Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2026-27 – *Art*

<table>
<tr><th>Date</th><th>Wk</th><th>Week</th><th>Units Studied & Learning Outcomes</th><th>Key Concepts & Assessment</th></tr>
<tr><td colspan="5">8 weeks (20 hours)</td></tr>
<tr><td>Wed 2-Sep
Tues Y7 only
Thursday-whole school</td><td>A</td><td>1</td><td rowspan="6"><u>Sarah Graham Drawing unit</u>

Pupils have been introduced to the colourful work of Sarah Graham. Observational drawings – look at real life objects. Line drawing only - proportion and scale are really important to for an accurate drawing. Shading and blending using different media. Learn about how pencils work, what each 'B' pencil does. Experiment with it, how will you get different shades of grey? Find your own style of shading. Learn about how colour pencils work. There are 72 different shades to use! Experiment with them, if you are using blue, there are 12 different blues! Use them all! Find your own style of shading. Learn about how pens work, what each nib does. A fine-line nib is different from a biro nib. Learn about how oil pastels work. Experiment with them, see how they blend together, see how they work when you layer them. Some people's oil work is very smooth with seamless transitions; some is much more of a 'fine art' style. Learn about how watercolour and acrylic paint works. Experiment with it, see how it blends together, see how it works when you layer it, see how colours change when you mix them together. Create an accurate observational drawing of sweets and begin to develop, refine and master numerous media.

<table><tr><th>Prior – Y9</th><th>Current</th><th>Next – Y11</th></tr><tr><td>Recall of the previous projects. All of the basic media's in Art have been experimented with.</td><td>All pupils have experimented with a variety of media. Pupils develop their knowledge and understanding to make the drawings accurate and realistic.</td><td>Pupils build on, practise and develop the skills they have learned ready to use in the mock exam.</td></tr></table></td><td rowspan="6">Drawing using multiple media
Developing the use of 2,6 and 8B pencils, colour pencils, black and colour pens (including white for highlights) oil pastels, water colour paint, acrylic paint, collage and mixed media.

Key words for learning/ Tier 2/3 Vocabulary
Accuracy - the quality or state of being correct or precise
Realistic – representing things in a way that is accurate and true to life.
Accuracy - the quality or state of being correct or precise
Shading – slight variation or difference of colour
Blending – the action of mixing or combining things together
Tone – a particular quality of brightness, deepness or hue of a shade/colour

It is believed that drawing was used as a specialised form of communication before the invention of the written language, demonstrated by the production of cave and rock paintings around 30,000 years ago. Still life, as a particular genre, began with Netherlandish painting of the 16th and 17th centuries, and the English term still life derives from the Dutch word stilleven. Early still-life paintings, particularly before 1700, often contained religious and allegorical symbolism relating to the objects depicted.

How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books.

Careers
Jewellery designer, Textile Designer, Serigrapher, Print maker.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.</td></tr>
<tr><td>7-Sep</td><td>B</td><td>2</td></tr>
<tr><td>14-Sep
(INSET Friday)</td><td>A</td><td>3</td></tr>
<tr><td>21-Sep</td><td>B</td><td>4</td></tr>
<tr><td>28-Sep</td><td>A</td><td>5</td></tr>
<tr><td>5-Oct</td><td>B</td><td>6</td></tr>
</table>

<table>
<tr>
<td>12-Oct</td>
<td>A</td>
<td>7</td>
<td rowspan="2">GW: The drawings are accurate. A variety of colours have been used. Shading is evident in the work. All the different media have been experimented with. BI: The drawings are detailed and realistic. Tones vary and each section is shaded and blended. Each media is blended and shaded from light to dark using up to 7 shades. EW: The drawing is accurate, detailed and realistic. Texture can be seen. The colour wheel theory has been applied and numerous tones and shades are evident ranging from light to dark. An individual shading style is becoming apparent. Each media has been skilfully used.</td>
<td rowspan="2">Parent and Carers month/Black History month
World afro day
International day of sign languages
world mental health day
world teachers day
World cerebal palsy day

• Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>19-Oct</td>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td colspan="2">Half-Term</td>
<td colspan="2">7 weeks (17/18 hours)</td>
</tr>
<tr>
<td>2-Nov</td>
<td>A</td>
<td>9</td>
<td rowspan="4"><u>Developmental drawing</u>

Pupils have been introduced to the colourful work of Sarah Graham and have begun to develop their skills. The have practiced their observational drawing skills using line, initially. They have started to learn how to look and an object and turn something that is 3D into a 2d piece, using colour, shades and tone to make it look realistic. The have practiced using 2B, 6B, 8B pencils, colour pencils, black, while and colour pens. Oil pastels, water colour and acrylic paint, as well as mixed media. This developmental drawing will bring together all that they have learned and showcase it in a final refined drawing. This can anymake up of paper size as long as it equates to A3. 2xA4, 4xA5, 8xA6, 16xA7.

