



# Art and Design

## Key Stage 4 Framework for Learning

### Year 10 2017-2018: Successful Foundations

**Syllabus:**

Based on AQA syllabus

#### Autumn 1

<p><b>Knowledge</b></p>	<p><b>Unit 01 Research and investigate sources of ideas in art and design (R/504/0814)</b></p> <p>Investigate and respond to a range of primary sources and secondary sources of information to produce ideas for your own work.</p> <p>Analyse the context in which secondary sources were produced</p> <p>Show how visual language and formal elements are used by artists and designers.</p> <p>Show how you keep your working environment safe.</p> <p>Investigating the following artists:</p> <p>Tillmans, Delfosse, Beshty, Siskind, Armstrong.</p>
<p><b>Skills</b></p>	<p>Annotate, record, collect, organise, observe, show, mark making.</p> <p>Develop, make connections, understand, research, investigate, apply, problem solve.</p> <p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.</p>
<p><b>Assessment</b></p>	<p><b>Research sheets:</b> Abstract art, research sheets on Tillmans, Delfosse, Beshty, Siskind, Armstrong.</p>
<p><b>Cultural enrichment</b></p>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Students will study a wide range of contemporary artists with vibrant messages to convey.</p>
<p><b>Character</b></p>	<p>"A mind that is stretched by new experiences can never go back to its old dimensions"</p> <p>QofS - Responsibility, Reflection, Motivation</p> <p>CV - Democracy, Self-Responsibility, Social Responsibility</p> <p>Artists looked at explore democracy, British values, moral literacy and values.</p> <p>Themes such as feminism and racism are explored in the artworks.</p>



#### Autumn 2


<p><b>Knowledge</b></p>	<p><b>Unit 01 Research and investigate sources of ideas in art and design (R/504/0814)</b></p> <p>Investigate and respond to a range of primary sources and secondary sources of information to produce ideas for your own work.</p> <p>Analyse the context in which secondary sources were produced</p> <p>Show how visual language and formal elements are used by artists and designers.</p> <p>Show how you keep your working environment safe.</p>
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	Investigating the following artists:  Tillmans, Delfosse, Beshty, Siskind, Armstrong.
<b>Skills</b>	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.
<b>Assessment</b>	<b>Interpretations of:</b> Tillmans, Delfosse, Beshty, Siskind, Armstrong.  <b><u>Progress Test</u></b>
<b>Cultural enrichment</b>	Students will watch a wide range of starters or features on artists' working/documentaries as they work.  Students will study a wide range of contemporary artists with vibrant messages to convey.  Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.
<b>Character</b>	"A mind that is stretched by new experiences can never go back to its old dimensions" QofS - Responsibility, Reflection, Motivation CV - Democracy, Self-Responsibility, Social Responsibility Artists looked at explore democracy, British values, moral literacy and values. Themes such as feminism and racism are explored in the artworks.
<h2>Spring 1</h2>	
<b>Knowledge</b>	<b>Unit 02 Explore and use art and design materials and techniques to develop visual language (Y/504/0815)</b>  Select and apply visual language.  Identify the materials as well as their properties.  Learning and developing techniques sufficient to realise your intentions  <b>Workshops:</b> Clingfilm Foil Fabric Chatterboxes  H and S annotations
<b>Skills</b>	Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.
<b>Assessment</b>	<b>Media experiments:</b> Clingfilm Foil Fabric Chatterboxes





	H and S annotations
<b>Cultural enrichment</b>	Students will watch a wide range of starters or features on artists' working/documentaries as they work. Students will study a wide range of contemporary artists with vibrant messages to convey. Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.
<b>Character</b>	<p>"Tell me and I will forget. Teach me and I will remember. Involve me and I will learn"</p> <p>QofS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Explore artists such as Basquiat, Emin, Banksy who explore a wide range of emotive themes.</p> 

## Spring 2

<b>Knowledge</b>	<p><b>Unit 02 Explore and use art and design materials and techniques to develop visual language (Y/504/0815)</b></p> <p>Select and apply visual language.</p> <p>Identify the materials as well as their properties.</p> <p>Learning and developing techniques sufficient to realise your intentions</p> <p><b>Workshops:</b> Oil Ice Movement</p> <p>H and S annotations</p>
<b>Skills</b>	<p>Annotate, record, collect, organise, observe, show, mark making. Develop, make connections, understand, research, investigate, apply, problem solve. Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate. Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.</p>
<b>Assessment</b>	<p>Final four ideas H and S annotations</p>
<b>Cultural enrichment</b>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Students will study a wide range of contemporary artists with vibrant messages to convey.</p> <p>Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework. Small trip to Whitworth Art Gallery for selected students.</p>
<b>Character</b>	<p>"Tell me and I will forget. Teach me and I will remember. Involve me and I will learn"</p> <p>QofS - Empathy, Curiosity, Practice CV - Openness, Self-Help, Caring for Others Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p> 

## Summer 1

<b>Knowledge</b>	<b>Unit 02 Explore and use art and design materials and techniques to develop visual language (Y/504/0815)</b>
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	<p>Develop your theme or project. (Colour and Shape)</p> <p>Record selections and use the language of the discipline working in to discuss choices.</p> <p>H and S annotations</p>
<b>Skills</b>	<p>Develop, make connections, understand, research, investigate, apply, problem solve.</p> <p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.</p>
<b>Assessment</b>	<p>Final piece (s)</p> <p>H and S annotations</p>
<b>Cultural enrichment</b>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Students encouraged to attend Chorlton Art Festival- opportunities to display Book Art and other possibilities.</p> <p>Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>
<b>Character</b>	<p>"Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow"</p> <p>QoS - Creativity, Resiliency, Optimism</p> <p>CV - Honesty, Solidarity, Equality, Equity</p> <p>Students at this point in the year are expected to regularly use madtime (make a difference time) to refer independently to PLCS and refine work through practice and curiosity of what could be achieved.</p>



## Summer 2

<b>Knowledge</b>	<p><b>Unit 02 Explore and use art and design materials and techniques to develop visual language (Y/504/0815)</b></p> <p>Abstract final piece.</p> <p>Drawing, painting, photography, sculpture, collage, digital manipulation, sewing, deconstruction.</p>
<b>Skills</b>	<p>Develop, make connections, understand, research, investigate, apply, problem solve.</p> <p>Explore processes, mark-making, experiment, develop composition, refine, review, understand restrictions, and demonstrate visually, communicate.</p> <p>Respond and present, plan and present, personal response, show connections, research, develop, explore, refine, convince.</p>
<b>Assessment</b>	<p>Final pieces refined</p> <p>H and S annotations</p> <p>Evaluation</p>
<b>Cultural enrichment</b>	<p>Students will watch a wide range of starters or features on artists' working/documentaries as they work.</p> <p>Opportunity to curate school art exhibition and show work. Art trip to MMU degree shows to be confirmed.</p> <p>Selected students will be invited to take part in 6 week masterclasses to access different materials and techniques to enhance their coursework.</p>



<b>Character</b>	<p>“Ask yourself if what you are doing today is getting you closer to where you want to be tomorrow”</p> <p>QoS - Creativity, Resiliency, Optimism CV - Honesty, Solidarity, Equality, Equity A04 Final piece exam. Students develop own highly personal response to a theme, displaying resiliency, creativity and optimism.</p> 
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