

Hobart High School Key Stage 4 Curriculum Map – Year 10

Department / Syllabus Link: Art: GCSE Component 1. Personal Portfolio – Natural Forms
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	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment One teacher assessment per half term.	Personal Development
Autumn 1	Natural Forms – observational drawing, exploring a range of media and techniques.	<p>Using mindmaps and moodboards to develop ideas for a project</p> <p>Strategies for developing drawing skills – basic shape method and grid method, applying tonal value and mark-making</p> <p>Exploration of dry media (pencil, pen) and wet media (pen and ink).</p> <p>Developing primary research using drawing and photography</p> <p>If a Y10 Art Trip is able to be run then this occurs during October – watercolour and David Hockney’s work are explored in preparation for the trip to SCVA galleries and UEA Sculpture Park.</p>	<p>Teacher assessment – DNA 1: observational drawing using tonal value and textural mark-making with pen and ink and/or pencil.</p> <p>Self/peer assessment</p>	
Autumn 2	Natural Forms – investigating etching techniques and processes	<p>Using etching/lino/monprint techniques to make observational drawings from primary and secondary sources.</p> <p>Investigating mark-making using printmaking techniques and processes.</p> <p>Refining printmaking techniques to develop transcriptions of Jake Muirhead’s and other artists’ etchings/linoprints/monoprints.</p> <p>Developing a final outcome design linked to the project theme.</p>	<p>Teacher assessment – DNA 2: refining etching techniques</p> <p>Self/peer assessment</p>	
Spring 1	Natural Forms – watercolour techniques and responding to artists’ work: artist focus Georgia O’Keeffe	<p>Methods for researching artists and their work</p> <p>Making transcriptions of artist images using paint.</p> <p>Recording from secondary and primary sources.</p> <p>Writing annotations using expert art words (the visual elements)</p>	<p>Teacher assessment – Summative 1: AO2 Exploration of techniques and processes (etching)</p> <p>DNA 3: watercolour painting of an artist image using tonal value and blending</p> <p>Self/peer assessment</p>	

<p>Spring 2</p>	<p>Natural Forms – Acrylic painting techniques in response to artists’ work: artist focus Georgia O’Keeffe & Noel Badges Pugh. Charcoal and graphite drawing in response to artists’ work: artist focus Georgia O’Keeffe.</p>	<p>Colour mixing and colour theory. Application of gradient using acrylic paint. Application of surface texture using acrylic paint. Writing annotations to record techniques and methods.</p>	<p>Summative 2: Exploration of techniques and processes (acrylic paint)</p> <p>Self/peer assessment</p>	
<p>Summer 1</p>	<p>Natural Forms – 1. Exploring dry media drawing techniques: artist focus Cezanne and Karl Blossfeldt. 2. Using secondary research to develop ideas linked to their own chosen focus and artist.</p>	<p>1. Charcoal and graphite drawing techniques. Oil pastel drawing techniques.</p> <p>2. Selecting suitable media to develop responses to an artist’s work. Writing annotations to analyse an artist image</p>	<p>Teacher assessment DNA 4: Charcoal drawing</p>	
<p>Summer 2</p>	<p>Natural Forms – 1. Own Focus Artist Research - Selecting an artist of their choice and an ‘Own Focus’ area of Natural Forms (in its broadest sense) to study. 2. Make a transcription of an artist’s work.</p>	<p>Reflecting upon techniques and investigations that have gone well during the project and selecting a particular artist, area of study and techniques to focus on. Students can combine ideas from several artists and combine techniques to develop their own ideas. Make a transcription of their chosen artists’ work.</p>	<p>Teacher assessment – DNA 5: Writing a detailed analysis of an artist’s image (LITERACY). Summative 3: AO1 Own Focus Artist Transcription.</p>	

Hobart High School Key Stage 4 Curriculum Map – Year 11

Department / Syllabus link: **Art: GCSE Component 1. Personal Portfolio Component 2. Externally Set Assignment.**

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment	Personal Development
Autumn 1 Students develop their selected 'own focus' in relation to Natural Forms.	Natural Forms – Developing their own ideas using their own photo research to create images or 3D forms. Developing their ideas using printmaking processes.	Selecting relevant artist images as inspiration. Taking their own photos or selecting appropriate photos as research for their own image making. Presenting their own photos to show the development of their ideas. Selecting materials and techniques to make an image or 3D form in the style of their chosen artist/s, using their photo research as the foundation of their image making. Using printmaking processes to explore more image making. Using a wide variety of media to develop responses to an artist's work.	Teacher Assessment: DNA 1: AO2 Exploring ideas by taking their own photos of their chosen subject matter and making an image in the style of their chosen artist. Teacher Assessment DNA 2: Etching inspired by their own photos or drawings/paintings.	
Autumn 2	Natural Forms - Developing ideas towards a Final Piece (to be made during a mock Exam in November/December)	Selecting and combining techniques and processes creatively in order to develop ideas for a final piece. Using media trials to develop ideas for a final piece Drawing plans for a final piece Using scale effectively in a final piece Writing annotations to evaluate images they have made Using scale effectively in a final piece Writing annotations to evaluate images they have made.	Teacher Assessment DNA 3: AO2 & AO3 Select another photo you have taken to develop another image or 3D form using a different material/technique (charcoal, pen and ink, oil pastel, watercolour, acrylic paint, coloured pencil, monoprint, lino,, mixed media, collage) Summative 1: Final piece made during Winter Exam	
Spring 1	Exam Board Externally Set Task (Component 2.)	Using mind maps and mood boards to develop ideas for a project Taking photographs as primary research Making transcriptions of artists' images Recording from secondary and primary sources	Teacher assessment – DNA 4: Observational drawing (AO3)	

		<p>Writing annotations using expert art words (the visual elements)</p> <p>Using mixed media to create texture</p>		
Spring 2	<p>Development work on the student's given theme.</p> <p>Students develop their own focus and artist research and plan a final outcome</p>	<p>Secondary research for developing ideas in relation to an artist of choice</p> <p>Using a wide variety of media to develop responses to an artist's work</p> <p>Writing annotations to analyse an artist image</p>	<p>Teacher assessment – DNA 5: Transcription of an artist's image</p>	
Summer 1	<p>Presentation and recording of Component 1. to ensure it is well presented and digitally recorded ready for submission to exam board.</p> <p>Hobart teachers mark and standardise work.</p> <p>Exam Board Moderator Visit Scheduled.</p>	<p>Writing evaluations of their creative process.</p> <p>Review and present Component 1. coursework so it is ready for submission.</p>	<p>Teacher assessment – Summative 2: Hobart Art Dept mark all student work using the Exam Board Assessment Grid. Standardisation undertaken with another school's Art Dept.</p>	
Summer 2	N/A	N/A	N/A	