

Department: <i>Art</i>						Year Group: <i>10</i>
Term	Topic/Subject	Assessment Objectives and Knowledge (include differentiation)	Skills (include differentiation)	Literacy, Numeracy (including wider reading)	Personal Development (SMSC, British Values, Careers, Healthy Living, Citizenship Equality and Diversity, Preparation for next stages)	AFL/Summative Assessment
Autumn 1	The City	1,2&3 Students continue to investigate their chosen areas of the city from prior work in year 9. Many of their self-identity/personal interests investigated in KS3 are involved within these pathways.	Research skills, looking at areas of focus within the city and adding to any information/guidance provided by staff. The use of a variety of materials and processes.	Literacy Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Students delve deeper into topical/political/social themes and links to their chosen investigations.	Social - Study of chosen areas of the city. Investigation of social characteristics and issues and how these are covered e.g. graffiti etc. This allows students to investigate equality, for example looking at Lady Pink who highlights gender pay gaps in business. Cultural – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	Creation of research pieces, focusing upon chosen aspects of the city. Use of mixed media to challenge drawing and presentational skills. Photography can drive these areas to support drawings and pieces to also support the works of their chosen artists.
Autumn 2	The City	1,2&3 As above. Students are encouraged in the use of their own photography. Links to other artists and photographers made.	Research skills, reading into chosen areas of focus and adding to any information/advice gained from staff. The use of a variety of materials and processes. Links to the work of other artists to support ideas and developments. Study drawings/paintings, using the	Literacy Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. Challenge for most able e.g. increase in scale, the use of a	Social - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work? WHY did he/she create it? Cultural – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.	Study pieces, annotation and final outcomes. AFL through verbal and targeted written comments, prompting responses to drive next steps.

			<p>characteristics of chosen artists' styles as focus. These drive final outcomes at different stages of the project.</p>	<p>more complex surface and medium etc. Introduction of EDUQAS Creative content/statement sheets which allow the students to reflect upon any decisions made within the portfolio developments over time.</p>		
Spring 1	<i>As above</i>	<p><i>1,2,3&4</i> Final outcomes produced at appropriate stages of the project during this half term. Each point is personalised and links with the student's portfolio. Students continue developing their pathways following AfL and other intervention/guidance from staff and peers.</p>	<i>As above</i>	<p><u>Literacy</u> Use of key words and vocabulary. Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent to clarify ideas, developments and next points of focus. Challenge for most able continues.</p> <p><u>Numeracy</u> Use of scale and proportion. Challenge for most able.</p>	<p><u>Social</u> - Study of chosen areas of the city. Investigation of social characteristics and issues. Study of chosen artists' work and style – reading and writing to inform. Respect for the works of another artist. What was/is the intention of their work?</p> <p><u>Cultural</u> – Explore cultural aspects of society e.g. religion, immigration, celebrations and festivals.</p>	
Spring 2	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.		<p>Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback.</p> <p>Statements of intent are added to and links</p>	As above.	Final outcomes at various stages. These are personalised to the student to be appropriate in order to drive next ideas forward or finalise a particular focus area.

	strengthen project intentions.			heightened.		
Summer 1	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own artist ideologies and also investigate intentions for year 11.	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.	Students are challenged to strengthen their links to studied artists. Questions will be: WHY did this artist investigate this theme? What was his/her intention?	Final outcomes at various stages. These are personalised to the student to be appropriate in order to drive next ideas forward or finalise a particular focus area.
Summer 2	Final outcomes for all where appropriate. Development pieces and follow-up research can also be investigated to strengthen project intentions.	Focus areas are personalised to each student, encouraging dialogue with staff and peers at each stage.	Students focus upon creating new and enhancing prior links to their discreet city investigations. Their statements of intent can be broadened to connect with their own artist ideologies and also investigate intentions for year 11.	Annotation to show knowledge of city characteristics. Responses to written staff and/or peer feedback. Statements of intent are added to and links heightened. Greater challenge sought by most/more able students. Their themes are expected to have greater depth in preparation for exam (set task) requirements.	How does your work link across the portfolio? WHY have you chosen your theme? What does it enable you to do next?	Final outcomes.