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| *What will they be learning, why and in what order?* | | | | | |
| **Year 10** | **Term 1**  Course work 1 Theme | **Term 2**  Coursework 1 refinements  Coursework 2 Theme | | | **Term 3**  Mini project TBC |
| **Bridge/ Foundation knowledge required** | Sone knowledge of visual language from KS3 study  Some proficiency in handling a range of media and techniques from KS3 | Building on understanding of assessment objectives from Term 1 project | | | Building on understanding of assessment objectives from previous projects |
| **Key Learning Experience / Skills** | Students to choose own theme from previous exam papers and work towards completing the 4 assessment objectives  AO1- Develop ideas through investigations, demonstrating critical understanding of sources  AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes  AO3- Record ideas, observations and insights relevant to intentions as work progresses  AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Students to choose own theme from previous exam papers and work towards completing the 4 assessment objectives  AO1- Develop ideas through investigations, demonstrating critical understanding of sources  AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes  AO3- Record ideas, observations and insights relevant to intentions as work progresses  AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | | | Enhancement of the assessment objectives  AO1- Develop ideas through investigations, demonstrating critical understanding of sources  AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, techniques and processes  AO3- Record ideas, observations and insights relevant to intentions as work progresses  AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language |
| **Assessment**  How will you assess the impact of teaching? | Use of chatterbox for recall  Coursework tracker in line with assessment objectives  Use of visual language in their analysis and critical analysis of artists' work  Application of media and techniques | Use of chatter box for recall  Coursework tracker in line with assessment objectives  Use of visual language in questioning and written feedback/evaluation  Application of media and techniques | | | Use of chatterbox for recall  Success criteria linked to assessment objectives  Skill demonstrated in creative outcomes  Use of visual language  Application of media and techniques |
| **CIAG Links** | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules | | | Employability skills: Communicating with others  Listening  Following instructions  Following Health and Safety rules |
| **British Values** | Respect the opinion of others  Express own individuality through projects  Support each other with constructive feedback  Follow rules in using equipment safely | Respect the opinion of others  Express own individuality through projects  Support each other with constructive feedback  Follow rules in using equipment safely | | | Respect the opinion of others  Express own individuality through projects  Support each other with constructive feedback  Follow rules in using equipment safely |
| **Cross Curricular Link Numeracy** |  | | **Cross Curricular Link- Literacy** | Communicating ideas  Using Visual language | |
| |  | | --- | | ***The Hub Vision – A School that provides all students with exciting opportunities that build confidence, develop social skills and promote academic achievement*** | | | | | | |