

Year: 10

Subject: AQA GCSE Art and Design


Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A Demonstration of skills and techniques Natural Forms Project	1	AO1 Research & Inspiration Intro to Natural Forms	Research and gather primary and secondary resources (sketches, photos, videos). Explore the work of non-contemporary artists: <i>Georgia O'Keeffe</i> (flowers) <i>Andy Goldsworthy</i> (land art) <i>Ernst Haeckel</i> (micrographs)	To understand the GCSE Art and Design course Development of observational and creative drawing skills. Use of mixed media to express the essence of natural forms. To create a mindmap To create artist studies To collect artist study image references	https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1 BBC Bitesize: "Drawing Techniques" https://www.bbc.co.uk/bitesize/topics/zks7tcw "Sculpture Methods" https://www.bbc.co.uk/bitesize/topics/zj36s82	Mindmap of Natural forms Artist Study on 2 different Artist studies and collect image references and start recreating their work with different media
	2	Research and Inspiration	Artist studies image references. Research and gather primary and secondary resources (sketches, photos, videos). Explore the work of artists not identified previous week Image references recreations in mixed medias	To understand the GCSE Art and Design course Development of observational and creative drawing skills. Use of mixed media to express the essence of natural forms. To create a mindmap To create artist studies To collect artist study image references	https://www.bbc.co.uk/bitesize/examspecs/zjymp9q Techniques and Materials section	Complete mindmap of Natural forms Complete Artist studies of 2 artists from previous week and find 2 contemporary artists of your choice and do the same process Complete a comparison and contrast analysis of your artists
	3-4	AO2 and AO3 Experimentation, Shading, and Tonal Work	Students draw a shell, leaf, or seed pod from observation using graphite pencils.	Learn basic tonal shading techniques (hatching, cross-hatching, blending, stippling) using pencil.	https://www.youtube.com/watch?v=6XO9iVdnG6Y	Sketch their organic form and divide it into 4. They will use 4 different media to experiment with shading and tonal work.

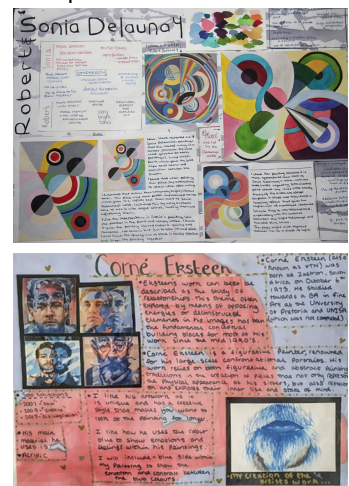
		Introduction to Tonal Shading with Natural Forms	Focus on 5-value range: highlight, light tone, midtone, shadow, cast shadow. Tonal scales warm-up exercise. Use erasers to lift highlights and enhance 3D form.		https://www.bbc.co.uk/bitesize/guides/zkn9jfr/revision/4	Complete 3 organic forms to draw from observation (preferably one shell, one leaf and one seed) Annotate all work
	5-7	AO2 and AO3 Experimentation, Shading, and Tonal Work Tonal Drawing in Charcoal	Students select an organic form (e.g., flower, twisted branch) and draw it using charcoal. Use erasers to lift highlights and enhance 3D form.	Explore tonal contrast using charcoal on mid-tone paper. Explore tonal contrast using charcoal on different paper	https://www.youtube.com/watch?v=a6nS9E3W5vE https://www.bbc.co.uk/bitesize/guides/zkn9jfr/revision/4	Complete organic observation drawings using charcoal on various paper Annotate all work

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1B Natural Forms	1	AO2 and AO3 Experimentation, Shading, and Tonal Work Tonal Layering with Mixed Media	Students draw from detailed macro images of natural textures (bark, shells, fruit skin). Build layered tones using wet and dry media. Explore positive and negative space using white chalk.	Apply tonal shading using ink wash, pencil, and white chalk on toned paper.	https://www.youtube.com/watch?v=jAcYYXQkcb8 Additional BBC Bitesize Resources: <ul style="list-style-type: none"> “Mixed Media Techniques” https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/2 “Creating Texture” https://www.bbc.co.uk/bitesize/guides/ztxxsrd/revision/1 “Exploring 3D Form” https://www.bbc.co.uk/bitesize/guides/zkn9jfr/revision/4 	Complete detailed macro artwork with different media. Complete any artist study recreations. Start thinking about what you want to explore for Natural Forms that appeals to you. Annotate all work

