

## Art and Design Overview – Year 10

In Year 10 Art, students begin an inspiring and exploratory learning journey that develops their confidence, creativity and visual communication skills. Across the year, they work through two major projects that build technical ability, deepen understanding of key artistic concepts, and strengthen their capacity to express personal ideas through practical work. Students revisit and refine prior skills while extending their use of materials, techniques and processes to complete GCSE coursework:

	Autumn 1 - Spring 1	Spring 2 - Autumn 2
Topic(s)	Unit 1: Still Life – Collections & Arrangements	Unit 2: Blue Planet – Environmental Art
Topic Objectives	<p>Through a series of practical and creative activities, students develop the knowledge and skills required to record observations, explore media, and create refined outcomes. They focus on:</p> <ul style="list-style-type: none"> <li>Investigating the work of relevant Still Life artists</li> <li>Exploring tone, proportion, texture and composition</li> <li>Experimenting with a range of media including pencil, charcoal, watercolour and acrylic</li> <li>Designing and refining ideas through thumbnails and development sheets</li> <li>Evaluating their own work and presenting it professionally in their sketchbook</li> </ul>	<p>Through a sequence of skill building workshops, artist investigations and idea refinement activities, students:</p> <ul style="list-style-type: none"> <li>Explore environmental and sustainability themes through Art</li> <li>Study contemporary artists who respond to climate concerns and natural forms</li> <li>Use observational drawing to record marine life, textures and structures</li> <li>Create a 3D clay relief tile based on Blue Planet imagery</li> <li>Develop 2D ideas and transform them into meaningful final outcomes</li> <li>Evaluate and refine work throughout the project</li> </ul>
Acquired Knowledge/Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Produce accurate observational drawings using tonal shading techniques</li> <li>Create compositions that consider balance, contrast and focal points</li> <li>Explore colour mixing and brush control through acrylic and watercolour</li> <li>Analyse artist work and produce their own transcriptions</li> <li>Develop ideas using thumbnails and A4 development work</li> <li>Present sketchbook pages with clarity, structure and annotation</li> <li>Complete a final Still Life outcome demonstrating media control and personal interpretation</li> <li>Evaluate their practical outcomes using subject vocabulary</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Understand how artists address ecological and environmental issues in their work</li> <li>Produce tonal and colour observational studies inspired by marine life</li> <li>Construct and decorate a clay tile using relief sculpting techniques</li> <li>Generate a series of thumbnail ideas exploring composition and mood</li> <li>Create A4 developed ideas that refine colour palettes, textures and forms</li> <li>Produce a final mixed media or acrylic outcome informed by research and observation</li> <li>Present sketchbook pages with annotation, refinement and mounting</li> <li>Evaluate their practical outcomes using specialist vocabulary and reflective thinking</li> </ul>
Assessments	<p>Students receive ongoing formative feedback during workshops, prepsheet tasks and idea development. Pink Pen Point written improvement points help guide refinement.</p> <p>The final assessment includes:</p> <ul style="list-style-type: none"> <li>2D Still Life outcome</li> <li>Prepsheet documentation</li> <li>A written evaluation</li> </ul> <p>Students portfolio of work is assessed against the GCSE Assessment Objectives:</p> <ul style="list-style-type: none"> <li>AO1 – Artist analysis and understanding</li> </ul>	<p>Students receive ongoing formative feedback during workshops, prepsheet tasks and idea development. Pink Pen Point written improvement points help guide refinement.</p> <p>The final assessment includes:</p> <ul style="list-style-type: none"> <li>Clay tile outcome</li> <li>2D final Blue Planet outcome</li> <li>Prepsheet documentation</li> <li>A written evaluation</li> </ul> <p>Students portfolio of work is assessed against the GCSE Assessment Objectives:</p>

	<ul style="list-style-type: none"> <li>• AO2 – Media experimentation and refinement</li> <li>• AO3 – Recording through observational drawing</li> <li>• AO4 – Final personal outcome</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 – Artist analysis and understanding</li> <li>• AO2 – Media experimentation and refinement</li> <li>• AO3 – Recording through observational drawing</li> <li>• AO4 – Final personal outcome</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Building confidence and resilience by attempting challenging drawings, responding to feedback, and taking creative risks.</li> <li>• <b>Careers Education:</b> Introducing students to creative industries such as fine art, illustration, product design, architecture and set design. Students are encouraged to consider their Post-16 pathways the careers opportunities but also the skills and attributes studying GCSE Art provides them.</li> <li>• <b>Fundamental British Values:</b> Respecting diverse artistic influences, sharing resources safely and participating in constructive peer critique.</li> <li>• <b>SMSC Development:</b> Exploring cultural and historical approaches to Still Life, developing pride in creative work, and reflecting on how objects can communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Exploring global issues such as pollution and conservation increases students' awareness of environmental responsibility and personal impact.</li> <li>• <b>Careers Education:</b> Introducing pathways in environmental design, sculpture, illustration, conservation communication and Eco focused creative industries.</li> <li>• <b>Fundamental British Values:</b> Promoting social responsibility, respect for the natural environment and thoughtful decision-making in creative work.</li> <li>• <b>SMSC Development:</b> Considering moral and ethical questions about human impact on the planet, appreciating natural beauty and responding creatively to global themes.</li> </ul>

## Art and Design Overview – Year 11



In Year 11 Art, students focus on completing their GCSE Portfolio and preparing for the Externally Set Assignment. Throughout the year, they refine earlier work, strengthen their use of materials and techniques, and build a coherent body of coursework that meets all four Assessment Objectives. Students then explore a new exam theme through research, recording and idea development, leading to a personal and meaningful final outcome completed during the supervised exam.

