| Year 10 FINE ART | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| **Theme/Big Idea** | **Drawing skills**<br><br>Knowledge/Skills linked with the Visual Elements through monochromatic exercises and studies. Basic introduction to the building blocks of art – VISUAL ELEMENTS. | Mixed Media<br><br>Knowledge/Skills linked with printmaking, collage, mixed media, textiles, stencil cutting and Photoshop. | **Colour skills**<br><br>Knowledge/Skills linked with the Visual Elements through colour exercises and studies.<br>Basic introduction to the building blocks of art – VISUAL ELEMENTS. | **Artist Research**<br><br>Knowledge/Skills linked with the detailed investigation of artists, comparing and contrasting. | **Photography**<br><br>Knowledge/Skills linked with the collection of first-hand imagery through Photography and photomontage and manipulation. | **Creative responses**<br><br>Knowledge/Skills linked with the expressive/creative development of ideas, exploring compositions and materials. |
| **Content**<br>What are they learning?<br><br>(including keywords) | **What are they learning**<br>• 7 Elements of Art<br>• Variety of Line<br>• Quality of Line<br>• Interconnectedness of elements<br>• Variety of shading techniques<br>• Importance of light source<br>• Difference between 2 and 3-dimensions<br><br>**Key words**<br>Line, tone, shape, space, colour, pattern, form, texture, dynamic line, static line, repeated shape, shading, 2 and 3-dimensional, pencil pressure, continuous line, outline, cross | **What are they learning**<br>· Mood board 4 basic themes: objects, 'scapes, human/animals, architecture<br>· Initial Photoshoot<br>· Lino printing<br>· Mono-printing<br>· Screen printing<br>· Stencil cutting<br>· Collage<br>· Mixed media<br>· Photoshop<br><br>**Key words**<br>Composition, sources/materials of inspiration, Lino printing, mono-printing, screen printing, stencil and template, mixed | **What are they learning**<br>• 7 Elements of Art<br>• Primary/Secondary/ Tertiary colour<br>• Double Primary Mixing Wheel<br>• Paint application<br>• Chroma & value<br>• Mind-map ideas<br>• Changing background to develop idea<br>• Stuart Edmondson<br>• Combining elements to create final outcome<br>• Idea exploration & experimentation<br><br>**Key words**<br>Double primary colour wheel, colour mixing, paint application, | **What are they learning**<br>• Relevant facts about artists<br>• Artist research skills<br>• Interconnectedness of art<br>• Compare & contrast skills<br>• Presentation skills<br>• Focus on visual elements in studies<br>• Photography in style of artist<br><br>**Key words**<br>Art movement, influence, realism, expression, pattern, shape, colour, composition, layout, focus, SEMI analysis, inspiration, mimic, | **What are they learning**<br>• Composition rules<br>• Lighting rules<br>• Focal points<br>• Viewpoints<br>• Perspectives<br>• Photomontage<br>• Photomanipulation<br>• Photoshop<br><br>**Key words**<br>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**<br>• Applying skills<br>• Evaluating learning<br>• Experimenting with ideas and materials<br>• Exploring composition<br>• Thumbnail sketches<br>• Evaluative annotation<br>• Application of key words to annotation<br><br>**Key words**<br>Annotation, evaluation, experimentation, risk taking, sketching, variations, colour options, backgrounds, mixed media, artists |

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| | hatching, blending, direction of light, contour lines, linear, mark-making, silhouette, positive and negative shape/space. | media, Photoshop, primary and secondary source material, collage, experimentation, photoshoot, first-hand imagery (primary), second-hand imagery (secondary). | primary colour, secondary colour, tertiary colour, complementary colour, Impressionism, chroma scale, value scale, graphite transfer, mixed media, composition, experimentation. | extract, research, understand and apply. | chiaroscuro, spotlight, peripheral vision. | intention, meaning, scale, visual communication. |
| **Skills**<br>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. Still life drawing. Contour drawing. Mark-making sheets. Shape and silhouette experiments. | Diagnostic mood board focusing on range of sources and materials. Mini workshops using individual subject choice images in Lino, mono-print, screen printing, mixed media, stencil cutting and collage using subject matter from mood-board. Photoshop introduction workshop. | Colour mixing, chroma scale and value scale. Application of chroma and value scale to object. Study of Impressionist artist and application of colour knowledge to own landscape. Explore combination of landscape, still life & mini workshop outcomes into first AO4 outcome. | 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 colour 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?<br><br>Why is observation skill important in art?<br><br>Why does variety of line make an artwork more interesting?<br><br>How does dynamic line make an image | Why is it important to explore a range of sources for ideas?<br><br>Can writing inspire art?<br><br>Where else can we find inspiration apart from the art world? | What are the primary and secondary colours?<br><br>How do we ensure that our colours are mixed cleanly?<br><br>How do we make a colour lighter, darker, brighter, duller? | How is the modern artist different from centuries ago?<br><br>What is the benefit of looking at 2 artists?<br><br>Should both our artists be the same? | How can photography show evidence of skill?<br><br>What is the rule of thirds?<br><br>What is a bad composition? | What is a thumbnail sketch?<br><br>What is the statement of intent?<br><br>Who can we ask for ideas about our work? |

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| | have more movement?<br><br>What is the definition of line/tone?<br><br>How is art made/judged?<br><br>What is art? | Why is printmaking a valuable technique?<br><br>Is it important to always follow the rules with new skills?<br><br>How do we avoid just copying the artists' work? | What is Impressionism?<br><br>Why did artists move away from realism and real colours in their work?<br><br>What emotions does the colour evoke?<br><br>What do we do if we get stuck for ideas? | Is it better to copy the artist's work exactly or extract an element?<br><br>How can we show we understand the intentions of the artist?<br><br>What aspects of the artist's work do we need to take into our own? | Is lighting always important in photography?<br><br>What photographer can we take influence and ideas from?<br><br>How can light be used to direct the focus in photography?<br><br>What can be used to direct the focus in photography | What do we do when we get stuck with our idea?<br><br>Where can we find examples of exemplar GCSE sketchbooks?<br><br>How can annotation help my idea development?<br>Where can I find examples of key words for art? |
| **Assessment** (specific assessed piece(s); milestone(s)) | **Mini Still Life**<br><br>**Shape and mark-making – extracting information** | **Mixed media outcomes**<br><br>**Mixed media outcomes** | **Artist study & colour exercises**<br><br>**AO4 individual response** | **Artist Research Pages**<br><br>**In the style of the artist responses** | **Photo skills**<br><br>**Photo experiments** | **Ideas development**<br><br>**Mock Exam outcome** |