<table>
<tr><th>Prior – Y9</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>All pupils have experimented with a variety of media. Pupils develop their knowledge and understanding to make the drawings accurate and realistic.</td><td>All pupils will continue to experiment, develop and refine their observational drawing and use of media skills.</td><td>Pupils build on, practise and develop the skills they have learned ready to use in the mock exam.</td></tr>
</table>
</td>
<td rowspan="4">Drawing using multiple media
Developing and refining the use of 2,6 and 8B pencils, colour pencils, black and colour pens (including white for highlights) oil pastels, water colour paint, acrylic paint, collage and mixed media.

Key words for learning/ Tier 2/3 Vocabulary
Accuracy - the quality or state of being correct or precise
Realistic – representing things in a way that is accurate and true to life.
Accuracy - the quality or state of being correct or precise
Shading – slight variation or difference of colour
Blending – the action of mixing or combining things together
Tone – a particular quality of brightness, deepness or hue of a shade/colour

The more you practice, the more your natural ability to see shapes in the world and in your drawings will improve. The refined sketch can also be referred to as a final comprehensive image.

How will we know they have learned this?
Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books.

Careers
Sign Painter, Architect, Calligrapher, Layout Artist.

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a</td>
</tr>
<tr>
<td>9-Nov</td>
<td>B</td>
<td>10</td>
</tr>
<tr>
<td>16-Nov</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>23-Nov</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>30-Nov</td>
<td>A</td>
<td>13</td>
<td></td>
</tr>
</table>

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

<table>
<tr><td>7-Dec</td><td>B</td><td>14</td><td rowspan="2">GW: The drawings are accurate. A variety of colours have been used. Shading is evident in the work. All the different media have been used with a level of skill. BI: The drawings are detailed and realistic. Tones vary and each section is shaded and blended. Each media is blended and shaded from light to dark using up to 7 shades. EW: The drawing is accurate, detailed and realistic. Texture can be seen. Numerous tones and shades are evident ranging from light to dark. An individual shading style is becoming apparent. Each media has been skilfully used.</td><td rowspan="2">photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.
Mens health awareness month/disability confident month
Diwali
Remembrance Sunday
Transgender awareness week
World Diabetes Day
World AIDS day
Christmas Day
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td></tr>
<tr><td>14-Dec</td><td>A</td><td>15</td></tr>
<tr><td colspan="2">Christmas Holiday</td><td colspan="2">6 weeks (15 hours)</td></tr>
<tr><td>4-Jan</td><td>B</td><td>16</td><td rowspan="4"><u>Claes Oldenburg 3D Food unit</u>

Pupils have been introduced to the theme of food and the work of Oldenburg in the design process.
Pupils are encouraged to research various foods to make as a 3D sculpture from a variety of sources. Pupils are introduced to numerous materials and their uses for 3D design, including air dry clay. Pupils must consider scale and size – the food can be larger than life but must remain in proportion. The main structure should be robust and free standing. The main body will be made from paper mache. Pupils should pay particular detail to the surface texture of each individual food item. Colour is also really import. How can you make it more realistic? Eg, string along the ice cream cone then cover in more tissue will give the cone the 'waffle' effect. A donut may need hundreds and thousands sprinkled all over the top!

<table><tr><th>Prior – Y7</th><th>Current</th><th>Next – Y9</th></tr><tr><td>No 3D work has been carried out to date.</td><td>All pupils have experimented with the design element of the project. Pupils develop their knowledge and understanding in making 'realistic' work.</td><td>Individual creativity is encouraged. Pupils build on, practise and develop the skills they have developed and refined ready to use in Y9 projects.</td></tr></table></td><td rowspan="4">3D Construction & Design
Developing 3D construction skills and learning to use new materials eg, air dry clay. Painting, colour mixing and blending – to ensure the food looks 'realistic'.

Key words for learning/ Tier 2/3 Vocabulary
Construction – the style or method used in the building of something
Proportion – the comparative measurements or size of different parts of a whole
Size - the relative extent of something; a thing's overall dimensions or magnitude; how big something is
Realistic – representing things in a way that is accurate and true to life.
Accuracy - the quality or state of being correct or precise

GCSE/ Subject Links
DT & Media, designing and construction.