	Autumn 1 - Spring 1	Spring 2 - Autumn 2
Topic(s)	Component 1: Portfolio Completion (Autumn 1 – Autumn 2)	Component 2: Externally Set Assignment (Spring 1 – Spring 2 / Exam Period)
Topic Objectives	<p>Through a series of independent, self directed activities, students revisit, refine and complete all remaining coursework for their GCSE Portfolio. They focus on:</p> <ul style="list-style-type: none"> <li>• Deepening earlier ideas and ensuring clear development across AO1</li> <li>• Strengthening media experimentation and purposeful refinement (AO2)</li> <li>• Enhancing the quality of observational recording through drawing, photography and annotation (AO3)</li> </ul>	<p>Through a structured but increasingly independent preparatory period, students:</p> <ul style="list-style-type: none"> <li>• Explore the selected exam theme through artist investigations, contextual sources and personal research</li> <li>• Produce observational drawings and photographs that provide strong AO3 evidence</li> <li>• Experiment with a range of media and materials to refine ideas and direction</li> <li>• Generate thumbnail ideas exploring composition, narrative, mood and meaning</li> </ul>

	<ul style="list-style-type: none"> <li>• Completing and presenting final outcomes that clearly communicate personal intentions (AO4)</li> <li>• Improving sketchbook presentation, sequencing, annotation and clarity of intentions</li> <li>• Consolidating artist research, analysis and connections to their own work</li> <li>• Making informed decisions about which materials, techniques and processes best support their message</li> <li>• Preparing their Portfolio for internal assessment and moderation following AQA guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop A4 refined ideas focusing on colour, technique, material choice and visual communication</li> <li>• Build a coherent body of preparatory work that evidences AO1–AO4</li> <li>• Plan their final 10-hour supervised outcome, including composition, materials, processes and intended message</li> <li>• Produce a personal and meaningful final response during the supervised exam</li> </ul>
Acquired Knowledge/Skills	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate secure mastery of drawing, painting, mixed media and/or 3D processes</li> <li>• Show independence in selecting and refining materials, techniques and sources</li> <li>• Present a complete, coherent Portfolio that meets all four Assessment Objectives</li> <li>• Apply confident analytical and evaluative annotation using specialist vocabulary</li> <li>• Evidence clear progression from Year 10 through improved control, intention and presentation</li> <li>• Produce final outcomes that reflect personal voice, refinement and contextual understanding</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Respond independently to an externally set theme with originality and clarity of intention</li> <li>• Conduct purposeful artist research and critically analyse contextual influences</li> <li>• Record observations through drawing, photography and mixed media studies</li> <li>• Experiment with materials and techniques to refine ideas</li> <li>• Develop ideas through sustained sketchbook work that builds towards a clear final outcome</li> <li>• Produce a high-quality, personal final piece during the 10hour exam</li> <li>• Evaluate preparatory and final work using subject specific language</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Continuous formative feedback is provided through sketchbook checks, verbal guidance, and written improvement points.</li> <li>• <b>Component 1</b> is assessed holistically at the end of the Autumn term against AO1–AO4.</li> <li>• <b>Component 2</b> is assessed through: <ul style="list-style-type: none"> <li>• Preparatory studies (AO1–AO3)</li> <li>• A final 10-hour ESA outcome (AO4)</li> </ul> </li> <li>• All work is internally standardised and moderated in line with AQA requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous formative feedback is provided through sketchbook checks, verbal guidance, and written improvement points.</li> <li>• <b>Component 1</b> is assessed holistically at the end of the Autumn term against AO1–AO4.</li> <li>• <b>Component 2</b> is assessed through: <ul style="list-style-type: none"> <li>• Preparatory studies (AO1–AO3)</li> <li>• A final 10-hour ESA outcome (AO4)</li> </ul> </li> <li>• All work is internally standardised and moderated in line with AQA requirements.</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Builds resilience, organisation and independence as students manage extended, self directed project work.</li> <li>• <b>Careers Education:</b> Highlights pathways into creative sectors including fine art, digital media, architecture, illustration and design.</li> <li>• <b>Fundamental British Values:</b> Encourages respectful critique, responsible use of resources and reflective personal development.</li> <li>• <b>SMSC Development:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSHE Development:</b> Strengthens confidence, emotional resilience and time management during exam preparation and execution.</li> <li>• <b>Careers Education:</b> Reinforces the value of portfolio building, idea development and personal creative direction for future study.</li> <li>• <b>Fundamental British Values:</b> Promotes responsibility, perseverance, independent thinking and respect for differing artistic interpretations.</li> <li>• <b>SMSC Development:</b></li> </ul>

Deepens self expression, cultural understanding and appreciation of diverse artistic influences.

Encourages students to explore personal, cultural and ethical themes through the exam brief and final outcome.