

Landau Learner Curriculum Overview

Subject: Art& Design

Director of Learning: GM Year: 10

Curriculum organisation	
Students are taught in mixed ability for the equivalent of six single lessons per fortnight. Projects become highly personalised and tailored to the individuals. They follow the OCR 9-1 Fine Art Specification.	
What topics will students be studying this year? Includes links to Specification, Curriculum Intent and Prior Related Learning*	
Term 1&2 Manmade vs Nature	Term 3 onwards Contrast (Coursework Portfolio)
<p>Formal elements: Line, Texture, Media & techniques: Textures and man-made marks Shoes, Structures & Architecture 1-point and 2-point Perspective Journeys & Maps, In depth analysis Contextual Sources: Various including and not limited to: Nina Katchadorian, Lisa Milroy, Gordan Smedt, Claire Scully, Percy Wyndham Lewis, Artists using the built environment</p>	<p>In this project students will initially respond to tutor-led starting point activities with an umbrella theme of contrast, however each student will go on to develop a personal line of enquiry as their work becomes more independent. This project is an NEA which forms component 1 of the GCSE course (Portfolio) and accounts for 60% of the GCSE grade. Work will eventually be selected for assessment and presented as a sustained project, with least 2 A1 boards of evidence. In addition to this students will have a final outcome/s. This will be started during a coursework day which will replicate the controlled assessment process students will experience in component 2. This project must be completed by the end of Term 2 in Year 11. Students will be able to refer back to their process during this project when embarking on component 2 (Externally Set Task).</p>
<p>Prior Learning: Continues to build drawing skills and application of techniques previously explored in year 7,8&9, as well as continue to develop conceptual understanding. OCR 9-1 : students must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to Fine Art Curriculum Intent: using a wide variety of influences, enabling students to understand the wider context relating to the work of artists designers and craftspeople.</p>	<p>Prior Learning: Materials, techniques and processes used previously are now exploited. Contextual Sources previously explored may be used. OCR 9-1 : All assessment objectives covered. Realise personal intentions through the sustained application of the creative process Curriculum Intent: students are equipped to create personal projects that exploit opportunities to engage with deep themes. Students are empowered to develop work which is highly skilled and imaginative.</p>
Equipment needed for sessions:	What can you do to support your child?
<p>Sketchbook (provided) Pencil, ruler, rubber, sharpener, Ball point pen Various other media and materials will be provided as necessary.</p>	<p>Encourage your child to look, photograph, collect, explore and record the world around them. Take your child to art galleries to view works of art first hand. Encourage your child to develop a growth mind-set and accept mistakes as part of the learning process. Encourage your child to talk to you about the artists and cultures they are learning about. Encourage your child to practice their art skills.</p>
How will learning be assessed and progress measured?	Extension and enrichment activities:
<p>The four assessment objectives students are assessed on in all projects are: AO1: Develop ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Art extension – every week Gallery visits Opportunities to enter competitions</p>