

Curriculum Map: Fine Art, Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	NEA Component 1, Portfolio		NEA Component 1, Portfolio		NEA Component 1, Portfolio	
<p>Content Declarative knowledge 'I Know'</p>	<p>Students will develop knowledge, understanding and skills relevant to the topic of Natural Forms through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>	<p>Students will develop knowledge, understanding and skills relevant to the topic of Natural Forms through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>	<p>Students will develop knowledge, understanding and skills relevant to the topic of Natural Forms through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>	<p>Students will develop knowledge, understanding and skills relevant to their chosen topic through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.</p> <p>Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.</p> <p>Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.</p> <p>Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.</p>		
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>Use fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, digital working methods.</p> <p>Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.</p> <p>The way sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</p> <p>how ideas, themes, forms, feelings and concerns can</p>	<p>Use fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, digital working methods.</p> <p>Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.</p> <p>The way sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</p> <p>how ideas, themes, forms, feelings and concerns can</p>	<p>Use fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, digital working methods.</p> <p>Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.</p> <p>The way sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</p> <p>how ideas, themes, forms, feelings and concerns can</p>	<p>Use fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, digital working methods.</p> <p>Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.</p> <p>The way sources inspire the development of ideas, relevant to fine art including:</p> <p>how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts</p> <p>how ideas, themes, forms, feelings and concerns can</p>		

	inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.	inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.	inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.
Strategies Conditional Knowledge 'I know when to'	Use a variety of methods to record my ideas and observations. Apply my understanding of specific materials and techniques. Use visual language to communicate personal ideas, meanings and responses. To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions. Understand how my work meets the assessment objectives.	Use a variety of methods to record my ideas and observations. Apply my understanding of specific materials and techniques. Use visual language to communicate personal ideas, meanings and responses. To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions. Understand how my work meets the assessment objectives.	Use a variety of methods to record my ideas and observations. Apply my understanding of specific materials and techniques. Use visual language to communicate personal ideas, meanings and responses. To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions. Understand how my work meets the assessment objectives.
Key Questions	Am I selecting contextual links relevant to my chosen topic? Am I using appropriate materials? How do I identify my strengths and weaknesses? Are my intentions achievable? How do I reflect and respond to teacher feedback?	Am I selecting contextual links relevant to my chosen topic? Am I using appropriate materials? How do I identify my strengths and weaknesses? Are my intentions achievable? How do I reflect and respond to teacher feedback?	Am I selecting contextual links relevant to my chosen topic? Am I using appropriate materials? How do I identify my strengths and weaknesses? Are my intentions achievable? How do I reflect and respond to teacher feedback?
Assessment topics	AO1: Developing 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 intention as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1: Developing 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 intention as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1: Developing 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 intention as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Cross curricular links/Character Education	Evaluating their own work and that of others Confidence in risk taking Verbalising their ideas	Evaluating their own work and that of others Confidence in risk taking Verbalising their ideas	Evaluating their own work and that of others Confidence in risk taking Verbalising their ideas