



Dallam School

Curriculum Overview

Department: Art
Year Group: 10

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Identity – self portraiture - drawing	Theme / Topic Identity – self portraiture	Theme / Topic Identity – self portraiture	Theme / Topic Identity – self portraiture – painting and lino printing	Theme / Topic Identity – self portraiture (lino printing) Personal Project	Theme / Topic Personal Project
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
<ul style="list-style-type: none"> ➤ How to use pencil to create a realistic self-portrait using line and tone. ➤ What is meant by observational drawing ➤ The formal elements of line and tone and how to identify them in their own and other's work ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Line ➤ tone ➤ shade, 	<ul style="list-style-type: none"> ➤ A range of printmaking techniques and how to apply them ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Intaglio ➤ relief ➤ dry-point, ➤ etching ➤ mono-printing ➤ threshold ➤ sellotape 	<ul style="list-style-type: none"> ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ How to evaluate the work of Victoria Villasana and how to apply her stitch technique to their own work ➤ How to work in the style of Loui Jover and recap their understanding from year 9 to develop a piece of work in his style. ➤ How to create a Sellotape print 	<ul style="list-style-type: none"> ➤ The work of Gehard van vurren and Delita martin. ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ How to document design ideas and experiments clearly ➤ How to develop and combine the styles of different artists into one final finished and resolved piece of work <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Acrylic ➤ gouache ➤ watercolour paints ➤ Oil pastels ➤ charcoal 	<ul style="list-style-type: none"> ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ How to collect their own photographic reference material ➤ How to develop and enhance their observational drawing skills ➤ How to extend and experiment with their printing knowledge to create a series of prints and observational work inspired by their new project theme <p>Tier 3 vocab</p>	<ul style="list-style-type: none"> ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ The theme for their personal project. ➤ Appropriate artists to research ➤ What reference photos/observational drawing they need to do. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Artist research ➤ Developing ideas ➤ Observational drawing ➤ Photographic reference ➤ Working independently ➤ Layout ➤ Visually stimulating

<ul style="list-style-type: none"> ➤ <i>observational drawing</i> ➤ 		<p>inspired by Michelle Caplan</p> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Acrylic</i> ➤ <i>gouache</i> ➤ <i>watercolour paints.</i> ➤ <i>Oil pastels</i> ➤ <i>charcoal</i> ➤ <i>coloured pencil</i> ➤ <i>ink.</i> ➤ <i>Wash</i> ➤ <i>Impasto</i> 	<ul style="list-style-type: none"> ➤ coloured pencil ➤ ink. ➤ Wash 	<ul style="list-style-type: none"> ➤ Drypoint ➤ Mixed media ➤ Refine 	<ul style="list-style-type: none"> ➤ <i>Experimenting with materials</i>
AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Identity – self portraiture - drawing	Theme / Topic Identity – self portraiture	Theme / Topic Identity – self portraiture	Theme / Topic Identity – self portraiture – painting and lino printing	Theme / Topic Identity – self portraiture (lino printing)	Theme / Topic Personal Project
Personal Project					
<i>They will understand (key concepts)</i>	<i>They will understand (key concepts)</i>	<i>They will understand (key concepts)</i>	<i>They will understand (key concepts)</i>	<i>They will understand (key concepts)</i>	<i>They will understand (key concepts)</i>
<ul style="list-style-type: none"> ➤ How pencil can be used to create tone and shadow to give a 3D quality. ➤ The importance of using subject specific vocabulary when analysing their own artwork and that of others. ➤ The importance of regularly reviewing their work and setting their own personal targets. ➤ The importance of acting on teacher feedback 	<ul style="list-style-type: none"> ➤ How artists use a range of techniques to create different forms of print. ➤ Which forms of printmaking are most appropriate for particular themes ➤ The importance of following health and safety guidelines when using printmaking tools and materials ➤ The importance of using subject specific vocabulary when analysing their own artwork and that of others. ➤ The importance of regularly reviewing 	<ul style="list-style-type: none"> ➤ The work of 3 contemporary mixed media artists ➤ How to use techniques and materials to recreate themselves in the style different artists ➤ The importance of using subject specific vocabulary when analysing their own artwork and that of others. ➤ The importance of regularly reviewing their work and setting their own personal targets. 	<ul style="list-style-type: none"> ➤ The work of a range of contemporary mixed media artist and how they have created their work and why. ➤ How to use techniques and materials to recreate themselves in the style of different artists ➤ The importance of following health and safety guidelines when using printmaking tools and materials ➤ The importance of using subject specific vocabulary when analysing their own artwork and that of others. 	<ul style="list-style-type: none"> ➤ How to select an effective theme and artist ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback ➤ 	<ul style="list-style-type: none"> ➤ How to select and analyse appropriate artists for their work. ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback