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2	Visit to Castle Gardens Visit to Heart Shaped Waterfall Visit to	Students have the opportunity to take photos using chromebooks of primary resources. Students produce A6-A5 recreations in mixed media and using different paper.	Development of observational and creative drawing skills. Use of mixed media to express the essence of natural forms.		https://www.bbc.co.uk/bitesize/guides/zyv397h/revision/1	Complete 3 detailed observational drawing sketches from our visit in mixed media. or You can do 3 individual ones or one A4 and divide it into quarters then use 4 different medias Annotate all work
3-4	AO2 and AO3 Refining and Developing Ideas	Students start generating ideas for a final piece but it must be a mash-up of 2 of their artists they have studied. They can do a mashup of the contemporary artists and a mashup of the non-contemporary artists to show extra development of themselves as an artist. Annotate using GCSE sentence stems			https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/5 Use Dominic Hewes Process Recording to breakdown what is expected.	Create 4 different ideas for a final piece and annotate/record reasons behind it. Come to a final conclusion as to which one is going to be your final piece for Natural Forms Annotate to explain what media choices you will use to create your final piece and which 2 artists you are using for the mashup of their work and their own idea for the piece.
5-7	AO2, AO3 and AO4 Composition & Final Outcome	Students create a final piece using chosen techniques and media, informed by tonal studies and natural form sketches.	Compose a final piece Composition using 2 artists styles or forms Use mixed media		BBC Bitesize: "Evaluating Your Work" https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/1	Demonstrate that you have selected suitable source material and media. Make connections between your work and suitable contextual sources.

			Could be drawing, painting, sculpture, or digital artwork.	Demonstrate skill and technique Use suitable medias	<p>“Planning Your Final Piece” https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/4</p> <p>“Portfolio Presentation” https://www.bbc.co.uk/bitesize/guides/zpcndxs/revision/5</p>	<p>Record your ideas as you develop them into a completed final piece.</p> <p>Organise your projects so that the development of your ideas and the connections between all the elements of your work are made clear.</p> <p>A visual 'journey' from your starting point through to your final piece that demonstrates your understanding of your particular area(s) of art and design.</p> <p>Mount first project to show a beautiful presentation and store in the Art Cupboard for safe keeping.</p>
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2A Design Project	1	Intro to Design Project and mindmap	<p>Quick brainstorming activity: "What do you know about these themes?" (e.g., Identity, Transformation, The Human Form).</p> <p>Produce a design suitable for one of the following:</p> <ol style="list-style-type: none"> a Postcard a Book cover design a Greetings cards a Calendar <p>Discuss key concepts, artists, and initial ideas. Develop a mind map of research areas.</p>	<p>Review the Design Projects starting points and choose one that resonates with their interests.</p> <p>Begin researching their chosen theme and creating a mindmap.</p>	<p>https://www.bbc.co.uk/bitesize/guides/z2hp3k7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1</p> <p>Example of a mindmap:</p> 	<p>Create a mindmap and start researching 2 contemporary and 2 non-contemporary artists in connection with your theme.</p> <p>Use BBC Bitesize's "Researching Your Theme" resource. Students gather 5-10 images and notes.</p>

					<p>Example of Artists Studies:</p> 	
2	Developing initial ideas and artist research	Review examples of artists working within the chosen theme (e.g., Frida Kahlo for Identity, Alberto Giacometti for The Human Form). Quick discussion on how artists influence project ideas. Research one artist's work, focusing on how their work can be applied to students' chosen themes. Discuss key features of their style, techniques, and symbolism.	Develop and explore artists who have worked within their chosen theme.	Encourage children to complete collecting their image references, artist studies and mindmap.	If students have already started complete artist studies from the previous week. Think about summarizing the artist's work, techniques, and its relevance to their own project. Gather image references for each artist.	
3-7	Experimenting with media and techniques	Show examples of students experimenting with media for a project. Quick activity: "How does changing the medium affect your representation of your theme?"	Experiment with different media to explore their ideas and refine techniques that will be used in the final piece.	<p>https://www.bbc.co.uk/bitesize/guides/z8pfcj6/revision/1</p> <p>Youtube videos on how to use the media effectively</p>	<p>Recreate artist image references with mixed media.</p> <p>Students experiment independently with at least two different media (e.g., printmaking and digital art) to</p>	

