

ART CURRICULUM SEQUENCE GRID

GCSE ART	Year 10 & Y11	
Unit(s) (Tablet in 39week plan)	Personal Project	
Key Retainable substantive and disciplinary knowledge <ul style="list-style-type: none"> • (Required for Y11/13) • What... • How.... • Why.... • 	<p>Substantive Knowledge:</p> <p>This is the essential content and concepts that students are learning throughout the project:</p> <ol style="list-style-type: none"> Artistic Concepts and Themes: <ol style="list-style-type: none"> Students learn how to develop a personal theme or concept for their project, helping them understand the process of forming a cohesive artistic vision and narrative. Technical Skills: <ol style="list-style-type: none"> Students gain proficiency in the media of their choice (e.g., painting, drawing, sculpture, digital art). This includes exploring advanced techniques relevant to their chosen medium, enabling students to apply complex methods in their work. Art Analysis: <ol style="list-style-type: none"> Students learn how to study and analyse the work of other artists. This helps them understand various artistic approaches, techniques, and themes, and how to use this knowledge to inspire and inform their own creations. Presentation Skills: <ol style="list-style-type: none"> Students acquire the knowledge to professionally present their work in a cohesive portfolio. This includes presenting their initial ideas, sketches, and mood boards, as well as showcasing their final pieces in a polished format. <p>Disciplinary Knowledge:</p> <p>This is how students engage with and apply the substantive knowledge in their artistic practice:</p> <ol style="list-style-type: none"> Research and Planning: <ol style="list-style-type: none"> Students learn how to conduct thorough research to inform their work. This includes selecting inspiring sources and planning their ideas through sketches, mood boards, and studies of other artists. This practice encourages critical thinking and idea development before starting the creation process. Experimentation with Media: 	

- a. Students experiment with various media and techniques, allowing them to explore which methods best convey their personal theme or concept. This hands-on exploration helps refine their skills and deepen their understanding of different artistic practices.

3. Development of Ideas:

- a. Throughout the project, students regularly revisit and refine their initial ideas based on experimentation, feedback, and personal reflection. This iterative process allows students to strengthen their creative thinking and problem-solving abilities.

4. Documentation and Reflection:

- a. Students keep a sketchbook to document their progress, experimentations, and reflections. This helps them track their artistic journey, evaluate their decisions, and develop a deeper understanding of their evolving process.

Why This Knowledge is Taught:

1. Independence and Ownership:

- a. A personal project fosters creative ownership and independence. Students are encouraged to make decisions and develop their own artistic voice, allowing them to take full responsibility for their creative process.

2. Problem-Solving and Resilience:

- a. Developing their own project helps students build resilience as they face challenges, adapt ideas, and refine their techniques. This strengthens their ability to solve problems independently and adjust their approach when needed.

3. Artistic and Critical Thinking:

- a. By analysing other artists' work and evaluating their own, students cultivate critical thinking. They learn to consider the context and impact of their art, which deepens their understanding of art history and personal expression.

4. Preparation for Further Study:

- a. The skills developed in a personal project—such as concept development, self-directed learning, and advanced technical skill—prepare students for more intensive study in Year 11, A-level, or further education in the arts.

Key Takeaways for Retainable Knowledge and Skills:

- **Substantive Knowledge** includes understanding how to develop personal themes, mastering technical skills in

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	<p>chosen media, analysing art, and learning how to present work professionally.</p> <ul style="list-style-type: none"> • Disciplinary Knowledge involves applying these concepts through research, experimentation with media, refining ideas, and reflecting on progress in a sketchbook. <p>This project provides a comprehensive framework for developing creative, technical, and critical thinking skills that will prepare students for more advanced study and artistic exploration.</p>
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<ol style="list-style-type: none"> 1. Composition: The arrangement of visual elements in an artwork to create balance, focus, and flow. 2. Concept: The underlying idea or theme driving the artwork, reflecting personal or cultural messages. 3. Mixed Media: Using multiple materials (e.g., paint, ink, collage) to add depth and texture to artwork. 4. Contrast: The difference between light and dark, colour, or texture to create emphasis and interest. 5. Texture: The surface quality of an artwork, either real or implied, enhancing visual and tactile appeal. 6. Form: The three-dimensional appearance or structure, particularly in sculpture or realistic drawing. 7. Tone: The variation of light and shade that gives depth and volume to an artwork. 8. Contextual Study: Research and analysis of artists and art movements that inform and inspire the personal project. <p>These terms support students in creating, discussing, and analysing their art with a strong technical understanding.</p>
<p>Opportunities for Reading</p>	<ul style="list-style-type: none"> • "Ways of Seeing" by John Berger <ul style="list-style-type: none"> ◦ A foundational text for understanding visual culture, helping students critically analyse art and its impact on society. • "Steal Like an Artist" by Austin Kleon <ul style="list-style-type: none"> ◦ This book offers creative strategies for developing personal projects and finding inspiration, encouraging original thinking. • Artist Biographies (e.g., "Frida Kahlo: A Biography" by Claudia Schaefer) <ul style="list-style-type: none"> ◦ Exploring the lives of influential artists like Kahlo helps students understand how personal experiences can shape an artist's work. • "The Story of Art" by E.H. Gombrich <ul style="list-style-type: none"> ◦ A comprehensive overview of art history, allowing students to connect their personal projects to broader artistic traditions. • "Art Fundamentals: Theory and Practice" by Otto Ocvirk <ul style="list-style-type: none"> ◦ A guide to key art principles (e.g., colour, composition, and texture) that students can apply to

