li> </ul>	<p>Atmospheric</p> <p>Industrial</p> <p>Manipulation</p> <p>Etched</p> <p>Qualities</p> <p>Linear</p> <p>Geometry</p> <p>Symmetrical</p> <p>Parallel</p> <p>Characteristics</p> <p>Originated</p> <p>Diffused</p> <p>Ornamentation</p> <p>Curvilinear</p> <p>Doric</p> <p>Ionic</p> <p>Corinthian</p> <p>Elaborate</p>	<p>but also to enhance practical skills.</p> <p><b>End of term assessment</b></p> <p>A comprehensive portfolio, covering the four assessment objectives, must include a sustained project and additional work. Students submit their coursework book at the end of each term, following clear guidance and specifications aligned with the exam board objectives (A01, A02, A03, A04).</p> <p>The assessment, divided into four components, is evaluated through carefully designed end-of-term tests and assessment grids. For instance, in term 2, an artist research page is assessed for A01, measuring critical understanding.</p> <p>These evaluation pinpoint strengths and areas for improvement, fostering growth in both</p>
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<p><b>Autumn Term 2 :</b></p> <p><i>Architectural Evolution: Four Key Architectural periods</i></p>	<ul style="list-style-type: none"> <li>• Learn how modern architects prioritise function and efficiency in their designs, often using new materials and construction techniques</li> <li>• Know that form follows function is a fundamental principle of modern architecture</li> <li>• Know that Modern architecture is known for its clean lines, simple forms, and minimalistic aesthetic</li> <li>• Know that Modern architecture often eliminates unnecessary ornamentation, focussing on the essentials of design</li> <li>• Learn how Modern architecture often incorporates open floor plans and large windows to maximise natural light</li> <li>• Know that Modern architecture represents a significant shift from historical styles, embracing new materials and technologies</li> <li>• Produce an A4 observational drawing using the information learnt to record the key characteristics of each architectural style</li> </ul> <p><b>End point: Students will produce a detailed A3 mixed media drawing that captures the tonal qualities of a digitally edited image they have captures, employing the appropriate techniques and materials</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Study the work of the artist Ian Murphy</li> <li>• Learn the terminology to describe the artwork, including terms like atmospheric, industrial, composition, tonal, and etched</li> <li>• Know that Ian Murphy is a Gain a contemporary British fine artist</li> <li>• Know that Ian Murphy’s reputations for creating powerful, tonal drawings and atmospheric mixed-media paintings, often featuring architectural settings from his travels</li> <li>• Learn how to use pastel colours over rich textural layers to convey depth within a drawing</li> <li>• Learn how he manipulates materials to highlight colour within a drawing</li> <li>• Know how three-dimensional quality can be achieved by juxtaposing dark shadows and light areas in paintings</li> </ul>	<p>Theatricality</p> <p>Integrated</p> <p>Minimalistic</p> <p>Aesthetic</p>	<p>knowledge and artistic application.</p>
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	<ul style="list-style-type: none"><li>• Learn how to create an implied surface texture using materials like tissue paper, watercolour, and sandpaper</li><li>• Learn how Ian Murphy captures mood and atmosphere through mark-making methods</li><li>• Learn how to correctly achieve soft, light grey tones in water by working with graphite on paper</li><li>• Learn to amalgamate (combine) elements of Ian Murphy's artwork to produce an A3 observational study</li><li>• Create an A4 reproduction of Murphy's artworks using graphite pencil and watercolour to convey texture and tonal qualities</li><li>• Explore digital art techniques, including scanning, digital editing, colour correction, layering, and double exposure</li><li>• Learn how to use Photoshop to make adjustments to the scale, proportion and colour balance (add or take away certain colours) of an image</li><li>• Learn how to produce a contact sheet, which serves as an online gallery of images from a photoshoot</li><li>• Learn how to use Photoshop to edit a selection of images from the contact sheet</li><li>• Learn how to adjust image levels (ability to adjust brightness, contrast and tonal range by adjusting the black, white and grey)</li><li>• Learn how to manipulate hue saturation to alter colour intensity (brightness or dullness or a colour), and fine-tune colour through image levels</li><li>• Learn the shortcuts in Photoshop, such as copy (shift+alt+c), paste (shift+alt+v), and levels (shift+alt+l)</li><li>• Learn the process of documenting digital manipulation in a sketchbook</li><li>• Produce an A3 drawing showcasing materials, media, and techniques inspired by the artist</li></ul>		
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Subject: Art	Subject Leader: Miss Claire Parry	Year Group: 10	SPRING / SUMMER TERM
Topic	Key Learning Points	Key Vocabulary	Assessments
<b>Spring Term :</b>  <i>Architectural Abstractions</i>	<p><b>End point: Students will produce an A3 mixed media outcome that incorporates the techniques gleaned from both studied artists. This artwork will involve reconstructing an architecture structure by drawing from their individual studies and exploration of perspective.</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Examine the artistic contribution of one of the following artists and document insights on materials, inspiration, processes, and techniques</li> <li>• Demi Lang, Sunga Park, Minty Sainsbury, Maja Wronska, Valerio D'Ospina, Lucy Jones, Rob Wilson, Robert Delaunay, or John Piper</li> <li>• Know a diverse array of materials and techniques to craft a layered and textured background using materials such as, tissue, wallpaper, mod rock and newspaper</li> <li>• Produce 10 experimental surfaces employing acrylic paint, ink rollers, masking tape, coffee, tea, ink, and tissue paper</li> <li>• Know the effects of graphite and charcoal on acrylic paint and various media like coffee/tea stained paper, papyrus, and tissue paper to generate distinct marks</li> <li>• Know how to use tracing paper to construct a contour line of a printed image</li> <li>• Know how a contour line can facilitate the creation of a three-point perspective drawing</li> <li>• Learn the process of image transfer using fabric</li> <li>• Learn how different fabric printing methods have different results for example, stamp printing, transfer printing, screen printing and dye sublimation</li> <li>• Learn how the type of textile printing used is based on the durability of the fabric</li> <li>• Know the difference between mod podge and mod podge transfer (mod podge transfer gives an opaque, white background, mod podge provides a transparent background)</li> <li>• Know that mod podge transfer can be used on a variety of surfaces such as, paper, wood, fabric, plastics, ceramic and painted surfaces</li> <li>• Know how to create an A3 fabric transfer, incorporating a variety of materials to alter the images appearance</li> <li>• Learn how to use multiple layers of tracing paper and lines to generate a fresh perspective</li> </ul>	Analysis  Compare  Contrast  Describe  Explain  Validate  Expand  Technique  Cultural  Historical Context  Evidence  Extrapolate  Discovery  Dynamic  Function  Geometric  Minimalist	

