

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Topic	<u>Art Skills</u> development	<u>Art skills</u> development	<u>Guided portfolio</u> – introduction of a GCSE Art portfolio and what is expected.	<u>Guided portfolio</u> – finalisation of the guided portfolio.	<u>Feedback of Guided portfolio and Year 11 expectations</u>	<u>Introduction to GCSE Main Portfolio (component 01)</u>
Overview of topic	<p>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:</p> <ul style="list-style-type: none"> • Pencil tone • Pen and Biro • Indian ink and wash • Using a grid 	<p>A series of Art skills will be taught, these include:</p> <ul style="list-style-type: none"> • 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. 	<p><u>Guided Portfolio theme</u> (set by class teacher and subject to annual change) given to all:</p> <p>1. NATURAL FORM</p> <p><u>Title Page</u></p> <ul style="list-style-type: none"> • Complete a title page which links to the chosen theme. <p><u>Mind Map</u></p> <ul style="list-style-type: none"> • Explore a range of ideas and communicate clearly what your outcome is. <p><u>Mood board</u></p> <ul style="list-style-type: none"> • Gather images linked to your theme. 	<p><u>Artist Inspiration x3</u></p> <ul style="list-style-type: none"> • Analysing Art work. Sketchbook 2 x A4 pages per artist. <p><u>Developing Ideas</u></p> <ul style="list-style-type: none"> • Use guidebook issued and teacher. <p><u>Refining Ideas</u></p> <ul style="list-style-type: none"> • Use guidebook issued and teacher. <p><u>Work on final outcome</u></p> <ul style="list-style-type: none"> • Can use any mediums and media in class • A3 encouraged for Year 10 guided portfolio 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

			<p><u>Primary sourced images</u></p> <ul style="list-style-type: none"> Start to gather images that you already have or can photograph. <p><u>Initial ideas</u></p> <ul style="list-style-type: none"> Start to sketch out some initial ideas based on your mood board, mind map and images that you have taken. 	<p><u>Complete final piece & improve portfolio</u></p> <ul style="list-style-type: none"> 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 now develop those ideas for GCSE.	Review skills taught at KS3 and now develop those ideas for GCSE.	Review skills taught at KS3 and now develop those ideas for GCSE.	Re visiting prior knowledge of skills taught in KS3 and Year 10	Re visiting prior knowledge of skills taught in KS3 and Year 10	Re visiting prior knowledge of skills taught in KS3 and Year 10
Scaffolding for SEND to ensure quality first teaching	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.	Support SEND pupils - any key terms presented as handouts and teacher power points made available for all online (Teams). Any SEND support directed as per school policy and exam support.

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

	<p>2 in the National Curriculum for Art. It will support progression from GCSE (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</p>	<p>2 in the National Curriculum for Art. It will support progression from GCSE (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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>progression from GCSE (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.</p>
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Key Vocabulary	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.	Painting (various media), drawing (various media), printing (e.g. block printing), stencils, carving, modelling, constructing, mosaic, mobiles, environmental art, graffiti, kinetic media, light based media, digital media, mixed-media.
Review and Assessment (including opportunities for retrieval practice)	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the necessary work. The	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the necessary work. The	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the necessary work. The	<u>FORMATIVE ASSESSMENT</u> A snapshot will be taken regularly throughout the year alongside a tracker to ensure students are completing the

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