Fine Art @ WBS Year 10 Roadmap

Subject Aim:
To ensure that all students can produce creative work, exploring their ideas by being inspired by a range of artists, some of which are selected independently by students. Students build on previous evaluation and analytical skills to emulate artists' work. Students continue to explore the understanding of context as they study the artworks of others. Students build on skills learnt in KS3 and widen their skill set further. To understand the Assessment Objectives and how to develop a Personal Portfolio. To create a large section of work for the coursework portfolio (NEA), worth 60% of the final grade. To experience preparation for a practical exam for the first time. Students are set new attainment targets in relation to the GCSE grading system, so that they know how they can improve.

AUTUMN TERM

TOPIC 1

Twisted Faces Project
Students embark on a confidence-building Introductory unit that explores more ambitious work in scale, allows students to work in more abstract ways and explores colour in an expressive manner.
Students are introduced to the concept of exploring a project in greater depth, building on their understanding of this from Year 9.

Personal Project - Creative / Traditional Drawing Skills
Students start the Personal Project which is an in-depth development of a theme chosen by the student. This Personal Project continues into Year 11 and forms 60% of the GCSE grade. At the start of this coursework portfolio, students build on the formal elements explored in KS3, exploring both traditional forms of drawing as well as more creative Art techniques that develop their problem-solving skills. Students learn how to respond thoughtfully to artists, which are a key aspect of the course.

ASSESSMENT IN YEAR 10

Assessment will be based on the student's ability to understand the assessment objectives and apply themselves to the course aims.
As assessment sheet at the back of sketchbooks will record their grades, Base
Target and Aspirational target. Monitoring and assessment will also take place via the online platform Brightspace portfolio.
Students will also be assessed on their class and homework assignments using written and verbal feedback. Homework will often feed into the coursework and therefore an emphasis on consistent quality and independence is required.
A coloured spot system will also be used to indicate whether their work is in line with their base target.
Blue = above target, Green = on target, Orange = below target, Red = cause for concern.

SPRING TERM

TOPIC 2

Developing the Personal Project and preparing for the Year 10 Mock Exam
Students gain a deeper understanding of how to respond thoughtfully and personally using artists' work to guide their own.
Students are shown how to develop their work in order to meet the criteria for a mock exam submission. This will be the students' first experiences of working in preparation for an exam and working in exam conditions. This is all engineered to prepare students for the Year 11 Mock Exam and the Year 11 Terminal Exam. In all of these cases, the preparatory work is worth 75% of the marks and without this, students are likely to fail. Students are assessed on their ability to work independently, with the preparatory work being set as homework.

HOMEWORK IN YEAR 10

Homework plays a very important role in helping students to develop as young artists and designers. Working independently, away from the classroom environment allows students to develop their skills and ideas in a personal way and build an individual approach to their work. Students will be set homework that is relevant to lesson and project content. Research and design work will support classwork. Homework contributes hugely to the coursework portfolio and therefore it must be emphasised that students who do not produce independent work rarely succeed on the course. Homework will be used to assess development towards the base target. The coloured spot system, grading in Brightspace gradebooks, alongside written and verbal feedback contribute to effective, transparent communication.

TOPIC 3

Development of the Personal Project
Students continue to develop their Personal Project, reflecting on the development of their Year 10 Mock Exam. Students reflect on their progress against the Assessment Objectives and gain a greater understanding of the assessment process and how marks are awarded, through self-assessment, peer-assessment and group crits. Students learn the value of seeing artworks first-hand and are taken on a school trip to visit a Contemporary Art Gallery for this purpose. Students produce an additional mini-project on this Gallery visit as part of the course requirement for coursework. This project is separate to the Personal Project.

ENRICHMENT THEMES IN YEAR 10

SMSC and British Values: Please see The Art Department's SMSC Document. Students study artists from all aspects of the Art industry to influence their work. Students learn to develop their work in similar ways to the practice of Fine Artists at Further Education and within the Arts industries. Students are often encouraged to explore moral values through the topics selected as their Personal Projects in order to comment on social, cultural and political events.
Cultural Capital: Students study a wide range of artists and artefacts from a variety of backgrounds and cultures so that they can be encouraged to emphasise and relate to others, demonstrating that they can also achieve their aspirational dreams irrespective of their own background.

Where Next?
In Year 11, students continue to build their skills with the formal elements developed in Year 10. They will build on the observational skills, refining skills, analytical skills and design skills explored in Year 10, to continue cultivating their Personal Project and developing their personal theme towards a meaningful conclusion. Students build on their understanding of the Year 10 Mock Exam to guide them with their progress in the Year 11 Mock Exam, and eventually the Year 11 Terminal Exam.