

Curriculum Map Year 10 (2025-2026) ART

Topic Name: Flight:	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>Students are introduced to the overall new theme and shown examples. They research the theme independently, gathering their own photography and relevant, inspirational imagery by artists in their sketchbooks.</p> <p>They study birds as depicted through a variety of cultures and artists, such as Simon Drew, Daniel Mackie, Mark Powell, Sarah Esteje, Sophie Cunningham, Daisy Fletcher, Emma Rodgers, Peter Clark, Susan Seddon-Boulet, Philip Treacy and Alexander McQueen.</p> <p>They can also develop the theme through looking at myths and fables such as the phoenix, Icarus, angels, as well as flying insects, butterflies and moths and designs for flying machines by Leonardo da Vinci.</p> <p>Students commence the term's work by drawing from Sophie Cunningham and Mark Powell's raven pieces. They also study illustrations from Edgar Allen Poe's "The Raven" by Deran Wright and look at the history of corvids in society, art and culture. They study Mark Powell's use of old maps and create pieces using biro, pen and pencil inspired by this using map collage and drawing techniques.</p>	<p><i>Autumn 1</i> <i>HT1</i></p>	<p>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>They explore drawing technique such as mark making with biro and create relevant research assignments in their sketchbooks that include personal responses and annotation.</p>	<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.</p>	<p>There should be an approach to creative work which is individual but, which also acknowledges the discipline of consistent effort, in achieving success.</p>
<p>They then look at owls, realistic and inventive, and create an owl mask, using any materials of choice.</p> <p>Collage techniques and the work of Mark Hearld are analysed.</p>	<p><i>Autumn 2</i> <i>HT2</i></p>	<p>Students should be able to confidently refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p>	<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>	<p>The ability to analyse and make informed choices is the basis to success in future endeavours. Understanding the value of thorough research is also supportive of future study, in a variety of subjects.</p>

<p>Students create a watercolour painting in the style of Daniel Mackie. This can relate to Surrealism and Magritte's Dove.</p> <p>Colour washes and layering techniques with watercolour are closely studied.</p>	<p><i>Spring 1</i> <i>HT3</i></p>	<p>Students analyse a range of practitioners including contemporary artists, film, photography and book illustrators. The world of business and creative industries such as fashion, illustration and marketing are discussed.</p>	<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.</p>	<p>Consolidation of technical expertise creates a confidence in each student's ability to build a rich and personal folio of work.</p>
<p>Students look at the Parrot drawings of Elizabeth Butterworth and the collage of Nancy Standlee and create a collaged tropical bird using pencil and magazine papers. Students design alternatives before selecting their chosen idea and they evaluate the progression of their ideas in their sketchbooks. If possible, they visit aviaries and take photographs of exotic birds.</p>	<p><i>Spring 2</i> <i>HT4</i></p>	<p>At this point students should know and have studied a variety of artists and their work, to better understand how art and artists enrich our world and are a necessary part of our cultural history.</p>	<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.</p>	<p>Experimentation and a willingness to push the boundaries of their knowledge is also emphasised to gain success and personal satisfaction.</p>
<p>Students can then develop their ideas further and create a three-dimensional bird puppet, using card, string and wood dowelling/bamboo sticks. The work of Kate Slater is referred to as well as Japanese crane puppets.</p>	<p><i>Summer 1</i> <i>HT5</i></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Students develop ideas into textiles, creating printed, embroidered and painted fabrics inspired by colourful parrots and butterflies.</p>	<p><i>Summer 2</i> <i>HT6</i></p>	<p>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.</p>	<p>Students should have the satisfaction of having grown creatively, by expanding their knowledge of varied art elements and have the confidence to progress into the next part of the course, with greater understanding of the subject.</p>	<p>Advice and video information is available from the AQA 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.</p>