Year 10 3D	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Big Idea	**Head Project Ideas & Construction** Knowledge/Skills linked with the Visual Elements through monochromatic exercises and studies. Basic introduction to building techniques in salt dough & clay.	**Mixed Media Workshops** Knowledge/Skills linked with exploration of wider 3D skills such as textiles, card construction, wire and papier mâché, plaster carving, mono-printing, relief sculpture, assemblage.	**Head Project Individual Responses** Knowledge/Skills linked with the exploration of Head Project artists. Individual responses inspired by artist's work.	**Artist Research** Knowledge/Skills linked with the detailed investigation of artists, comparing and contrasting.	**Photography** Knowledge/Skills linked with the collection of first-hand imagery through Photography and photomontage and manipulation.	**Creative responses** Knowledge/Skills linked with the expressive/creative development of ideas, exploring compositions and materials.
Content What are they learning? (including keywords)	**What are they learning** • 7 Elements of Art • Variety of Line • Quality of Line • Interconnectedness of elements • Variety of shading techniques • Importance of light source • Difference between 2 and 3-dimensions • Salt dough • Wire construction • Clay techniques • Human features & proportions **Key words** Line, tone, shape, space, colour, pattern,	**What are they learning** • Mood board 4 basic themes: objects, 'scapes, human/animals, architecture Mono-printing • Card construction • Plaster carving • Assemblage • Wire drawing & construction • Papier mâché • Sewing/textiles • Relief sculpture **Key words** Natural world, man-made, mono-printing, card construction, plaster carving, assemblage, wire	**What are they learning** • Face proportions • Artist research • Mind-map ideas • Collage ideas • Sketching ideas • Head sculpture in clay • Using a former • Expressive head sculptures **Key words** Proportion, mind-map, observation drawing, visual elements, guidelines, measuring, plotting out, former, modelling, 2 and 3 dimensions, accuracy,	**What are they learning** • Relevant facts about artists • Artist research skills • Interconnectedness of art • Compare & contrast skills • Presentation skills • Focus on visual elements in studies • Photography in style of artist **Key words** Art movement, influence, realism, expression, pattern, shape, colour, composition, layout, focus, SEMI analysis, inspiration, mimic,	**What are they learning** • Composition rules • Lighting rules • Focal points • Viewpoints • Perspectives • Photomontage • Photomanipulation • Photoshop **Key words** Collage, experiment, explore, photomontage, photomanipulation, composition, layout, distress, age, distort, rule of thirds, leading lines, vanishing point, horizon line, foreground, middle ground, background,	**What are they learning** • Applying skills • Evaluating learning • Experimenting with ideas and materials • Exploring composition • Thumbnail sketches • Evaluative annotation • Application of key words to annotation • Building maquettes **Key words** Annotation, evaluation, experimentation, risk taking, sketching,

	form, texture, dynamic line, static line, repeated shape, shading, 2 and 3-dimensional, pencil pressure, continuous line, outline, cross hatching, blending, direction of light, 3 dimensions, ceramics, salt dough, construction, additive techniques, subtractive techniques.	drawing & construction, papier mâché, sewing/textiles, relief sculpture.	expression, symmetry, asymmetry, maquette, ceramics, scratch and slip, kiln, firing, expressive, glazes, decorative, additive and subtractive clay techniques, sgraffito, incising.	extract, research, understand and apply.	chiaroscuro, spotlight, bokeh, peripheral vision.	variations, colour options, maquettes, mixed media, artists intention, meaning, scale, visual communication, 3 dimensions, intention, visual communication.
Skills How are they learning it?	Short exercises scaffolded with examples on PowerPoint exploring and experimenting with the pencil to create a vocabulary of marks, shapes and sketches that can be referred to in future learning. Skull/muscle structure observation. Damien Hirst study page. Facial features in clay.	Diagnostic mood board focusing on range of sources and materials. Mini workshops using individual subject choice images in mono-print, plaster, mixed media, sewing card construction papier mâché.	Mind-map of ideas combining head with one of the 4 big themes. Artist research pages showing presentation, analysis and technical skills, head construction workshops and individual sculpture building.	Artist's research pages including visual studies, relevant background information, SEMI analysis, compare and contrast skills with second artist. Initial responses in photography to artists work.	Introduction to composition skills in photography. Student photoshoots and evaluation. Studio lighting workshops. Photomanipulation and photomontage workshops. Photoshop skills building workshop. GALLERY VISIT.	Revisit Statement of Intent. Exemplar sketchbooks from school and YouTube. Workshop refreshers. Composition ideas – thumbnail sketches. Material and maquette experiments. Mock exam activity – observation-based. Individual ideas development. Peer assessment for ideas development and suggestions. 'What next' ideas gathering activity.
Key Questions	What are the 7 visual elements? Why is observation skill important in art?	Why is it important to explore a range of sources for ideas? Can writing inspire art?	What happens trapped air in the kiln? What is the best way to stick clay together?	How is the modern artist different from centuries ago? What is the benefit of looking at 2 artists?	How can photography show evidence of skill? What is the rule of thirds?	What is a thumbnail sketch? What is the statement of intent?

	Why does variety of line make an artwork more interesting? How does dynamic line make an image have more movement? What is the definition of line/tone? How is art made/judged? What is art?	Where else can we find inspiration apart from the art world? Why is printmaking a valuable technique? Is it important to always follow the rules with new skills? What is a common mistake when translating an idea to 3D?	Why do we use a former? What are the common mistakes made when working with clay? What individual and inventive ways could you add texture to clay? How can you combine 2 ideas in one sculpture without it being half and half? What does the way you have combined the ideas say about your intention?	Should both our artists be the same? Is it better to copy the artist's work exactly or extract an element? How can we show we understand the intentions of the artist? What aspects of the artist's work do we need to take into our own?	What is a bad composition? Is lighting always important in photography? What photographer can we take influence and ideas from? How can light be used to direct the focus in photography? What can be used to direct the focus in photography	Who can we ask for ideas about our work? What do we do when we get stuck with our idea? Where can we find examples of exemplar GCSE sketchbooks? How can annotation help my idea development? Where can I find examples of key words for art?
Assessment (specific assessed piece(s); milestone(s))	**Basic exercises & Damien Hirst Page** **3D clay 7 & wire features**	**Relief sculpture techniques** **Relief into 3D techniques**	**Mind-map and artist research** **Expressive head sculpture**	**Artist Research Pages** **In the style of the artist responses**	**Photo skills** **Photo experiments**	**Ideas development** **Mock Exam outcome**