

## Year 10 Art

### Learning Programme 4

<p>The LORIC skill focus for his LP is: INITIATIVE. The Moral Virtues focus for this LP are: INTEGRITY and GRATITUDE.</p>		<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Capital letters must be used at the start of sentences and for the first letter of proper nouns</li> <li>• Full stops must be used at the end of a sentence</li> <li>• Question marks must be used at the end of a question</li> <li>• Apostrophes should only be used for possession or omission</li> <li>• Days of the week and months must be spelled correctly</li> <li>• Key words must be spelled correctly</li> </ul>
<p>Integrity - Having strong moral principles. Gratitude - Feeling and expressing thanks.</p>		
<p><b>What will I be learning about in this Learning Programme?</b> The role of Art in medicine, Observational drawing, Grounds, Scaling, Anatomy, Fusion, Mixed-media.</p> <p><b>Where have I seen this learning before?</b> In KS3 you used a range of techniques to record observations as a basis for exploring your ideas; Analysed and evaluated the work of artists, craftspeople and designers; Developed your understanding of the history of art, craft and design from the contemporary to the traditional.</p> <p><b>What could I use it for?</b> Surface decoration; Embellishment; Printmaking; Photography; Drawing from observation; Drawing from imagination - Year 11</p>		

<b>In LP4.1, I will know:</b>	<b>10/03/25 - (WK 2)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
how to create an appropriate and engaging ground for my 'Nature' works; how to effectively and accurately use appropriate typography to create a title for my page.		Nature	Research and present your investigation into the history of botanical illustration.

<b>In LP4.2, I will know:</b>	<b>17/03/25 - (WK 1)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
the qualities of works created by Kate Malone and Lucy Unwin; how to analyse, engage with, and question critically aspects of my own and others' work, identifying how beliefs, values and meanings are expressed and shared.		Botany	Create a botanical illustration using dry media.

<b>In LP4.3, I will know:</b>	<b>24/03/25 - (WK 2)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
how to express and realise ideas in often original ways, confidently exploiting what I have learn from taking creative risks and from my understanding of creative processes; a range of methods and approaches that are used by artists, craftspeople and designers and be able to use them as inspiration for my project. Extended Task.		Flora	Create a pastiche of the work of Kate Malone.

<b>In LP4.4, I will know:</b>	<b>31/03/25 - (WK 1)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
how to investigate and appraise the qualities of works created by Andy Goldsworthy and Peter Randall Page; how to analyse, engage with, and question critically aspects of my own and others' work, identifying how beliefs, values and meanings are expressed and shared.		Naturalist	Create your own site specific/ ephemeral nature art inspired by Andy Goldsworthy. Your work must be photographed and annotated.

<b>In LP4.5, I will know:</b>	<b>21/04/25 - (WK 2)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils my intentions; how to analyse and evaluate what I have done at each stage, demonstrating my critical understanding.		Fauna	Create a macro observational drawing of a natural form.

<b>In LP4.6, I will know:</b>	<b>28/04/25 - (WK 1)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
how to effectively use materials, processes and the formal elements, combining these thoughtfully to realise my intentions; how to fluently and skilfully record ideas, observations and insights relevant to my intentions in visual and/or other forms.  Extended Task.		Decay	Create a research profile based on ephemeral art.

<b>In LP4.7, I will know:</b>	<b>05/05/25 - (WK 2)</b>	<b>Key Vocabulary</b>	<b>Homework</b>
how to present an imaginative, personal, informed and meaningful response when realising intentions; how to present a highly developed ability to demonstrate critical understanding and where appropriate, make perceptive and discriminating connections between visual, written, oral or other elements.		Decompose	Take a series of photographs documenting the floral and fauna of your local area.

<b>Resources to support learning:</b>
Knowledge Organiser, Synergy, <a href="https://www.bbc.co.uk/arts/">https://www.bbc.co.uk/arts/</a> , <a href="https://www.thisiscolossal.com/">https://www.thisiscolossal.com/</a> , <a href="https://www.photopea.com/">https://www.photopea.com/</a> , <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> , <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a>

<b>FFET Award Challenge for this Learning Programme:</b>
Visit a local exhibition and compose a review and have it published in the school magazine or on the website.

PRT Task 1

PRT Task 2