

Art

Curriculum map 2022-23

YR10 – YR11

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|--|---|---|---|---|---|
| Year 10 | <p>Focus: Silver unit 1 Part C</p> <ul style="list-style-type: none"> Gallery visit /performance– Reflect/review/share Produce creative response <p>Focus: Part D - investigate careers</p> <ul style="list-style-type: none"> Tate website/google classroom / Arts Award on Voice -internet activities to support parts C+D | <p>Focus: Silver unit 1 Part D – meet arts practitioners</p> <ul style="list-style-type: none"> Visiting artist/ workshop visit Produce creative response. <p>Part A – Arts challenge</p> <ul style="list-style-type: none"> Review skills and select medium for challenge Select outcome for challenge. <p>SILS Christmas card</p> | <p>Part A – Arts challenge Plan arts challenge</p> <p>Part B -implement and review the arts challenge</p> <p>Produce ongoing reflection of progress</p> | <p>Focus: Part B - implement and review the arts challenge</p> <ul style="list-style-type: none"> Produce ongoing reflection of progress Produce creative outcome Share and collect reviews Self-review | <p>Focus: Unit 2 Part A-identifying a leadership role and planning a leadership project</p> <ul style="list-style-type: none"> Identify skills to develop Form groups /individuals Agree Leadership project Describe aims and scope Describe how role helps to develop skills Understand the responsibility to ensure online work and photographic evidence is printed for hard portfolio of evidence. <p>NB Students who struggle to develop their own ideas for leadership will be directed to Plan and stage all aspects of an exhibition of their own artwork for unit 1.</p> | <p>Focus: Part B-planning the practical issues</p> <ul style="list-style-type: none"> Plan – detailing- the practical issues -timescales-how to promote project- how to recruit to project- how to collect feedback and evaluate project' Any other relevant issues. |
| Year 11 | <p>Focus: Part A - identifying a leadership role and planning a leadership project</p> <ul style="list-style-type: none"> Identify skills to develop Form groups /individuals Agree Leadership project Describe aims and scope Describe how role helps to develop skills <p>NB Students who struggle to develop their own ideas for leadership will be directed to Plan and stage all aspects of an exhibition of their own artwork for unit 1.</p> | <p>Focus: Part C-being an effective arts leader Part D-working effectively with others</p> <ul style="list-style-type: none"> Students continue to deliver their leadership project ensuring they track their own/group progress. | <p>Focus: Leadership</p> <ul style="list-style-type: none"> Students continue to deliver their leadership project ensuring they track their own/group progress. Part E-reviewing their project and the development of their leadership skills | <p>Focus: Revisit and improve all work</p> <ul style="list-style-type: none"> Fill gaps. – checking Unit 1 parts C+D to ensure thorough coverage. Self-review to highlight best work for each of the following areas– <ul style="list-style-type: none"> Knowledge +Understanding of artform Creativity Communication Planning +review | <p>Focus: Folio preparation for moderation</p> <ul style="list-style-type: none"> Presentation of artwork skills- trimming+ mounting organising and sequencing numbering pages matching evidence to criteria matching photos to other evidence annotating evidence filling gaps dry assembly of sketchbook pages final paste up of evidence | <p>MODERATION</p> |