

Curriculum Summary Document

Year 10 – Art

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Developing Observational and Technical Skill	Autumn Term	<p>Students explore the theme of everyday objects through close observation. They develop accuracy in recording proportion, structure and surface detail using primary and secondary sources.</p> <p>Students experiment with pencil, pen, paint and mixed media, comparing how different materials influence mark-making, tone and expressive effect.</p> <p>Students research an artist linked to everyday subject matter and apply aspects of the artist's visual approach—such as colour, surface treatment or composition—to their own developing work.</p>	<p>This module builds secure observational and technical foundations that underpin success in GCSE Component 1.</p> <p>Students begin to use GCSE command words such as describe, analyse and refine while producing annotated sketchbook pages.</p> <p>They develop disciplined habits of close looking, controlled drawing and reflective decision-making. These habits directly support confidence in evidencing progress across AO1–AO3.</p>	<p>Oracy: developing precise spoken explanation and critique</p> <p>English: structured annotation and accurate use of subject-specific vocabulary</p> <p>Art History: contextual understanding of artists who reinterpret everyday subjects</p>
Independent Artist Influence and Idea Development	Spring Term	<p>Students select and research an artist of personal relevance who works with everyday imagery or related themes. They analyse how artists communicate meaning through composition, exaggeration, colour choice, scale or material selection.</p> <p>Students begin developing ideas for a personal outcome by revisiting earlier observational studies and media experiments. They refine selected elements to build clearer artistic intention.</p> <p>Students produce artist-influenced responses, annotated design development pages and composition trials, demonstrating thoughtful decision-making.</p>	<p>This phase strengthens the independent inquiry and evaluative reasoning required for high-quality GCSE work.</p> <p>Students learn to justify visual decisions, link ideas purposefully to contextual research and refine concepts in sequence.</p> <p>These behaviours mirror the developmental process required for AO1–AO3 in GCSE Component 1 and build confidence for sustained portfolio progression.</p>	<p>Oracy: articulating reasoning during critique and discussion</p> <p>English: extended written explanations of artistic intention and influence</p> <p>PSHE: exploring personal meaning linked to chosen objects and identity</p>

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Independent Artist Influence and Idea Development	Summer Term	<p>Students refine their strongest idea and plan a final outcome in a chosen medium—drawing, painting, mixed media or small-scale 3D work.</p> <p>They consider composition, colour relationships, scale and how surface qualities communicate meaning.</p> <p>Students complete their final outcome and annotate their decisions with reference to contextual sources, earlier experimentation and the intention behind their work.</p> <p>Students produce a reflective evaluation using accurate subject vocabulary and GCSE assessment language.</p>	<p>This phase prepares students for Component 1 by requiring them to evidence the full cycle of portfolio development: research, experimentation, refinement and a resolved outcome.</p> <p>Students strengthen independence, reflective practice and confidence presenting work through AO1–AO4.</p> <p>These habits are essential for success in both coursework and the externally set task.</p>	<p>Oracy: presenting and justifying artistic decisions clearly</p> <p>English: reflective evaluation linked to GCSE writing expectations</p> <p>Art History: connecting personal responses to broader artistic practice</p>
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