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<p><b>Summer Term :</b></p> <p><i>Personal Investigation</i></p>	<ul style="list-style-type: none"> <li>• Learn how to select fragments of a printed image</li> <li>• Learn how to use these fragments to reconstruct a new outcome from the original</li> <li>• Learn how to develop a new architectural composition using line drawing from personal imagery</li> <li>• Learn the skill of accurately cutting out perspective angles from images to construct 3 collages</li> <li>• Learn how to apply to collage method to manipulate perspective, rearranging and transforming the composition into a unique architectural structure</li> <li>• Produce 5 A5 compositions (collage structures)</li> <li>• Learn how to merge the techniques of 2 artists together</li> <li>• Know how to continuously refine practical skills, drawing connections to the studied artists work</li> <li>• Craft an A3 final outcome that integrates the techniques, materials, and processes explored in the project, inspired by the two studied artists</li> <li>• Learn photography techniques for capturing and documenting the various stages of their work</li> <li>• Know how to present a personal and meaningful response</li> <li>• Learn how to record ideas, observations and insights as work progresses, using visual language (images and drawings) and subject language</li> </ul> <p><b>End point: Students will undertake a comprehensive project in response to a designated theme, integrating artist connections, an explorations of materials, media, processes, and incorporating their own photography to present a meaningful outcome.</b></p> <p><b>Students will:</b>  <i>(They will select from five provided themes to guide their individual projects) A weekly schedule of tasks and activities will be provided to each students, aiding them in organising their chosen project themes and facilitating the fulfilment of the exam board assessment criteria</i>  <i>(This project will conclude in December Year 11)</i></p> <ul style="list-style-type: none"> <li>• Produce a mind map incorporating a selection of images, inspirations, and artists relevant to the chosen theme</li> </ul>	<p>Precise</p> <p>Depicting</p> <p>Representation</p> <p>Arches</p> <p>Viewpoint</p> <p>Compounds</p> <p>One-point</p> <p>Two-point</p> <p>Linear</p> <p>Vertical</p> <p>Horizontal</p>	
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	<ul style="list-style-type: none"><li>• Learn how to develop an idea with reference to other artists linked to their intentions</li><li>• Analyse exemplar GCSE projects provided by the examination board</li><li>• Examine exemplar GCSE sketchbooks from grade 1-9</li><li>• Learn how to develop the skills to explore, create and communicate their ideas</li><li>• Produce a title page using a range of materials, technique and processes that represents an engaging start to their project</li><li>• Learn how to format a sketchbook using their Architecture project as a guide</li><li>• Produce 5 initial observational studies using a range of media relevant to their chosen theme</li><li>• Study the work of an artist they have chosen in response to their given theme</li><li>• Produce an artist page showing evidence of understanding the techniques, materials, and processes of the artist's work</li><li>• Apply prior knowledge to initiate their second project. By the conclusion of the summer term students will have accomplished the following:</li></ul> <ul style="list-style-type: none"><li>• Mood board</li><li>• Mind map</li><li>• Collection of observational studies</li><li>• 2 Artist research pages</li><li>• Photography page</li><li>• Mock outcome that incorporates all of their work to date</li><li>• Appraisal with clear written and visual communication of the projects next steps</li></ul>		
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### How parents can support learning in the subject this academic year

