Curriculum Map: Fine Art, Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	NEA Component 1, Portfolio		NEA Component 1, Portfolio		NEA Component 1, Portfolio	
Content Declarative knowledge 'I Know'	Students will develop knowledge, understanding and skills relevant to the topic of Natural Forms through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.		NEA Component 1, Portfolio Students will develop knowledge, understanding and skills relevant to the topic of Natural Forms through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses. Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.		Students will develop knowledge, understanding and skills relevant to their chosen topic through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met. Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.	
	Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.				Students must, over time, r creative journey and its eff the realisation of personal	ectiveness in relation to
Skills Procedural Knowledge 'I know how to'	Use fine art techniques and processes, appropriate to students' personal intentions, for example: mark-making, monoprint, collagraph and block printing, assemblage, construction, carving, digital working methods.		Use fine art techniques and to students' personal intermark-making, monoprint, printing, assemblage, consworking methods.	ntions, for example: collagraph and block	Use fine art techniques and to students' personal inten mark-making, monoprint, constituting, assemblage, constituting methods.	tions, for example: collagraph and block
	Use media and materials, as appropriate to students' personal intentions, for example: charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery, different papers and surfaces on which to work.		Use media and materials, a personal intentions, for ex charcoal, pastels, pen and watercolour, gouache, acm materials, clay, wood and different papers and surface	ink, crayons and pencil, ylic and oil paint, found metal, digital imagery,	Use media and materials, a personal intentions, for exacharcoal, pastels, pen and i watercolour, gouache, acry materials, clay, wood and r different papers and surface	ample: nk, crayons and pencil, lic and oil paint, found netal, digital imagery,
	The way sources inspire the development of ideas, relevant to fine art including:		The way sources inspire the development of ideas, relevant to fine art including:		The way sources inspire the relevant to fine art including	•
	how sources relate to indiventionmental, cultural, et contexts how ideas, themes, forms,	hical and/or issues-based	how sources relate to indiversely environmental, cultural, et contexts how ideas, themes, forms,	thical and/or issues-based	how sources relate to indivenvironmental, cultural, et contexts how ideas, themes, forms,	hical and/or issues-based

	inspire personally determined responses that are	inspire personally determined responses that are	inspire personally determined responses that are	
	primarily aesthetic, intellectual or conceptual.	primarily aesthetic, intellectual or conceptual.	primarily aesthetic, intellectual or conceptual.	
Strategies Conditional	Use a variety of methods to record my ideas and observations.	Use a variety of methods to record my ideas and observations.	Use a variety of methods to record my ideas and observations.	
Knowledge 'I know when to'	Apply my understanding of specific materials and techniques.	Apply my understanding of specific materials and techniques.	Apply my understanding of specific materials and techniques.	
	Use visual language to communicate personal ideas, meanings and responses.	Use visual language to communicate personal ideas, meanings and responses.	Use visual language to communicate personal ideas, meanings and responses.	
	To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions.	To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions.	To reflect critically upon my creative journey and its effectiveness in relation to the realisation of personal intentions.	
	Understand how my work meets the assessment objectives.	Understand how my work meets the assessment objectives.	Understand how my work meets the assessment objectives.	
Key Questions	Am I selecting contextual links relevant to my chosen topic?	Am I selecting contextual links relevant to my chosen topic?	Am I selecting contextual links relevant to my chosen topic?	
	Am I using appropriate materials?	Am I using appropriate materials?	Am I using appropriate materials?	
	How do I identify my strengths and weaknesses?	How do I identify my strengths and weaknesses?	How do I identify my strengths and weaknesses?	
	Are my intentions achievable?	Are my intentions achievable?	Are my intentions achievable?	
	How do I reflect and respond to teacher feedback?	How do I reflect and respond to teacher feedback?	How do I reflect and respond to teacher feedback?	
Assessment	AO1: Developing ideas through investigations,	AO1: Developing ideas through investigations,	AO1: Developing ideas through investigations,	
topics	demonstrating critical understanding of sources.	demonstrating critical understanding of sources.	demonstrating critical understanding of sources.	
	AO2: Refine work by exploring ideas, selecting and	AO2: Refine work by exploring ideas, selecting and	AO2: Refine work by exploring ideas, selecting and	
	experimenting with appropriate media, materials,	experimenting with appropriate media, materials,	experimenting with appropriate media, materials,	
	techniques and processes.	techniques and processes.	techniques and processes.	
	AO3: Record ideas, observations and insights	AO3: Record ideas, observations and insights	AO3: Record ideas, observations and insights	
	relevant to intention as work progresses.	relevant to intention as work progresses.	relevant to intention as work progresses.	
	AO4: Present a personal and meaningful response	AO4: Present a personal and meaningful response	AO4: Present a personal and meaningful response	
	that realises intentions and demonstrates	that realises intentions and demonstrates	that realises intentions and demonstrates	
	understanding of visual language.	understanding of visual language.	understanding of visual language.	
Cross curricular	Evaluating their own work and that of others	Evaluating their own work and that of others	Evaluating their own work and that of others	
links/Character	Confidence in risk taking	Confidence in risk taking	Confidence in risk taking	
Education	Verbalising their ideas	Verbalising their ideas	Verbalising their ideas	