



# Year 10 Art

Subject Leader: Ms Nancy Sayer-Schofield

Exam Board: AQA

Art at The Gilbert School encourages forward thinking and independent creativity along with a deeper understanding and appreciation for the subject. Students are encouraged to be imaginative, visual thinkers through the exploration of expression, combined with analytical skills and contextual understanding of a diverse range of artwork.

We aim to give students a broad and varied curriculum that builds upon prior learning and develops skill through experimentation with materials and techniques. We encourage students to engage with art history as well as contemporary art and local resources to create meaningful outcomes that have developed through personal expression and a passion for the subject.

## Topics to be covered in Year 10

	Term 1	Term 2	Term 3
<b>Topics to be covered</b>	Transformations	Transformations	Transformations (Growth and Decay—optional)
<b>Key vocabulary</b>	Explore reflect modify Develop experiment process Investigate select media Analyse intentions Evaluate technique Critique skill Context review Contextual refine	Record personalise Ideas observations Insights personal response Intentions design Relevance composition Progress First-hand study selection secondary source material	Hue media Atmosphere formal elements Mood swatches Intentions surfaces Annotate tone Application Skill Visual language
<b>Skills to be developed</b>	Contextual and critical understanding of sources Development of ideas Exploration of ideas, experimentation with media, materials, techniques and processes	Developing an idea Investigating composition Observation Observational drawing Negative space First-hand study Colour theory Hue and tone Colour swatches Surfaces and textures	Understanding visual language Creating a meaningful personal response Making connections to the work of others Review, refine and modify work Context Critical analysis and evaluation
<b>Opportunities for revisiting previous learning</b>	Researching an artist, understanding context, critically evaluating using key words and subject terminology. Working from secondary resources to develop technique experimentation	Observational drawing Working from first hand study, drawing and photographic evidence. Recording information Presenting Annotating	Media experimentation and techniques Developing an ideas further, risk taking, extending skills Personalising outcomes Realising intentions
<b>When will formal assessment of progress take place?</b>	Development of sketchbook and creative personal responses.	Development of sketchbook and creative personal responses.	Personal portfolio and sketchbook including final piece/outcomes and their developments.

## Year 10 Useful Resources

[www.tate.org.uk](http://www.tate.org.uk)

[www.vam.ac.uk](http://www.vam.ac.uk)

[www.nationalgalleries.org](http://www.nationalgalleries.org)

[www.guggenheim-bilbao.es](http://www.guggenheim-bilbao.es)

[www.getty.edu](http://www.getty.edu)

[www.npg.org.uk](http://www.npg.org.uk)

[www.rijksmuseum.nl](http://www.rijksmuseum.nl)

[www.edinburghmuseums.org.uk/venue/museum-childhood](http://www.edinburghmuseums.org.uk/venue/museum-childhood)

[www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/fine-art#Fine\\_art](http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification/subject-content/fine-art#Fine_art)

[www.thelowry.com](http://www.thelowry.com)

[www.okeeffemuseum.org](http://www.okeeffemuseum.org)

[www.beauxartslondon.co.uk](http://www.beauxartslondon.co.uk)

[www.henry-moore.org](http://www.henry-moore.org)

<http://www.nationalmediamuseum.org.uk>

<https://firstsite.uk>

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.sainsburycentre.ac.uk](http://www.sainsburycentre.ac.uk)

## **Marking, Assessment and Feedback**

Throughout the academic year, students will complete several formal assessments to evaluate their progress and development in their learning journey.

The Art Department provides feedback in various ways, including verbal and written comments on students' creative responses and sketchbook work. To support understanding of the marking criteria, exam board terminology and keywords are incorporated into this feedback. Improvement strategies are demonstrated through discussions of successful outcomes, technique demonstrations, media trials, experimentation, and sharing exemplar materials and past student work.

Key assessments are created using a range of media and stored in a portfolio separate from the sketchbook. All outcomes are thoroughly explored and referenced in the sketchbook before completion. Teachers will continue to offer planned written feedback on selected pieces to guide further progress.

## **Homework**

Homework will be set using the online platform GO 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. In GCSE Art homework supports and extends the personal portfolio and exam preparation and contributes towards the final grade.

## **Contact Information:**

If you would like to contact the Art Department please email: [art@gilberd.com](mailto:art@gilberd.com).

### **The Gilberd School**

Brinkley Lane, Colchester, Essex CO4 9PU

Tel: 01206 842211