Papier Mache originates from China, the inventors of Paper itself. Papier Mache was used to make helmets of all things dating back to Hans Dynasty.

How will we know they have learned this?
Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books.

Careers
3D environmental artist, 3D modeller, concept artist, concept artist (packaging).

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly</td></tr>
<tr><td>11-Jan</td><td>A</td><td>17</td></tr>
<tr><td>18-Jan</td><td>B</td><td>18</td></tr>
<tr><td>25-Jan</td><td>A</td><td>19</td></tr>
</table>

1-Feb	B	20	**GW:** You have created the basic structure for the sculpture. You have started to refine the surface of your main sculptural pieces. You have coloured the sculptures and added appropriate detail. **BI:** You have produced the basic structure; you have considered proportion. You have experimented with different mediums to create a variety of required surface textures. You have mixed your own colours which are appropriate and realistic. **EW:** You have created the main structures, scale, size and proportion have all been considered. Clear consideration has been made when creating realistic texture. You have created realistic textures and have been innovative with your creativity.	peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points
8-Feb	A	21		
Half-Term			6 weeks (15 hours)	
22-Feb	B	22	**<u>Design Sheet</u>** Pupils have been introduced to an Artist, Claes Oldenburg and collected images of the artist's work and of the theme, in this particular case, food. They have also taken photographs (of textures), collected materials they can use, magazines, sweet wrapper, foil, material, buttons, any media, and any 'bits' they can use on the design sheet. Pupils need a variety of 2D, relief, 3D and 'holes' in the work. Pupils must consider composition this is key to making this design sheet ascetically pleasing. It should relate to the work that is about to be, or has been created. (some design sheets are made in retrospect). Work can spill off the sheet, it doesn't need to be constrained to the rectangular page.	Creating a design sheet A design sheet often supports another piece of work, it's a thought process put down on paper offering different ideas or concepts. Key words for learning/ Tier 2/3 Vocabulary Creative – having good imagination or original ideas Relief – a method of moulding, carving, or stamping in which the design stands out from the surface 3D – creates an impression of depth and solidity Composition - the action of putting things together; formation or construction, a thing composed of various elements A mood board OR design sheet is a collection of visual materials that evoke a certain style or concept. Designers, illustrators, photographers, filmmakers and all types of creative professionals create mood boards to communicate the "feel" of an idea. How will we know they have learned this? Practical evidence, ST tracking exams and questioning. Photographic evidence in assessment books. Careers Magazine Designer, Lithographer, Graphic designer, Textile pattern designer. Assessment
1-Mar	A	23		
8-Mar	B	24		

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<table>
<tr>
<td>15-Mar</td>
<td>A</td>
<td>ST1</td>
<td rowspan="2">
<table>
<tr><th>Prior – Y9</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of the previous projects with regard to media used and composition.</td><td>All pupils have created their own work, inspired by and artist. 2D, relief and 3D work have been used. along with a variety of drawings in different media.</td><td>Pupils build on, practise and develop the skills they have developed and refined ready to use in the mock exam. (especially compositional skills)</td></tr>
</table>
</td>
<td rowspan="2">KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.

LGBT+ History month
Holocaust memorial day
Women's history month
Ramadhan begins
World Down Syndrome day
Transgender day of visibility
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)</td>
</tr>
<tr>
<td>22-Mar
finish on Thursday 25th</td>
<td>B</td>
<td>ST1</td>
</tr>
<tr>
<td colspan="2">Easter Holiday</td>
<td colspan="2">5 weeks)12/13 hours) 7 weeks)17/18 hours)</td>
</tr>
<tr>
<td>12-Apr</td>
<td>A</td>
<td>ST1</td>
<td rowspan="2">GW: You have used information and images of the artist's work. Some relief work is on the design sheet. Drawings have been completed and incorporated in the work. Composition has been considered. BI: You have used the artist's information and images in an interesting way. The sheet has relief work and the sheet has been cut into. Drawing in different media have been completed. Composition has been considered, 2D, relief and 3D work is not altogether.
EW: You have used the artist's information and images innovatively and they enhance the design sheet. 3D work, relief work and 'holes' are in the design sheet. Drawing in numerous media have been completed and they seamlessly look like part of the sheet. Composition has been an important part of the successful aesthetics.</td>
<td rowspan="2"></td>
</tr>
<tr>
<td>19-Apr</td>
<td>B</td>
<td>28</td>
</tr>
<tr>
<td>26-Apr</td>
<td>A</td>
<td>29</td>
<td><u>Out of Place Montage</u>

Students will start by creating a mind map, thinking of ideas which will then help them to create their out of place montage. Using this mind map, they</td>
<td>Developing the use of collage, composition is vital and creativity can be showcased.