	<p>their work and setting their own personal targets.</p> <ul style="list-style-type: none"> ➤ The importance of acting on teacher feedback ➤ 	<ul style="list-style-type: none"> ➤ The importance of acting on teacher feedback 	<ul style="list-style-type: none"> ➤ The importance of regularly reviewing their work and setting their own personal targets. ➤ What needs to be included in design idea development pages and what makes an effective final piece ➤ The importance of acting on teacher feedback 		
They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)	They will know how to (key skills)
<ul style="list-style-type: none"> ➤ Draw a realistic self-portrait using pencil. ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets ➤ Set themselves realistic targets ➤ Create sketchbook pages that explore composition and a range of artistic techniques. ➤ Draw from life and imagination to answer a specific brief 	<ul style="list-style-type: none"> ➤ Create prints using a range of printmaking techniques ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets ➤ create a <ul style="list-style-type: none"> - drypoint etching - mono print - sellotape print 	<ul style="list-style-type: none"> ➤ Use the artistic techniques of a range of artists to inform their own work. ➤ Enlarge and reduce the size of drawings to create new pieces of art. ➤ Use a range of materials effectively– Acrylic, gouache and watercolour paints. Oil pastels, charcoal, coloured pencil, ink. ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets 	<ul style="list-style-type: none"> ➤ Use the artistic techniques of a range of artists to inform their own work. ➤ Use a range of materials effectively– Acrylic, gouache and watercolour paints. Oil pastels, charcoal, coloured pencil, ink ➤ reflect upon and improve their work ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets to complete their final pieces. ➤ Present their final pieces effectively. 	<ul style="list-style-type: none"> • Chose a theme for their personal project and how to apply the 4 GCSE assessment objectives to their work ➤ Take competent photos that are relevant to their theme ➤ Research the work of artists to select those appropriate to their chosen theme. ➤ Take competent photos that are relevant to their theme ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets 	<ul style="list-style-type: none"> ➤ Work independently and manage their time. ➤ Research the work of artists to select those appropriate to their chosen theme. ➤ Create work in the style of their chosen artist ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets ➤ Plan and create sketchbook pages that show an understanding of composition and imaginative use of materials ➤ Experiment with a range of materials

				<p>➤ Plan and create sketchbook pages that show an understanding of composition and imaginative use of materials</p>	<p>and techniques in their chosen theme</p>
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Curriculum Overview

Department: Art
Year Group: 11

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic Personal project	Theme / Topic Personal project	Theme / Topic Externally set assignment	Theme / Topic Externally set assignment	Theme / Topic Exam Conducted either wk1 or wk2	Theme / Topic N/A
By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>	By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i>
<ul style="list-style-type: none"> ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ A range of artists and designers relevant to their work ➤ What reference photos/observational drawings they need to do. ➤ What experimentation and development of ideas they need <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observation drawing ➤ Artist research ➤ Developing ideas ➤ Observational drawing ➤ Photographic reference ➤ Working independently ➤ Layout ➤ Visually stimulating 	<ul style="list-style-type: none"> ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ A range of artists and designers relevant to their work ➤ What reference photos/observational drawings they need to do. ➤ What experimentation and development of ideas they need ➤ Their strengths and weaknesses ➤ How to create a final outcome and what their final outcome is. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observation drawing ➤ Artist research ➤ Developing ideas 	<ul style="list-style-type: none"> ➤ Their exam theme ➤ How to create visually stimulating sketchbook pages using a range of materials and techniques ➤ A range of artists and designers relevant to their work ➤ What reference photos/observational drawings they need to do. ➤ What experimentation and development of ideas they need <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observation drawing ➤ Artist research ➤ Experimentation ➤ Developing ideas ➤ Visually stimulating pages 	<ul style="list-style-type: none"> ➤ What their final outcome exam piece will be. ➤ The artists and designers relevant to their work ➤ The relevance of the experimentation with materials and development of ideas they have undertaken leading to their final piece exam idea. ➤ The time plan for successfully creating their exam piece in the 10 hour exam. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observation drawing ➤ Artist research ➤ Experimentation ➤ Developing ideas 	<ul style="list-style-type: none"> ➤ What their final outcome exam piece will be. ➤ The artists and designers relevant to their work ➤ The relevance of the experimentation with materials and development of ideas they have undertaken leading to their final piece exam idea. ➤ The time plan for successfully creating their exam piece in the 10 hour exam. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Observation drawing ➤ Artist research ➤ Experimentation ➤ Developing ideas 	

