

# Curriculum Map Year 10 (2021-2022) ART

Topic Name : TRAVEL:	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
<p>What follows is an example of a themed topic which incorporates the requirements of the AQA. Examination Board and the National Curriculum.</p> <p><b>Travel:</b> is the main topic and will be explored under the following heading:</p> <p>Travel by Foot. Travel by Land. Travel by Flight.</p> <p>TRAVEL BY FOOT: This entails an exploration of the students character, hopes dreams and ambitions.</p>	<i>Autumn 1 HT1</i>	<p>At this point it is intended that students should engage with the subject option of their choice, in a personal and thoughtful manner, further developing upon a secure skills base. Thus, becoming expressive, creative, independent learners.</p> <p>Students explore their identity by interviewing family and friends as if they were a reporter creating a biography. The words used to describe their character are then used as a design element in a composition, which includes their original shoe drawing. The composition is further developed by including pattern texture and relevant symbols and is worked in a variety of media.</p> <p>This project begins with detailed tonal drawings of shoes, concentrating on texture and mark making to create character. The shoes are a symbol of physical travel, as a child grows to become an adult. This work is supported by annotated and creative research in their sketch book</p>	The course of study throughout each term explores a range of ideas, creative approaches and materials which continue to foster a belief in personal expression, supported by a structured curriculum, as outlined by the requirements of the National Curriculum.	There should be an approach to creative work which is individual but, which also acknowledges the discipline of consistent effort, in achieving success.
<p>Work on the first project</p> <p>TRAVEL BY FOOT continues</p>	<i>Autumn 2 HT2</i>	<p>A 3 dimensional element is added by studying the work of the paper artist Jennifer Collier. Students research suitable shoe templates or design their own and experiment with initial choices, before creating a final flat template. The shoes are decorated with chosen imagery and symbols and made up as a paper replica. All work is then arranged on an A1 display sheet</p> <p>At this point students should be able to confidently refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p>	Students should understand how to develop ideas through investigations informed by contextual and other sources, demonstrating a certain level of analytical and cultural understanding. They should be able to record ideas, observations and insights relevant to their intentions in visual and or other relevant forms.	<p>The ability to analyse and make informed choices is the basis to success in future endeavours.</p> <p>Understanding the value of thorough research is also supportive of future study, in a variety of subjects.</p>
<p>TRAVEL BY LAND: is the second sub heading.</p> <p>This section may be supported by the students own photography.</p>	<i>Spring 1 HT3</i>	<p>Travel: By Land is the second sub heading of this extended project. Here we study the work of the graphic artist Daniel Mackie who makes close studies of animals and their natural habitat.</p> <p>Students choose an image from his folio of work and make a careful copy of one piece. This entails colour analysis and careful observation.</p> <p>Students then create an image of their own, using Mackie's ideas of painting the interior of the animal not with fur or feathers but, as he does, with their own choice of images, mirroring the animal's habitat.</p>	The basic building blocks of painting and observational drawing are an important factor and are seen as an important support to all project work undertaken.	<i>Consolidation of technical expertise creates a confidence in each student's ability to build a rich and personal folio of work.</i>
<p>TRAVEL BY FLIGHT: is the third sub heading</p>	<i>Spring 2 HT4</i>	<p>Travel: By Flight In this section students begin by studying a variety of insects and birds and make detailed, carefully observed drawings and painted sketches using the work of Vivienne Rew and Steph Thorpe for inspiration</p> <p>Each successive composition and research pieces are arranged on A1 display sheets and now students begin to pull this second sheet together further by adding researched images and an A4 sheet of trial drawings for their composition.</p> <p>At this point students should know and have studied a variety of Artists and their work, in order to better understand how Art and Artists enrich our world and are a necessary part of our cultural history.</p>	Throughout the GCSE. Course of study, students build upon a basic skill set originating in yr. 7. Each student is encouraged to develop to their own strengths, understand the value of thorough research and will continue to explore a variety of media with which to enrich the outcome of their endeavours.	Experimentation and a willingness to push the boundaries of their knowledge is also emphasised as a means to success and personal satisfaction.

Students then research the work of The Montgolfier brothers and their Hot Air Balloon Designs and create their own painted design as an A3 piece.	<i>Summer 1 HT5</i>	At this point students should be able to present a personal informed and meaningful response, demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between the visual, written and oral elements of their Art studies. Further research continues in their sketch books where they are encouraged to annotate their ideas with personal observations and analysis.	<i>Throughout each term, students explore a range of ideas, creative approaches and materials which continue to foster a belief in personal expression, supported by a structured but increasingly open ended Departmental Curriculum.</i>	Even at this point students may already be considering studying Art at Advanced Level and archive work from past students is available to give a better understanding of what is required at this level.
	<i>Summer 2 HT6</i>	Students return and refine details of past work and fill in areas which may not have been completed or, are considered to be in need of improvement. This project is concluded by the creation of a 3 dimensional model of a balloon, complete with gondola and passengers At this point students are expected to know, apply and understand the skills and processes specified in the programme of study as outlined by the National Curriculum for Art with confidence.	<i>They should have the satisfaction of having grown creatively, by expanding their knowledge of varied art elements and also have the confidence to progress into the next part of the course, with greater understanding of the subject.</i>	Advice and video information is available from the A.Q.A Examination Board. Sixth form students are also encouraged to talk to prospective students about their own experiences of the subject and may help and further foster student interest, during enrichment sessions.