



Curriculum map - Art

YEAR 10 TOPIC(s)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Component 1 'Portfolio' 'Natural Form' observational study, media experimentation.	Component 1 'Portfolio' 'Natural Form' Observational study, media experimentation, artist research.	Component 1 'Portfolio' Media experimentation, 3D Sculpture.	Component 1 'Portfolio' Sustained Study Project – Title, introduction, mind map, artist research.	Component 1 'Portfolio' Sustained Study Project – Artist research, idea generation.	Component 1 'Portfolio' Sustained Study Project – Idea generation, idea development, media experimentation and refinement.
What students will know	What is expected for GCSE Art & Design in terms of Components 1 & 2, marking criteria and course break down. Develop understanding of effective work presentation techniques that is personal and independent of others'.	To understand the effective analysis of work through detailed consideration of content, form, process, mood and inspiration.	Develop understanding of idea generation and development for 3D sculpture outcome.	Begin to know how to effectively, coherently and relevantly stage project work towards an outcome. Begin to know how to introduce project work and choose suitable artists to research effectively for independent study.	How to use relevant research to generate and stem ideas for personal outcomes.	How they might systematically refine ideas towards outcomes that are personal and meaningful through relevant development.
What students will be able to do	Develop observational study skills using a variety of 2D media, including visitation to experienced media and introduction to ink, chalk/charcoal. Develop annotation skills of work that is personal and independent of others'.	Analyse artwork in detail, with consideration of multiple aspects, to help inform own ideas for 3D sculpture work.	Develop 3D sculpture making skills using materials and techniques appropriate to intentions.	Start an independent project and clearly and relevantly take it through initial stages of: Title page, introduction, mind map, research, in a way relevant to intentions so that it is clear for third parties to understand. Begin to analyse artist work through replication, in pastiche work.	Generate and draw a series of ideas in aim for outcomes that are personal and meaningful.	Develop an idea through relevant and systematic media experimentation towards a suitable outcome that realises intentions.

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Beyond the classroom	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>	<p>The Student Art Guide https://www.studentartguide.com/</p> <p>The National Gallery https://www.nationalgallery.org.uk/</p> <p>The Tate Galleries https://www.tate.org.uk/</p> <p>BBC Bitesize Art https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p> <p>Liverpool Galleries https://www.liverpoolmuseums.org.uk/visit</p> <p>Manchester Art Gallery https://manchesterartgallery.org/</p> <p>Whitworth Art Gallery, Manchester https://www.whitworth.manchester.ac.uk/</p>

Independent study beyond the classroom is necessary to progress independent work thoroughly.