



Curriculum Map

Subject: Art

Year Group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	Induction period	Environment	Environment	Environment	Environment	Environment
	<p>Component 1 Personal Portfolio</p> <ul style="list-style-type: none"> Develop knowledge, understanding and skills Students given the opportunity to develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> exploring and experimenting with materials, processes, technologies and techniques recording practical and written observations researching and investigating contextual sources 	<p>Component 1- Personal Portfolio- 'Environment':</p> <ul style="list-style-type: none"> develop knowledge, understanding and skills Students given the opportunity to develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> exploring and experimenting with materials, processes, technologies and techniques recording practical and written observations researching and investigating contextual sources Digital media 	<p>Component 1: Thematic response project</p> <ul style="list-style-type: none"> Thematic response project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: <ul style="list-style-type: none"> developing and exploring ideas researching primary and contextual sources experimenting with media, 	<p>Component 1: Thematic response project</p> <ul style="list-style-type: none"> Thematic response project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: <ul style="list-style-type: none"> developing and exploring ideas researching primary and contextual sources experimenting with media, 	<ul style="list-style-type: none"> Edexcel Component 01: Personal Portfolio (60% weighting) Environment of Idea/ Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives. 	<ul style="list-style-type: none"> Edexcel Component 01: Personal Portfolio (60% weighting) Environment of Idea/ Review and Refinement Students reflect upon their portfolio and outcomes so far to develop an idea for a final piece. Students ensure that their portfolios are fully updated and work with teachers to identify areas for improvement in relation to the assessment objectives.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> drawing / mark-making Digital media 		materials, techniques and processes <ul style="list-style-type: none"> presenting personal response(s) 	materials, techniques and processes <ul style="list-style-type: none"> presenting personal response(s) 		
Skills	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> colour line form tone texture 	Visual Recording Skills In producing a variety of sustained studies students will develop understanding of the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> colour line form tone texture 	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of 'Environment'.	Students explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to their own creative intentions and chosen area(s) of study in relation to the starting point of 'Environment'.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.	Students collect and make studies from visual information to help them develop their own ideas and plan a final piece.
Key questions	How have artists been inspired by the Natural World? What outcomes have been produced as a response to the Environment? What	How have artists experimented with a variety of media to develop personal outcomes?	How can you review and refine your piece to develop it further? How have you developed your ideas in relation to the work of artists	What ideas might you gain from the work you have so far to further develop your personal response?	Reflecting on all of your work so far- which are the pieces that you need to refine and improve?	Reflecting on all of the ideas and artists that you have looked at so far- which are the key artists that you would like to move forward