<ul style="list-style-type: none"> ➤ The importance of working to a deadline ➤ Their own working practices. The speed in which they work. Their artistic skill - strengths and weaknesses ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher 	<ul style="list-style-type: none"> ➤ The importance of working to a deadline ➤ Their own working practices. The speed in which they work. Their artistic skill -strengths and weaknesses ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback 	<ul style="list-style-type: none"> ➤ The importance of working to a deadline ➤ Their own working practices. The speed in which they work. Their artistic skill -strengths and weaknesses ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback 	<ul style="list-style-type: none"> ➤ The importance of working to a deadline ➤ Their own working practices. The speed in which they work. Their artistic skill -strengths and weaknesses ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback 	<ul style="list-style-type: none"> ➤ The importance of working to a deadline ➤ Their own working practices. The speed in which they work. Their artistic skill -strengths and weaknesses ➤ How to select and analyse appropriate artists for their work ➤ How to work independently, review work and set own targets to improve ➤ The importance of acting on teacher feedback ➤ 	
<p>They will know how to <i>(key skills)</i></p>	<p>They will know how to <i>(key skills)</i></p>	<p>They will know how to <i>(key skills)</i></p>	<p>They will know how to <i>(key skills)</i></p>	<p>They will know how to <i>(key skills)</i></p>	<p>They will know how to <i>(key skills)</i></p>

<ul style="list-style-type: none"> ➤ Work independently and manage their time. ➤ Research and analyse the work of artists to select those appropriate to their chosen theme. ➤ Take competent photos that are relevant to their theme ➤ Use subject specific vocabulary (spoken and written) to analyse and reflect on the work of artists and their own work ➤ Review their work and set personal targets ➤ Plan and create sketchbook pages that show an understanding of composition and imaginative use of materials ➤ Experiment with a range of materials and techniques in their chosen theme. ➤ Develop ideas leading to a final outcome ➤ Know how to select ideas for development into a final outcome 	<ul style="list-style-type: none"> ➤ Experiment with a range of materials and techniques in their chosen theme ➤ Develop ideas leading to a final outcome ➤ Know how to select ideas for development into a final outcome ➤ Review their work and set personal targets ➤ Create a final outcome based on their previous research and experimentation 	<ul style="list-style-type: none"> ➤ Experiment with a range of materials and techniques in their chosen theme ➤ Know how to select ideas for development into a final outcome exam piece ➤ Develop ideas leading to a final outcome ➤ Review their work and set personal targets ➤ Review their work and set personal targets <p>Create a final outcome based on their previous research and experimentation</p>	<ul style="list-style-type: none"> ➤ Experiment with a range of materials and techniques in their chosen theme ➤ Develop ideas leading to a final outcome ➤ Know how to select ideas for development into a final outcome exam piece ➤ Review their work and set personal targets ➤ Create a final outcome exam idea based on their previous research and experimentation ➤ Use their time effectively to create a final piece of art work in 10 hours 	<ul style="list-style-type: none"> ➤ Review their work and set personal targets ➤ Create a final outcome exam idea based on their previous research and experimentation ➤ Use their time effectively to create a final piece of art work in 10 hours 	
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