

## Long Term Plan Year 10 KS4: Entry Art and Design



Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit</b>	<p><b><u>Skill Building &amp; Exploration:</u></b></p> <p>Students will begin the year by developing a broad range of foundational art and design skills. Through structured workshops, they will explore:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Mixed media</li> <li>• Photography</li> <li>• 3D sculptural techniques</li> </ul> <p>This half term is about building confidence, experimenting with materials, and understanding the formal elements of art (line, tone, texture, colour, form).</p> <p>Students will also be introduced to how artists work and begin thinking about themes that interest them for their personal investigation.</p>	<p><b><u>Personal Portfolio:</u></b></p> <p>Observational Work &amp; Recording</p> <p>With a foundation of skills in place, students will now begin their personal portfolio project. They will choose a theme or idea that resonates with them and begin developing it through observational drawing, photography, and initial research.</p> <p>Emphasis will be placed on recording from life and secondary sources, annotating sketchbook pages, and beginning to form a visual language that reflects their personal interests.</p>	<p><b><u>Artist Study &amp; Creative Experiments:</u></b></p> <p>Students will select an artist whose work connects to their chosen theme. They will complete a critical study, analyzing the artist's techniques, style, and context.</p> <p>This will inform a series of creative experiments, where students test out materials and processes inspired by their artist. They will reflect on their outcomes, refine their ideas, and begin to shape a direction for their own work. This phase encourages:</p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Analysis</li> <li>• Creative risk-taking</li> </ul>	<p><b><u>Development &amp; Outcome:</u></b></p> <p>Building on their artist study and experiments, students will now introduce a second artist or influence to deepen their investigation.</p> <p>They will explore how combining ideas can lead to more complex and personal outcomes.</p> <p>This half term culminates in the creation of a final piece that summarizes their research, experimentation, and personal response. Students will also reflect on their creative journey and evaluate their outcomes.</p>	<p><b><u>Externally Set Assignment: Research &amp; Exploration</u></b></p> <p>Students will begin working on an externally set assignment (ESA).</p> <p>They will choose from a selection of starting points and begin researching relevant artists, themes, and techniques, including:</p> <ul style="list-style-type: none"> <li>• Mind maps and idea generation</li> <li>• Visual research and mood boards</li> <li>• Initial observational drawings or photographs</li> <li>• Experimentation with materials and techniques</li> </ul> <p>This half term focuses on independent exploration, idea generation, and planning. Students will be encouraged to take ownership of their creative process, supported by teacher guidance and peer feedback.</p>	<p><b><u>Externally Set Assignment: Refinement &amp; Outcome</u></b></p> <p>In this final half term, students will focus on refining their ideas and producing a personal and meaningful final outcome in response to their externally set assignment.</p> <p>They will demonstrate their ability to develop a personal response, showing clear links between their research, experimentation, and final piece. This is a chance for students to showcase their growth, creativity, and independence as young artists.</p>

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<b>Skills, Knowledge and Learning</b>	<ul style="list-style-type: none"> <li>• Become familiar with the work and approaches of artists, craftspeople or designers from a range of disciplines and time periods.</li> <li>• Recognize ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language.</li> <li>• Demonstrate the formal elements of art and design: line, tone, texture, colour, shape, form, pattern and space.</li> <li>• Understand characteristics and effects of using different media, materials, techniques and processes.</li> <li>• How to experiment with a range of tools and materials to build confidence and creative fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Record artwork from observation and secondary sources to support personal investigations.</li> <li>• Show ability to annotate and reflect on visual work using appropriate art and design vocabulary.</li> <li>• Develop personal ideas from initial research.</li> <li>• Use of sketchbooks to document and communicate creative thinking.</li> <li>• Development of purposeful and informed visual recording techniques.</li> <li>• Create personal artwork</li> <li>• Making choices about composition, colours and designs</li> </ul>	<ul style="list-style-type: none"> <li>• Research and investigate the work and approaches of a chosen artist, craftspeople or designer.</li> <li>• Analyse visual and contextual sources to inform personal ideas.</li> <li>• Develop creative experiments using a range of media, materials, techniques and processes.</li> <li>• Refine and adapt work in response to critical analysis and reflection.</li> <li>• Record ideas and observations relevant to the learner's intentions.</li> <li>• Use sketchbooks to document the development of ideas and creative thinking.</li> <li>• Create artwork influenced by artist research and personal interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine ideas and influences to develop a personal and meaningful response.</li> <li>• Select and use appropriate media, materials and techniques to communicate intentions.</li> <li>• Refine and reflect upon work as it progresses.</li> <li>• Present a final outcome that demonstrates understanding of the work of others.</li> <li>• Demonstrate purposeful decision-making in composition, colour and design.</li> <li>• Evaluate the effectiveness of creative choices and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and respond to an externally set theme or starting point.</li> <li>• Gather, select and organise relevant visual and contextual research.</li> <li>• Explore ideas through experimentation with media, materials, techniques and processes.</li> <li>• Use sketchbooks to document research, planning and creative development.</li> <li>• Develop a personal response informed by the work of others and relevant sources.</li> <li>• Begin planning for a final outcome with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine and explore ideas through purposeful experimentation.</li> <li>• Present a personal and meaningful response, showing understanding of the work of others (AO4).</li> <li>• Select and control media, materials and techniques to communicate intentions.</li> <li>• Record observations and imaginative ideas relevant to the final outcome.</li> <li>• Organise and present work that demonstrates achievement across all assessment objectives.</li> <li>• Evaluate and reflect on the creative process and final piece.</li> <li>• Demonstrate a clear relationship between materials, ideas and outcomes.</li> </ul>
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## Long Term Plan

