

10V - Venture Curriculum – Long Term Plan ART

	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
Year 10	<p>Topic: Introduction to AQA course Ancient culture</p> <p>Suggested Key Questions:</p> <p>What do we know of arts work from around the world?</p> <p>How would you describe this artwork?</p> <p>What do you notice about the artwork from India?</p> <p>How would you describe Mehndi patterns?</p> <p>Key Skills and Knowledge:</p> <p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to demonstrate critical understanding of sources.</p>	<p>Topic: Ancient Culture</p> <p>Suggested Key Questions:</p> <p>What do you notice about the artistic style?</p> <p>How do you sketch?</p> <p>How heavy should you draw when sketching?</p> <p>Key Skills and Knowledge:</p> <p>Grid method and tone. Continue to investigate tone by drawing light/dark using a pencil. Discuss use of shadows, use of light and dark. Exploration of range of media including oil pastel</p>	<p>Topic: Japanese Art</p> <p>Suggested Key Questions:</p> <p>How would you describe this style?</p> <p>How have they used colour?</p> <p>What do you notice about the facial features?</p> <p>Key Skills and Knowledge:</p> <p>Produce increasingly accurate drawings of people. Record from first hand observation, experience and imagination. Discuss and review own and others work, expressing thoughts and feelings, and identify</p>	<p>Topic: Day of the Dead</p> <p>Suggested Key Questions:</p> <p>When does Day of the Dead take place?</p> <p>Who celebrates it?</p> <p>How is Day of the Dead celebrated?</p> <p>How is it different to Halloween</p> <p>Key Skills and Knowledge:</p> <p>Grid method and tone. Continue to investigate tone by drawing light/dark using a pencil. Draw as a way of recording experiences and feelings. Discuss use of shadows, use of light and dark.</p>	<p>Topic: Tiki</p> <p>Suggested Key Questions:</p> <p>What are the key characteristics of Tiki art?</p> <p>How is it different to African masks?</p> <p>How has the style become part of western culture?</p> <p>How did the Hawaiians honour their Gods?</p> <p>Key Skills and Knowledge:</p> <p>Produce increasingly accurate drawings of people. Record from first hand observation, experience and imagination. Discuss and review own and others work, expressing thoughts and feelings, and identify</p>	<p>Topic: Final Composition</p> <p>Suggested Key Questions:</p> <p>What makes a successful composition?</p> <p>How should we apply colour</p> <p>How should we place images?</p> <p>Key Skills and Knowledge:</p> <p>Some ability to present a personal and meaningful response and realise intention.</p> <p>Some ability to demonstrate understanding of visual language. Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses</p>
Links to Gatsby benchmark	<p>4. Linking curriculum learning to careers</p> <p>Reference to body art – tattooist / mehndi art. Design and communication skills</p>	<p>5. Encounters with employers and employees</p> <p>Students will visit Pitt Rivers- discussion of careers opportunities within a gallery setting</p>	<p>4. Linking curriculum learning to careers</p> <p>Discussion of careers in gallery setting</p> <p>Mask making, prosthetics.</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Produce design and illustration</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design, planning. Graffiti / street art. Fashion, produce design and illustration</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Produce design and illustration</p>

