	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	Art Skills development	Art skills development	Guided portfolio – introduction of a GCSE Art portfolio and what is expected.	Guided portfolio – finalisation of the guided portfolio.	Feedback of Guided portfolio and Year 11 expectations	Introduction to GCSE Main Portfolio (component 01)
Overview of topic	A series of Art skills will be taught to enable all to be able to present pages alongside learning/ developing Art skills. Annotation of how each task is completed and enables all to create a revision guide which can then be used throughout GCSE Art. These include: Pen and Biro Indian ink and wash Using a grid	A series of Art skills will be taught, these include: Mono printing Lino printing Analysing an artist/art work Atmospheric perspective One point perspective How to use OCR GCSE Criteria and link it to a theme.	Guided Portfolio theme (set by class teacher and subject to annual change) given to all: 1. NATURAL FORM Title Page • Complete a title age which links to the chosen theme. Mind Map • Explore a range of ideas and communicate clearly what your outcome is. Mood board • Gather images linked to your theme.	Artist Inspiration x3 Analysing Art work. Sketchbook 2 x A4 pages per artist. Developing Ideas Use guidebook issued and teacher. Refining Ideas Use guidebook issued and teacher. Work on final outcome Can use any mediums and media in class A3 encouraged for Year 10 guided portfolio	 Individual feedback provided for each student and ways to improve their marks. Art improvement skills set which can be completed independently. Discussion of Year 11 expectations and the two different portfolio types. 	Students to be given a timeline to be able to produce the required two GCSE portfolios and outcomes. Themes for Year 11 issued and students can start to explore what this might look like for them.

			Primary sourced images Start to gather images that you already have or can photograph. Initial ideas Start to sketch out some initial ideas based on your mood board, mind map and images that you have taken.	Complete final piece & improve portfolio Where possible Year 10 mock time will allow 5 hr mock time to finalise the final piece /outcome.		
Learning Objectives	Review skills taught at KS3 and	Review skills taught at KS3 and	Review skills taught at KS3 and now develop	Re visiting prior knowledge of skills	Re visiting prior knowledge of skills	Re visiting prior knowledge of skills
Objectives	now develop	now develop	those ideas for GCSE.	taught in KS3 and Year	taught in KS3 and Year	taught in KS3 and
	those ideas for	those ideas for		10	10	Year 10
Scaffolding for	GCSE. Support SEND	GCSE. Support SEND	Support SEND pupils -	Support SEND pupils -	Support SEND pupils -	Support SEND
SEND to	pupils - any key	pupils - any key	any key terms	any key terms	any key terms	pupils - any key
ensure quality	terms presented	terms presented	presented as	presented as handouts	presented as handouts	terms presented as
first teaching	as handouts and	as handouts and	handouts and teacher	and teacher power	and teacher power	handouts and
	teacher power	teacher power	power points made	points made available	points made available	teacher power
	points made	points made	available for all online	for all online (Teams).	for all online (Teams).	points made
	available for all	available for all	(Teams).	Any SEND support	Any SEND support	available for all
	online (Teams). Any SEND support	online (Teams). Any SEND	Any SEND support directed as per school	directed as per school policy and exam	directed as per school policy and exam	online (Teams). Any SEND support
	directed as per	support directed	policy and exam	support.	support.	directed as per
	school policy and	as per school	support.	22,500.0		school policy and
	exam support.	•				exam support.

		policy and exam support.				
Careers input	Artist, Graphic	Artist, Graphic	Artist, Graphic	Artist, Graphic	Artist, Art historian,	Artist, Art historian,
	Designer, Make-	Designer, Make-	Designer, Make-up	Designer, Make-up	Museum curator,	Museum curator,
	up artist,	up artist,	artist, Illustrator, etc.	artist, Illustrator, etc.	conservationist,	conservationist,
	Illustrator, etc.	Illustrator, etc.			University lecturer,	University lecturer,
					etc.	etc.
Links (prior	Learners in	Learners in	Learners in England	Learners in England	Learners in England	Learners in England
knowledge,	England who are	England who are	who are beginning a	who are beginning a	who are beginning a	who are beginning
future	beginning a GCSE	beginning a GCSE	GCSE (9–1) Art and	GCSE (9–1) Art and	GCSE (9–1) Art and	a GCSE (9–1) Art
knowledge)	(9–1) Art and	(9–1) Art and	Design course are	Design course are likely	Design course are	and Design course
	Design course are	Design course are	likely to have followed	to have followed a Key	likely to have followed	are likely to have
	likely to have	likely to have	a Key Stage 3	Stage 3 programme of	a Key Stage 3	followed a Key
	followed a Key	followed a Key	programme of study	study in Art and Design	programme of study in	Stage 3 programme
	Stage 3	Stage 3	in Art and Design or	or equivalent. The	Art and Design or	of study in Art and
	programme of	programme of	equivalent. The	specification aims to	equivalent. The	Design or
	study in Art and	study in Art and	specification aims to	support a learner's	specification aims to	equivalent. The
	Design or	Design or	support a learner's	progression path.	support a learner's	specification aims
	equivalent. The	equivalent. The	progression path.	Although no prior	progression path.	to support a
	specification aims	specification aims	Although no prior	knowledge of the	Although no prior	learner's
	to support a	to support a	knowledge of the	subject is required, it is	knowledge of the	progression path.
	learner's	learner's	subject is required, it	intended to form part	subject is required, it	Although no prior
	progression path.	progression path.	is intended to form	of an educational	is intended to form	knowledge of the
	Although no prior	Although no prior	part of an educational	continuum that	part of an educational	subject is required,
	knowledge of the	knowledge of the	continuum that	progresses from Key	continuum that	it is intended to
	subject is	subject is	progresses from Key	Stages 1 and 2 in the	progresses from Key	form part of an
	required, it is	required, it is	Stages 1 and 2 in the	National Curriculum for	Stages 1 and 2 in the	educational
	intended to form	intended to form	National Curriculum	Art. It will support	National Curriculum	continuum that
	part of an	part of an	for Art. It will support	progression from GSCE	for Art. It will support	progresses from
	educational	educational	progression from	(9–1) into AS level or A	progression from GSCE	Key Stages 1 and 2
	continuum that	continuum that	GSCE (9–1) into AS	level study, Higher	(9–1) into AS level or A	in the National
	progresses from	progresses from	level or A level study,	Education, Further	level study, Higher	Curriculum for Art.
	Key Stages 1 and	Key Stages 1 and	Higher Education,	Education, training or	Education, Further	It will support