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<b>NC/Qualification Objectives</b>	<p>Participation in arts activity Evidence required:</p> <ul style="list-style-type: none"> <li>• AO1: Begin to explore the work of artists, craftspeople and designers to inform personal ideas.</li> <li>• AO2: Experiment with a range of materials, techniques and processes to build confidence and creative fluency.</li> <li>• AO3: Record observations and imaginative ideas using a variety of media.</li> <li>• AO4: Begin to understand how artists communicate meaning through visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Develop ideas through research and investigation of relevant sources.</li> <li>• AO2: Refine visual recording techniques through purposeful experimentation.</li> <li>• AO3: Record artwork from observation and secondary sources to support personal investigations.</li> <li>• AO4: Create personal artwork that begins to show understanding of composition, colour and design.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Investigate and analyse the work of a chosen artist to inform personal ideas.</li> <li>• AO2: Explore and refine techniques through creative experiments inspired by artist research.</li> <li>• AO3: Record ideas and reflections in visual and written form using appropriate vocabulary.</li> <li>• AO4: Begin to present a personal response that reflects influence from contextual sources.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Combine research and personal ideas to develop a coherent creative direction.</li> <li>• AO2: Refine and adapt work through continued experimentation and reflection.</li> <li>• AO3: Record the development of ideas and evaluate creative decisions.</li> <li>• AO4: Present a final outcome that communicates a personal and meaningful response, showing understanding of the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Develop ideas in response to an externally set theme, informed by relevant sources.</li> <li>• AO2: Explore and test materials, techniques and processes to support creative development.</li> <li>• AO3: Record research, planning and initial ideas in visual and written form.</li> <li>• AO4: Begin to shape a personal response that reflects understanding of contextual influences.</li> </ul>	<ul style="list-style-type: none"> <li>• AO1: Demonstrate a clear development of ideas through sustained investigation.</li> <li>• AO2: Refine and explore ideas through purposeful experimentation and material control.</li> <li>• AO3: Record observations and imaginative thinking relevant to the final outcome.</li> <li>• AO4: Present a personal and meaningful final piece, showing understanding of the work of others and clearly communicating intentions.</li> </ul>
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<b>Enrichment/ Experiences</b>	Gallery walk or in-school artist showcase: Set up a mini exhibition of diverse artists' work in the classroom or school corridor to inspire discussion and visual analysis.	Outdoor drawing session: (school grounds or local park) Practise observational drawing and collect visual references for personal themes.	Visit to a local gallery or virtual artist talk: Supporting critical study and contextual understanding.	Studio day or extended art session: An offer of a focused day or double session for students to work on their final piece.	Photography walk based on ESA theme: Gather photographs and visual inspiration linked to their chosen externally set assignment theme.	Pop-up exhibition: Create a space for students to present their final outcomes and receive feedback from peers, staff, or parents.
<b>Curriculum End Point / Goal</b>	<p>Students will have explored a range of materials, techniques and processes with increasing confidence.</p> <p>They will begin to understand how artists communicate ideas through visual language.</p> <p>Sketchbooks will show early evidence of experimentation and recording from observation.</p> <p>Students will begin to identify personal interests and potential themes for future development.</p>	<p>Students will have produced a body of observational work from primary and secondary sources.</p> <p>Sketchbooks will show purposeful recording, annotation and reflection using appropriate vocabulary.</p> <p>Students will begin to develop personal ideas informed by research.</p> <p>There will be evidence of creative decision-making in composition, colour and design.</p>	<p>Students will have completed a critical study of a chosen artist, showing understanding of context and influence.</p> <p>Sketchbooks will include visual and written analysis, creative experiments and material testing.</p> <p>Students will demonstrate the ability to refine and adapt their work in response to research.</p> <p>There will be clear links between contextual sources and personal creative development.</p>	<p>Students will have combined ideas and influences to develop a personal and meaningful direction.</p> <p>They will produce a final outcome that reflects their intentions and creative journey.</p> <p>Sketchbooks will show refinement, planning and evaluation of the creative process.</p> <p>Students will demonstrate increasing independence and ownership of their work.</p>	<p>Students will have selected a starting point from the externally set assignment and begun independent research.</p> <p>Sketchbooks will show contextual investigation, idea generation and early experimentation.</p> <p>Students will demonstrate the ability to plan and develop a personal response to a set brief.</p> <p>There will be evidence of purposeful exploration of materials and techniques.</p>	<p>Students will have produced a final outcome that presents a personal and meaningful response (AO4).</p> <p>Sketchbooks will show refinement, evaluation and a clear development of ideas.</p> <p>Students will demonstrate control and purpose in their use of materials and techniques.</p> <p>Work will be organised and presented to reflect achievement across all four assessment objectives.</p>