All students are supplied with sketchbooks for in-class use, along with specialised materials during curriculum-embedded workshops.

Parents can prompt students to regularly review their learning, particularly leading up to end of term assessments. Encourage them to practice techniques and new methods taught during the school day, emphasising the value of consistent practice. Parents can support students in Art lessons by engaging in conversations about tasks and skills used in class. Revisiting and explaining these skills outside of class helps solidify learning. Students benefit from having basic art equipment at home, including drawing pencils, sharpener, colour pencils, drawing paper and basic paints.

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When students delve into the worlds of various artists and cultures, parental interest and discussions about their work can be highly beneficial. Taking the time to explore and share examples from the internet, art galleries, and books enriches the overall learning experience. Additionally, parents can support their children's projects by referencing the project overview located at the front of each book. This resource can aid in focusing discussions and maintaining engagement at home. Moreover, students are encouraged to make use of the art rooms during lunchtime, whether to seek teacher assistance or to continue working independently.

All GCSE students are encouraged to participate in extracurricular activities, such as GCSE sessions afterschool. This fosters their place in the creative community, promoting positive interactions across different levels and year groups. Additional support and guidance, extended learning time, access to resources and a focused work environment can be invaluable for students.

### Recommended Reading

When students are introduced to various artist finding out a little more about them from a range of sources can support and extend their learning in class. Encourage students to look them up in books or using the internet.

- [www.artcyclopedia.com](http://www.artcyclopedia.com)
- [www.tate.org.uk](http://www.tate.org.uk)
- [www.saatchiart.com/](http://www.saatchiart.com/)
- [www.studentartguide.com](http://www.studentartguide.com)
- [www.art2day.co.uk](http://www.art2day.co.uk)
- [www.theartstory.org/artists/](http://www.theartstory.org/artists/)
- [www.tate.org.uk/art/student-resource/exam-help](http://www.tate.org.uk/art/student-resource/exam-help)
- <https://www.tate.org.uk/art/student-resource/exam-help>
- Ways of seeing: John Berger
- Steal like an artist: 10 things nobody told you about being creative: by Austin Kleon
- Art: A world history by Elke Linda Buchholz

### Points to note

#### Homework:

GCSE Art and Design is a course work based subject that places equal emphasis on both the quantity and quality of work. It is crucial for students to meet deadlines and adhere to the guidelines provided at the front of their books to ensure they stay on track.

Homework assignments are designed to deepen students understanding of the historical, cultural links, and artists introduced in lessons. Personalised targets, found within their conversations logbook at the back of their sketchbooks. Will guide their actions.

Our aim is for every students to embrace their identity as a young artists, dispelling any notion that they are 'not good at Art'. Just like any skill-based subject, consistent practice and training will foster confidence. We encourage parents to support and reinforce this message at home.

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**Course content:**

This course comprises two components, both centered around practical responses and study.

Component 1: This portfolio unit allows students to develop, explore, and document ideas. They will acquire skills while building knowledge and understanding. Students will have the opportunity to create a personal response to starting points, using a variety of chosen traditional and/or digital media.

This component is 60% of their grade.

Component 2: With an early release period, students can choose a starting point- either visual or written- to develop a response, drawing on the skills, knowledge and understanding gained throughout their chosen course of study. This involves a preparation period followed by a 10 -hour sustained, focus study.

More details about the course structure and assessment can be found here.

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/specification-at-a-glance/>

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/assessment/>

<https://www.ocr.org.uk/qualifications/gcse/art-and-design-j170-j176-from-2016/textbooks/>