




Curriculum Overview for Art and Design Year 10

<p><u>Spring: Identity</u></p>		<p>Reading Art History passages to inform written responses about artworks/techniques, demonstrating comprehension and summarisation. Subject specific vocabulary with etymology Analysis of artists' work, verbalising and expressing an opinion in written format</p>
<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - That people are the sum of lots of different experiences, and that through art we can explore our identity. - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. - That the way in which the human experience has been portrayed visually has changed in response to cultural and technological shifts through time. 		<p>Line, tone, shape, form, texture, colour & space Abstract, acrylic, anatomy, body language, batik, collage, commission, composition, concept, detail, direct observation, distortion, digital manipulation, effigy, embroidery, emotion, evocative, exaggeration, exhibit, expression, experience, Fauvism, figurative, gesture, impasto, Impressionism, ink, layering, manipulation, mannerism, metaphor, montage, movement, observation, oil pastel, portrait, proportion, realism, relief, resist, scale, scumbling, sgraffito, surface, Surrealism, symbolism, tjanting, underpainting, wash</p>
<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - Use their knowledge and understanding of materials and processes, combining and organising visual and tactile qualities to communicate ideas and feelings about their identity - Compare and comment on ideas, methods and approaches used in their own and other people's work, and relate these to the context in which the work was made - Understand and exploit the key principles of portraiture, proportion and scale, to develop emotive and impactful artworks. 		<p>Live marking at regular intervals throughout the project Frequent peer and self-assessment Continual verbal feedback</p>
<ul style="list-style-type: none"> - How to adapt and improve their work to realise their own intentions 		<p>Specific homework tasks to be completed in portfolios in relation to classwork. Tasks may include artist research, artist studies, drawing from direct observation, annotation and idea generation.</p>