

Curriculum Map: Year 10 BTEC ART

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Unit 1- Introduction to Specialist Pathways in Art and Design	Unit 1- Introduction to Specialist Pathways in Art and Design	Unit 1- Introduction to Specialist Pathways in Art and Design	Unit 6: Investigating Contextual References in Art and Design	Unit 6: Investigating Contextual References in Art and Design	Unit 6: Investigating Contextual References in Art and Design
Intent	Nurture creativity, ambition and confidence in order to encourage students to express themselves through a personal response.	Embed knowledge of a wide range of skills and processes and allow for the mastery of key techniques.	Embed knowledge of a wide range of skills and processes and allow for the mastery of key techniques.	Enable students to work with a variety of different materials and take an experimental approach, whilst also emphasising the importance of quality and attention to detail.	Inspire and empower students, to be independent, resilient and to push boundaries and take artistic risks.	Enable students to work with a variety of different materials and take an experimental approach, whilst also emphasising the importance of quality and attention to detail.
Key Knowledge	To know how to respond to a design brief. To understand how to research information based on a design brief. To understand the constraints of a design brief.	To know how to select and apply at least four specialist materials, techniques, equipment and processes. To demonstrate an understanding of how to use a range of 2D drawing materials and 3D making materials.	To know how to select and apply at least four specialist materials, techniques, equipment and processes safely to create outcomes that meet the requirements of client briefs. To know how to use 3D making materials.	To know how to research and record work from at least 4 artists from across a range of art movements, in a range of mediums and styles.	To understand how to apply their knowledge of different art movements. To know how to design and make a sculpture in the shape of a pyramid.	To Know how to research and select and present examples of work by the sculptor Kate Malone. To demonstrate how to use the style of an artist to design and create a 3D artefacts.
Key Skills	How to use research material and present findings. Drawing from research material.	Drawing from secondary resources. Applying formal elements. Drawing techniques. Using a range of media.	How to use research material and drawing to create a range of 2D and 3D artefacts.	Research and present a series of artist profile research sheets and be able to show the influences of selected historical and contemporary movements.	Use previously learnt skills to explore, compose and develop a response to the theme. Use 3D making skills and mark making.	Create 4 ceramic design ideas in the style of Kate Malone. Use a range of colour materials, tone and blended techniques. How to apply clay making techniques.
Key Vocabulary	Design Brief Constraints Market Research Media experiment Drawing	Composition Detail Tone/Blending Mark making Score Slab	Mark making Score, slab, slip, merge, manipulate, combine, print making, embossed, engrave, wire, twist	Annotate Analyse Compare/Contrast Reproduce Describe Explain	Composition, Combine Incorporate Explore/Experiment with a range of media Construct	Mark making Score, slab, slip Merge Manipulate Combine Print Making

		Slip				Embossed, engrave
Key Reading	Design Brief Information on theme BTEC Assignment 2021-22 (1)	Information about a client's requests https://artincontext.org/art-mediums/	How to use clay making techniques https://www.youtube.com/watch?v=NMrTzuubV5E How to make a wire sculpture https://www.youtube.com/watch?v=zKY2fvT3f7U	Information on a range of artist from different art movements UNIT 6 Pyramid Project 2021-22	Research information on relevant artists	How to use clay making techniques https://www.katemaloneceramics.com/
End Point	Students will know how to read and respond to a brief and produce a series of artefacts for a client. Keeping a log as work progresses.	Students will complete a title page and produce a range of aquarium/sea life drawing in different media. Keeping a log as work progresses.	A ceramic design ideas and tiles annotation Block print banner 3D wire sculpture Keeping a log as work progresses.	Students will know how to investigate a diverse range of historical and contemporary practice from different movements, recording findings and annotating sources.	Students will know how to Produce and present a sculpture in the shape of a pyramid containing information and analyse the influences of selected historical and contemporary movements.	Students will know how to present 3D outcomes referencing the artist's style.
Form of Assessment	BTEC assessment criteria Teacher written and verbal feedback	BTEC assessment criteria Teacher feedback/formative assessment Data Collection	BTEC assessment criteria Summative assessment/ Moderation Data Collection	BTEC assessment criteria Teacher written and verbal feedback	BTEC assessment criteria Teacher feedback/formative assessment	BTEC assessment criteria Summative assessment/ Moderation Data Collection
Enrichment opportunities	Opportunities for students to join Art Academy. Intervention sessions /P7 Trips offered to enhance curriculum intent.					
Leadership opportunities	Opportunities to volunteer at Open Evenings leading art activities. Students' work promoted and used as WAGOLL. Students' work displayed on Art Department's <i>Celebrating your Achievement</i> display.					



AMBITION



RESILIENCE



COURTESY



KINDNESS