			Experiment with one material (e.g., printmaking, collage, or digital art) to explore the chosen theme. Students create small test pieces.			develop their theme further. Document findings in the sketchbook.
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2B	1-3	Refining Ideas for Design Project and Finalizing Concepts	Quick recap: "What makes a final piece successful?" Show an example of a strong final piece and discuss its development process. Create a list of criteria for what a successful final piece should include (e.g., originality, technical skill, conceptual depth).	Students will refine their ideas and develop a clear concept for their final piece, ensuring that it aligns with the chosen theme.	Complete a detailed plan for their final piece, including a timeline for production and a list of necessary materials.	Students create 4-6 different final ideas of planning size A5/A6. Students create a detailed plan for their final piece, including sketches, materials, and techniques. Refine ideas and outline their approach. Annotate reasoning behind the idea, media choices etc. Confirm what their final piece will be. Which artists inspired which parts and which 2 artists they are doing a mashup of for their final composition piece.
	4	Beginning Final mashup Piece	Quick recap on time management in art projects. Show a student's work in progress and discuss its progression. Begin creating the final piece, with a focus on technical execution and maintaining consistency with the plan.	Students will begin working on their final piece based on the concept and plan developed in the previous weeks.	Continue working on the final piece. Ensure it is progressing as planned.	Students begin working on their final piece, applying the techniques and materials they have refined.
	5-6	Final Piece Completion	Show examples of finished artworks. Discuss the final stages of the project and how to make finishing touches.	Students will complete their final piece and refine it based on feedback and self-reflection.	Complete final refinements and ensure the final piece is ready for submission.	Students complete their final piece, paying attention to detail and ensuring it aligns with the concept they developed.

			Work alongside students, providing feedback and offering assistance where needed to refine their work.			
	7	Evaluation and Presentation of Project	Review of the evaluation process. Discuss what makes a strong evaluation. Write an evaluation of one student's work, analyzing the strengths and areas for improvement.	Students will evaluate their work and prepare it for presentation and submission.	Complete the final evaluation and prepare the portfolio for submission.	Students write a critical evaluation of their final piece and its development. Include reflections on their creative process and how they addressed challenges.

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3A	1-4	Component 1/C Refinement and Presentation of Portfolio	Portfolio review: What makes an effective portfolio presentation? Work with students to review their portfolios, ensuring all components are in place.	Students will refine and organize their portfolios in preparation for submission.	Use the checklist provided at the beginning of the school year to check you haven't missed anything.	Students organize their portfolios, ensuring it is cohesive and professional. Use the checklist provided at the beginning of the school year to check the order of the project before mounting.
	5-7	Independent Study	Students will develop their skills and techniques further through independent artworks. Studying artists styles and media choices then enhancing their own work.	Students will refine their skills in the elements	Review the process and checklist with your child so that when they come back in the new school year as a Year 11 student they are able to complete a Mock ESA in Term 1 independently and within the time frame.	Complete various practice and refinement artworks that will aid them with their Mock ESA and ESA in Year 11.

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3B	1-2	Final Mounting of Component 1/C	Portfolio review: What makes an effective portfolio presentation?	Students will refine and organize their portfolios in preparation for submission.	Use the checklist provided at the beginning of the school year to check you haven't missed anything.	Students organize their portfolios, ensuring it is cohesive and professional. Use the checklist provided at the beginning of the school year

			Work with students to review their portfolios, ensuring all components are in place.			to check the order of the project before mounting.
	3-5	Independent Study	Students will develop their skills and techniques further through independent artworks. Studying artists styles and media choices then enhancing their own work.	Students will refine their skills in the elements	Review the process and checklist with your child so that when they come back in the new school year as a Year 11 student they are able to complete a Mock ESA in Term 1 independently and within the time frame.	Complete various practice and refinement artworks that will aid them with their Mock ESA and ESA in Year 11.