

Hobart High School Key Stage 4 Curriculum Map – Year 10

Department / Syllabus Link: Art: GCSE Component 1. Personal Portfolio – (i) Natural Forms (ii) Surfaces

	GCSE Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment One teacher assessment per half term.	Personal Development
Autumn 1	Natural Forms – drawing and responding to artist’s work: Georgia O’Keefe and Karl Blossfeldt	Using mindmaps and moodboards to develop ideas for a project Methods for researching artists and their work Making transcriptions of artist images Recording from secondary and primary sources Writing annotations using expert art words (the visual elements) Strategies for developing drawing skills – basic shape method and grid method, applying tonal value and mark-making	Teacher assessment – drawing of an artist image using tonal value Self/peer assessment	
Autumn 2	Natural Forms – painting and responding to artists’ work: Georgia O’Keefe and Edward Weston	Developing primary research using drawing and photography Monochrome painting Applying tonal value and gradient using paint Colour mixing and colour theory Writing annotations to record techniques and methods	Teacher assessment – painting of an artist image using tonal value and gradients Self/peer assessment	
Spring 1	Natural Forms – Developing an individualized focus for a project, developing ideas of your own and identifying an artist of interest	Using secondary research to developing ideas linked to an artist of choice Using a wide variety of media to develop responses to an artist’s work Writing annotations to analyse an artist image	Teacher assessment – Mood board of secondary and primary research for a particular artist’s work Self/peer assessment	
Spring 2	Natural Forms – Developing a final piece	Combining ideas and using mixed media effectively 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 you have made	Teacher assessment – Observational studies, experimenting with media, artist research and recording primary and secondary research, development of a final piece	

			Self/peer assessment	
Summer 1	Surfaces – drawing, photography, collage and painting in response to the built environment and a range of artists’ work.	Using mindmaps and moodboards to develop ideas for a project Taking photographs of the built environment as primary research Making transcriptions of artist drawings Recording from secondary and primary sources Writing annotations using expert art words (the visual elements) Using mixed media to create interesting ‘surfaces’ for 2D images of the built environment	Teacher assessment - recording from secondary and primary sources, artist research, use of media	
Summer 2	Surfaces – drawing, photography, painting and collage in response to the portrait and a range of artists’ work	Taking photographs of the portrait as primary research Making transcriptions of artist paintings Recording from secondary and primary sources Writing annotations using expert art words (the visual elements) Strategies for developing drawing skills – basic shape method and grid method, applying tonal value and mark-making Developing primary research using drawing and photography Monochrome painting Applying tonal value and gradient using paint Colour mixing and colour theory Writing annotations to record techniques and methods Using broad brushstrokes and palette knives to make interesting surfaces for portrait paintings	Teacher assessment – recording from secondary and primary sources, artist research, use of media	

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	<p>Surfaces:</p> <ul style="list-style-type: none"> Developing ideas in relation to 'interventions' and surfaces of objects. Artist study: Tom Phillips 'A Humament'; and artist Hattie Stewart's magazine covers. Developing an individualized focus for a project, developing ideas of your own and identifying an artist of interest 	<p>Creating transcriptions of artists' work using found objects (books, magazines). Using secondary research to developing ideas linked to an artist of choice Using a wide variety of media to develop responses to an artist's work Writing annotations to analyse an artist image</p>	Teacher assessment – Observational studies, experimenting with media and artist research	
Autumn 2	Surfaces – Developing ideas towards a Final Piece (to be made during a mock Exam in December)	<p>Combining ideas and using mixed media effectively 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 you have made</p>	Teacher assessment – Observational studies, experimenting with media, artist research and recording primary and secondary research, development of a final piece	
Spring 1	Exam Board Externally Set Assignment – Developing ideas and observational drawing in response to artists' work on a given theme.	<p>Using mind maps and mood boards to develop ideas for a project Taking photographs as primary research Making transcriptions of artist drawings Recording from secondary and primary sources</p>	Teacher assessment – Primary research drawings	

		<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 given theme. 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 – Planning drawings for the final piece</p>	
Summer 1	<p>10 hour exam</p> <p>Revisit Component 1. to ensure it is well presented in preparation for Moderator Visit</p>	<p>Creating a skillful final piece in the time allotted</p> <p>Writing evaluations of your creative process</p> <p>Review and present Component 1. coursework so it is ready for the Moderator Visit.</p>	<p>Teacher assessment – Hobart Art Dept mark all student work using the Exam Board Assessment Grid</p>	
Summer 2	<p>Hobart teachers mark work. Moderator Visit.</p>	N/A	N/A	