



Year 10	Autumn – 1a	Autumn – 1b	Spring – 2c	Spring – 2d	Summer – 3e	Summer – 3f
Content	Ceramic Heads		Gluttony		Refinement	
Skills including links with KS2 (Golden thread)	The baseline assessment allows us to gain understanding of the student’s drawing ability, although we will still be assessing them against their academic targets, it helps us put in support in later projects. It also gives an accurate measure to show realistic progress.	The development of this project introduces students to ceramics and clay. They have to build up form and a face with realistic facial expressions. They need to show resilience in refining their skills as this will be totally new to most of these students.	All students need to be developing their own ideas and journey for each project, the initial ideas page allows them to think independently and creatively.	The development and further development of this project introduces students’ textiles materials, techniques and processes. They have to build up shape and texture in 2D and eventually form in 3D. Textiles can be delicate and time consuming so they have to show resilience to refine their skills.	In this part of the year, we will be asking students to go back and refine and improve any work which is weaker or un developed. For those students who are HAP or ahead, there will be extra work given to push and challenge them further.	
Why we have chosen this curriculum...	All students need to be developing their own ideas and journey for each project, the initial ideas page allows them to think independently and creatively. The recordings in the ceramics project allows students to develop and refine drawing and tonal skills with guidance Looking at artists gives the students context. Students can see how art fits into the wider world. They can	The further development of this project will be looking at combining ceramics with other materials, getting students to think creatively and innovatively. This helps them to think independently and will help them in their personal and exam projects. The final piece gives the students the chance to show off their refined skills and ideas. They work should have developed and progressed from their earlier experimentations.	The recordings in the gluttony project allows students to develop and refine drawing and tonal skills with guidance Looking at artists gives the students context. Students can see how art fits into the wider world. They can use the artist to inspire their work.	The final piece gives the students the chance to show off their refined skills and ideas. They work should have developed and progressed from their earlier experimentations		



	use the artist to inspire their work.					
Assessment	Initial ideas A01 13/09/19 Recording A03 27/09/19 Artist research A01 11/10/19	Development A02 08/11/19 Further development A02 29/11/19 Final piece A04 20/12/19	Initial Ideas A01 17/01/20 Recordings A03 31/01/20 Artist Research A01 14/02/20	Development A02 13/03/20 Further Development A02 03/04/20 Final Piece A04 01/05/20	In this part of the year, we will be asking students to go back and refine and improve any work which is weaker or un developed. For those students who are HAP or ahead, there will be extra work given to push and challenge them further.	
Links						



Year 11	Autumn – 1a	Autumn – 1b	Spring – 2c	Spring – 2d	Summer – 3e	Summer – 3f
Content	Trial Exam		Exam Project Exam 23-24/04/20			
Skills including links with KS2 (Golden thread)	<p>All students need to be developing their own ideas and journey for each project, the initial ideas page allows them to think independently and creatively.</p> <p>The recordings in the personal project allows students to develop and refine drawing and tonal skills with guidance</p> <p>Looking at artists gives the students context. Students can see how art fits into the wider world. They can use the artist to inspire their work.</p>	<p>The development of this project depends on the choice of individual students (under guidance). They need resilience to refine their skills, they can refer to previous work to help.</p> <p>The further development of this project will be combining other materials, getting students to think creatively and innovatively.</p> <p>The final piece gives the students the chance to show off their refined skills and ideas. They work should have developed and progressed from their earlier experimentations.</p>	<p>All students need to be developing their own ideas and journey for each project, the initial ideas page allows them to think independently and creatively.</p> <p>The recordings in the exam project allows students to develop and refine drawing and tonal skills with guidance</p> <p>Looking at artists gives the students context. Students can see how art fits into the wider world. They can use the artist to inspire their work.</p>	<p>The development of this project depends on the choice of individual students (under guidance). They need resilience to refine their skills, they can refer to previous work to help.</p> <p>The further development of this project will be combining other materials, getting students to think creatively and innovatively. Students will also need to think, plan and practice what they are going to do in the exam.</p> <p>The final piece gives the students the chance to show off their refined skills and ideas. They work should have developed and progressed from their earlier experimentations. The piece is made during the exam in exam conditions, the students</p>		
Why we have chosen this curriculum...						



				will need to know exactly what they are going to do as no help can be given.		
Assessment	Initial ideas A01 13/09/19 Recording A03 27/09/19 Artist research A01 11/10/19	Development A02 08/11/19 Further development A02 29/11/19 Final piece A04 20/12/19	Initial Ideas A01 17/01/20 Recordings A03 31/01/20 Artist Research A01 14/02/20	Development A02 13/03/20 Further Development A02 03/04/20 Final Piece A04 01/05/20		
Links						