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	<p>strengthen their technical skills.</p> <ul style="list-style-type: none"> These readings provide a mix of theory, inspiration, and practical advice to support students in developing well-rounded and thoughtful personal projects.
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<ul style="list-style-type: none"> Exposure to Influential Artists and Movements: Students study a range of historic and contemporary artists across cultures, learning how art reflects and influences society and values. Understanding Art as Cultural Expression: Through research and project themes, students explore how art communicates personal, political, and social ideas, building empathy and cultural awareness. Developing a Personal Artistic Voice: Creating a personal project fosters self-expression and the ability to convey individual perspectives, preparing students to contribute thoughtfully to creative and public discourse. Critical and Analytical Skills: By analysing and reflecting on their work and the work of others, students learn to critique thoughtfully, fostering an appreciation for human creativity and the technical and conceptual achievements in art. These elements provide students with a foundation for understanding and appreciating the role of art in cultural heritage and personal expression.
<p>Strategies to engage and maximise achievement of PP learners</p>	<ul style="list-style-type: none"> Personalised Learning Paths: Allow students to choose themes that resonate with them, increasing motivation and encouraging deeper engagement in their personal projects. Tailored Support and Scaffolding: Break down tasks into manageable steps and offer extra guidance for complex skills to build confidence and gradual mastery in key art techniques. Resource Accessibility: Provide additional resources, including art materials and access to technology, ensuring PP learners can fully participate and complete high-quality projects. Encouraging Independent Work Skills: Teach time management and project planning skills to help PP students manage extended projects more independently. Positive Reinforcement and Recognition: Celebrate all levels of progress, helping to build resilience, motivation, and pride in their achievements. Inclusive Group Work and Peer Support: Use mixed-ability group activities to encourage collaborative learning and exposure to different techniques and ideas. Parental Engagement: Communicate regularly with parents to encourage a supportive home environment, keeping them informed of progress and upcoming requirements. <p>These strategies help create a supportive, inclusive environment, enabling PP learners to develop confidence, skills, and independence in their art studies.</p>

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Cross Curricular

Links (Authentic Connections with other curriculum)

- **History:** Students can explore the historical context of art movements, understanding how historical events, politics, and culture influence artists and their work. This can deepen their appreciation for art's role in society.
- **English:** Students can integrate written reflection, critique, and analysis into their art projects, improving literacy skills by articulating their creative process, writing artist statements, and researching themes.
- **Science (Biology/Physics):** In studying anatomy, proportions, and light, students apply scientific principles to their art practice, enhancing their understanding of form, structure, and colour theory.
- **PSHE (Personal, Social, Health, and Economic Education):** Students can connect personal identity and emotional expression through their artwork, helping to foster self-awareness and empathy.
- **Maths:** Proportions, geometry, and symmetry in art, especially when working with compositions or sculptures, allow students to apply mathematical concepts in a creative context.
- These cross-curricular links enrich the learning experience, helping students see the connections between art and other areas of knowledge.

Key Assessments

1. **Sketchbook Development:** Ongoing assessment of students' sketchbooks to evaluate research, idea development, experimentation with techniques, and reflective writing. This ensures students are documenting their creative journey and refining their ideas.
 2. **Final Outcome/Artwork:** Assessment of the final piece or series of works based on technical execution, creativity, originality, and how well it communicates the personal theme or concept. The finished piece should reflect sustained development and problem-solving.
 3. **Artist Studies and Contextual Analysis:** Evaluation of the student's understanding and application of artist studies, including how they have been incorporated into their project. This also involves assessing their ability to relate their work to historical, cultural, or contemporary practices.
 4. **Written Reflection:** Assessing the student's ability to critically reflect on their process, progress, challenges, and successes. This can include an artist statement, project evaluation, and final reflection on how they developed their ideas.
 5. **Peer and Self-Assessment:** Opportunities for peer critique and self-evaluation, allowing students to critically assess their own work and that of others, fostering a deeper understanding of their own artistic choices and the creative process.
- These assessments ensure that students develop both technical and analytical skills, with a strong emphasis on creativity, reflection, and self-expression.