2 in the National Curriculum for Art. It will support progression from GSCE (9-1) into AS level or A level study, Higher Education, Further Education. training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers. employers, colleges and universities for selection

2 in the National Curriculum for Art. It will support progression from GSCE (9-1) into AS level or A level study, Higher Education. Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers, employers, colleges and universities for selection

Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers, employers, colleges and universities for selection purposes. There are a number of OCR Art and Design specifications available. Find out more at www.ocr.org.uk.

employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers, employers, colleges and universities for selection purposes. There are a number of OCR Art and Design specifications available. Find out more at www.ocr.org.uk.

Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers, employers, colleges and universities for selection purposes. There are a number of OCR Art and Design specifications available. Find out more at www.ocr.org.uk.

progression from GSCE (9-1) into AS level or A level study, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant or for subjects or careers where the transferable skills gained in this specification can be utilised. It may be used by teachers, employers, colleges and universities for selection purposes. There are a number of OCR Art and Design specifications available. Find out more at www.ocr.org.uk.

	purposes. There	purposes. There				
	are a number of	are a number of				
	OCR Art and	OCR Art and				
	Design	Design				
	specifications	specifications				
	available. Find out	available. Find				
	more at	out more at				
	www.ocr.org.uk.	www.ocr.org.uk.				
Key	Painting (various	Painting (various	Painting (various	Painting (various	Painting (various	Painting (various
Vocabulary	media), drawing	media), drawing	media), drawing	media), drawing	media), drawing	media), drawing
	(various media),	(various media),	(various media),	(various media),	(various media),	(various media),
	printing (e.g.	printing (e.g.	printing (e.g. block	printing (e.g. block	printing (e.g. block	printing (e.g. block
	block printing),	block printing),	printing), stencils,	printing), stencils,	printing), stencils,	printing), stencils,
	stencils, carving,	stencils, carving,	carving, modelling,	carving, modelling,	carving, modelling,	carving, modelling,
	modelling,	modelling,	constructing, mosaic,	constructing, mosaic,	constructing, mosaic,	constructing,
	constructing,	constructing,	mobiles,	mobiles, environmental	mobiles,	mosaic, mobiles,
	mosaic, mobiles,	mosaic, mobiles,	environmental art,	art, graffito, kinetic	environmental art,	environmental art,
	environmental	environmental	graffito, kinetic media,	media, light based	graffito, kinetic media,	graffito, kinetic
	art, graffito,	art, graffito,	light based media,	media, digital media,	light based media,	media, light based
	kinetic media,	kinetic media,	digital media, mixed-	mixed-media.	digital media, mixed-	media, digital
	light based media,	light based	media.		media.	media, mixed-
	digital media,	media, digital				media.
	mixed-media.	media, mixed-				
		media.				
Review and	<u>FORMATIVE</u>	FORMATIVE	FORMATIVE	FORMATIVE	<u>FORMATIVE</u>	<u>FORMATIVE</u>
Assessment	ASSESSMENT	<u>ASSESSMENT</u>	<u>ASSESSMENT</u>	<u>ASSESSMENT</u>	<u>ASSESSMENT</u>	ASSESSMENT
(including	A snapshot will be	A snapshot will be	A snapshot will be	A snapshot will be	A snapshot will be	A snapshot will be
opportunities	taken regularly	taken regularly	taken regularly	taken regularly	taken regularly	taken regularly
for retrieval	throughout the	throughout the	throughout the year	throughout the year	throughout the year	throughout the
practice)	year alongside a	year alongside a	alongside a tracker to	alongside a tracker to	alongside a tracker to	year alongside a
	tracker to ensure	tracker to ensure	ensure students are	ensure students are	ensure students are	tracker to ensure
	students are	students are	completing the	completing the	completing the	students are
	completing the	completing the	necessary work. The	necessary work. The	necessary work. The	completing the

necessary work.	necessary work.	snapshot will show	snapshot will show	snapshot will show	necessary work.
The snapshot will	The snapshot will	grading as presented	grading as presented	grading as presented	The snapshot will
show grading as	show grading as	under GCSE criteria at	under GCSE criteria at	under GCSE criteria at	show grading as
presented under	presented under	that moment in time	that moment in time	that moment in time	presented under
GCSE criteria at	GCSE criteria at	and does not show a	and does not show a	and does not show a	GCSE criteria at
that moment in	that moment in	predicted grade.	predicted grade.	predicted grade.	that moment in
time and does not	time and does				time and does not
show a predicted	not show a				show a predicted
grade.	predicted grade.				grade.