



Year 10 GCSE Curriculum Sequence: Fine Art

Intent: Using student prior knowledge and skills from KS3, the GCSE Fine Art curriculum introduces students to further contextual references, art materials and practical skills while nurturing students' passion for creativity and art. Year 10 is structured to ensure a range of experiences in drawing, painting, mixed-media, reviewing, researching, analysing and presenting, ensuring that these skills are embedded. Students place value on the creative process itself as well as pride and a sense of satisfaction in the final outcome.

HT1 Flight: Tonal Studies Observational drawing and skills in tonal value when producing observational studies	HT2 Flight: Colour Exploring materials and techniques for colour in producing observational studies	HT3 Flight: Artist Links Exploring materials and techniques linking to artists studied	HT4 Flight: Artist Links Exploring materials and techniques linking to artists studied	HT5 Flight: Outcomes Development of ideas and refining skills in the producing of a final outcome	HT6 Architecture: Tonal Studies Observational drawing, photography and skills in tonal value using monochrome media
Why 'Flight: Tonal Studies'? As a start to the project, the focus is on observational drawing, tonal value and techniques. Students experiment with drawing and mark making using a variety of pen, pencil and papers. This exploration allows for refinement of skills from Year 9.	Why 'Flight: Colour'? Students develop and evidence their skills in colour using a range of art media. This includes pencil crayon, oil pastel and acrylic paint. This exploration allows for refinement of skills from Year 9.	Why 'Flight: Artist Links'? Continuing on the theme of Flight, students research and explore materials and techniques relevant to given artists. This allows for further exploration of media and skills. Artist Abby Diamond allows for watercolour, ink and pen developments. Alison Handley allows for printmaking further development.	Why 'Flight: Artist Links'? Continuing on the theme of Flight, students research and explore Steampunk. Materials and techniques will link to the art style and allows students to become more independent in their creative developments.	Why 'Flight: Outcomes'? In resolving their creative journey students reflect on their project and develop a series of design ideas for a personal outcome. This outcome can be any size and in any media. Additional artist research is encouraged. This promotes independent thought and enquiry.	Why 'Architecture: Monochrome'? The project begins with students mind mapping ideas and using photography to record the school building. Students explore narrative through the history of the school and create mixed media monochrome observational studies.
AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses.	AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources.	AQA Specification links: Assessment Objective 3: Record ideas, observations and insights relevant to intentions as work progresses. Assessment Objective 4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AQA Specification links: Assessment Objective 1: Develop ideas through investigations, demonstrating critical understanding of sources. Assessment Objective 2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Understanding of line, form, proportion, tonal value Skills in observational drawing, tonal value techniques using pen and pencil, annotation.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of colour theory Understanding of form, proportion, tonal value and mixed media Skills in observational drawing, paint, pencil crayon, pen, mixed media application, annotation.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of contemporary artists Abby Diamond, Duncan Cameron, Alison Handley Understanding of form, proportion, colour theory Skills in techniques using oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: Students knowledge and skills retrieval from KS3, structured to create a supportive and scaffolded learning environment. Knowledge of idea development Understanding of development, refinement, composition and resolving a creative journey Skills in student determined media and techniques, such as oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Knowledge of idea development Understanding of development, refinement, composition and resolving a creative journey Skills in student determined media and techniques, such as oil pastel, acrylic paint, pencil crayon, pen/ink.	Teaching it here supports: Students knowledge and skills retrieval from project 1 in the further development of skills and a more personal creative journey. Understanding of line, form, proportion, tonal value Skills in observational drawing, tonal value techniques using pen and pencil, annotation.
Feeds from: Y9 Fine Art: Jim Dine and observational studies	Feeds from: Y9 Fine Art: Jim Dine and observational studies	Feeds From: Y9 Fine Art: Michael Craig-Martin and observational studies	Feeds From: Y9 Fine Art: Jim Dine and Michael Craig-Martin outcomes	Feeds From: Y10 HT1 and HT2	Feeds from: Y10 HT2 and HT3