Key words for learning/ Tier 2/3 Vocabulary</td>
</tr>
</table>

<table>
<tr>
<td>3-May
(Bank holiday Mon)</td>
<td>B</td>
<td>30</td>
<td rowspan="8">will then look for images using computers, magazines and books. The more ideas and images they collect the more creative their piece will be. The images they choose to use will be important to the overall look of the montage. Once printed and cut out, students will then need to decide on the composition of their page before sticking it down on an A3 page. Students may use a craft knife to cut around their images. Students will also need to collect text to add to their work, the text they choose should relate to the theme ‘out of place’. Words such as strange, bizarre, weird. The images should overlap each other and should work cohesively to form the overall composition. No background/ page should be seen.

<table>
<tr><th>Prior</th><th>Current</th><th>Next – Y11</th></tr>
<tr><td>Recall of previous projects. All of the basic medias in art have been experimented with. Composition has been looked at.</td><td>All pupils have experimented with collage and developed their composition skill. Developing their knowledge of creative thinking.</td><td>Pupils build on practice and develop the skills they have learned to use in their GCSE sketch books.</td></tr>
</table>

GW: Students have come up with some creative ideas and researched the appropriate images. Students have thought carefully about the composition of their piece and showcased the theme ‘out of place’ correctly.
BI: Students have come up with numerous creative ideas and researched appropriate images, from the internet, magazines and books. Students have thought carefully about the composition of their piece, overlapped images and filled in blank spaces. They have chosen text to suit the theme and thought about where they are placing it. EW: Students have</td>
<td rowspan="8">Montage – the technique of selecting, editing, and piecing together separate sections of film to form a continuous whole
Collage – a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing
Composition - the artistic arrangement of the parts of a picture

The term collage derives from the French term papiers collés (or découpage), used to describe techniques of pasting paper cut-outs onto various surfaces. It was first used as an artists' technique in the early twentieth century. Montage derives from the French verb monter, which translates as “to assemble”.

How will we know they have learnt this? Practical evidence, ST Tracking exams and questioning. Photographic evidence in assessment books.

Careers: Graphic Designer, Print Maker, Marketing, Magazine Editor

Assessment
KS4 - Continual verbal feedback - WWW, EBI record that is completed every double lesson including a photograph of their work in Art. Work is regularly peer rank ordered allowing pupils to understand how work is marked and to see what more successful work looks like, pupils are inspired by their peers. End of project assessment, including self, peer and teacher assessment, in addition to the formal tracking points.

Good Friday
Easter Sunday
Autism and stress awareness month.
World Malaria Day
Lesbian visibility day
UK national walking month. Deaf awareness week
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)

LGBTQ+ pride month.
Gypsy, Roma and Traveller history month.
world day against child labour
autistic pride day
World refugee day
Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.) Please Highlight the week number where formal feedback will be given (once per half term)

NB: last year we lost 8-10 of Y10 time due to college trips, sports days and day trips.</td>
</tr>
<tr><td>10-May</td><td>A</td><td>31</td></tr>
<tr><td>17-May</td><td>B</td><td>32</td></tr>
<tr><td>24-May</td><td>A</td><td>33</td></tr>
<tr><td>7-Jun</td><td>B</td><td>34</td></tr>
<tr><td>14-Jun</td><td>A</td><td>35</td></tr>
<tr><td>21-Jun</td><td>B</td><td>36</td></tr>
<tr><td>28-Jun
(SJBF Inset)</td><td>A</td><td>37</td></tr>
</table>

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5-Jul	B	38	come up with multiple creative ideas and researched appropriate images, from a wide variety of sources. They have also incorporated their own drawings. The words that have been used and more sophisticated and the text comes from a verity of sources.	
12-Jul	A	39		
(Total: 190 Days)				

*Weeks 37-39 are **likely** to be impacted by college visits, year rewards trip, sports day and work experience week.

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
  - For each Unit? By the end of the Year?
    - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)
- How will you assess students understanding?
- How will written feedback be given?
- How can lessons be adapted?