



## Year 10 Curriculum Overview

### Rationale:

The KS4 curriculum is designed to build on the skills developed in KS3, however pupils are given the tools and time to develop further. Pupils are taught a number of decoration and construction techniques in a range of workshops at the beginning of the course. A few months into the course pupils will complete a baseline project, this is ever changing but currently based on fabric jewellery. After the base line project pupils will start their Non Exam Assessment (NEA -Component 1) which is worth 60% of their GCSE. For Component 1 pupils can choose their own sub topic based on a given title.

Term/Length of Time	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Y10 September - October	<b>Skills workshops.</b> Pupils complete a range of workshops to develop both their practical and construction skills. These skills workshops will change year to year depending on the need of the pupils. Example – Using the sewing machine safely, different seams, free motion embroidery, Lino	Pupils work is marked holistically with a focus on -  Assessment Objective 2 – Creative Making  Assessment Objective 3 – Reflective Recording	<b>Minimum homework expectation - to be set on G4S</b>  Pupils will be expected to develop the work they have started in lesson. This will be set on G4S depending on the skills workshop completed.  <b>Optional homework tasks and Literacy resources</b>  Set up a Pinterest account (if not already). Set up Pinterest pin boards for all of the techniques we are learning in lesson. Look on You Tube for sketchbook presentation ideas.

	cutting, marbling etc		
Y10 November	<b>Baseline project – fabric jewellery.</b> Pupils research existing statement jewellery currently on the market. Pupils learn how to use 2D Design to create 2D shapes, which are then laser cut in order to create their fabric jewellery.	Pupils are assessed on the following Assessment Objectives.  Assessment Objective 1 – Contextual Understanding.  Assessment Objective 2 – Creative Making.  Assessment Objective 3 – Reflective Recording.  Assessment Objective 4 – Personal Presentation.	<b>Minimum homework expectation - to be set on G4S</b>  Pupils will be set homework related to their baseline project. Example tasks may include completing artist research, completing product research or continuing with the practical element of their work.  <b>Optional homework tasks and Literacy resources</b>  Download 2D Design at home from the school website (add link as broken). Practice 2D design – creating shapes, vectorising images. (Ask Chris if we have an online booklet)
Y10 December – February	<b>NEA</b> Component 1 – Portfolio Project. Pupils will need a sketchbook to work into.  This is a sustained portfolio project which is worth 60% of a pupils GCSE. Pupils are encouraged to choose their topic, forms of research	Pupils are assessed on the following Assessment Objectives (AO) and each AO has a weighting of 30 marks.  Assessment Objective 1 – Contextual Understanding.  Assessment Objective 2 – Creative Making  Assessment Objective 3 – Reflective Recording	<b>Minimum homework expectation - to be set on G4S</b>  Pupils will need a sketchbook to work into. Sketchbooks are a personal choice and can be bought from Amazon, WHS, Ryman, Paperchase. Recommendation is no smaller than A4 in size.  Set up a Pinterest account if not already and complete search related to theme.  Pupils in Y10 spend should spend 1.5-2hours a week on homework. Tasks are individual to the pupil and set within a 121 with their teacher. Examples of these tasks in the research section of the project will include research into theme, taking photos relevant to their theme, collating information about their theme from surveys or questionnaires and presenting work in their sketchbooks. Pupils are encouraged to attend intervention on a Tuesday after school. Time in this session can be spent catching up any outstanding work, using practical tools

	<p>and artists to boost independence.</p> <p>Section 1 - The Research Section.</p> <p>In this section pupils choose a topic/ theme to study and undertake various tasks to aid this.</p> <p>E.g. – creating mood board, taking photos, visiting galleries, shops or exhibitions.</p>	<p>Assessment Objective 4 – Personal Presentation.</p>	<p>and equipment that may not be accessible at home or simply improving their work.</p> <p><b>EDUQAS Specification</b></p> <p><a href="https://www.eduqas.co.uk/media/ozvlt0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf">https://www.eduqas.co.uk/media/ozvlt0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf</a></p> <p><b>Optional homework tasks and Literacy resources</b></p> <p>The exam board like to see evidence of pupils using more than just Google or the internet to base their research on. Here are some ideas for local galleries.</p> <p><a href="#">Home - The Herbert Art Gallery &amp; Museum</a></p> <p><a href="#">Royal Pump Rooms - Leamington Spa (warwickdc.gov.uk)</a></p> <p><a href="#">Ikon Gallery (ikon-gallery.org)</a></p> <p>Look at exemplar sketchbooks in the class.</p> <p>Look at exemplar sketchbook walk troughs online (Bear in mind some will be different courses ad exam boards)</p> <p><a href="https://www.youtube.com/results?search_query=art+textiles+gcse+sketchbook">https://www.youtube.com/results?search_query=art+textiles+gcse+sketchbook</a></p> <p>If on a holiday or weekend away look at what is on in terms of galleries and exhibitions in the local area.</p>
<p>Y10 February to July</p>	<p>After the research section is complete pupils will choose a range of artists/ designers to work in the style of. For instance is a pupil has chosen the country Japan to research as their theme they may want to research a</p>	<p>As above</p> <p>Assessment Objective 1 – Contextual Understanding.</p> <p>Assessment Objective 2 – Creative Making</p> <p>Assessment Objective 3 – Reflective Recording</p>	<p><b>Minimum homework expectation - to be set on G4S</b></p> <p>As their projects develop homework tasks will continue to be individual to the pupil and the project they have chosen but tasks may take a more practical nature such as creating samples based on a chosen artists work.</p> <p>Choosing the artist or designer is key to a successful project so it is important that pupils take their time and ensure they are inspired by the style of work.</p> <p>Below are some useful websites.</p> <p><a href="https://www.art2day.co.uk/">https://www.art2day.co.uk/</a></p> <p><a href="#">Pinterest</a></p>

	textile artist who created 3D flowers and develop these into 3D Japanese cherry blossom.	Assessment Objective 4 – Personal Presentation.	<a href="#">Artists Directory - Textile Curator</a> <a href="#">62 Group Artists   62 Group of Textile Artists</a> <a href="#">TextileArtist.org - Be inspired to create</a>  <b>Optional homework tasks and Literacy resources</b> As above	
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