

Year 10 Art

Learning Programme 1

The LORIC skill focus for his LP is: LEADERSHIP The Moral Virtues focus for this LP are: COURAGE and HUMILITY. Courage - Acting with bravery and overcoming fears. I will show courage by answering a question in class even when I'm not 100% sure of the answer. Humility - Having a modest view of oneself. I will show humility by admitting mistakes and asking for help when needed.			Literacy Non-Negotiables: • Capital letters must be used at the start of sentences and for the first letter of proper nouns • Full stops must be used at the end of a sentence • Question marks must be used at the end of a question • Apostrophes should only be used for possession or omission • Days of the week and months must be spelled correctly • Key words must be spelled correctly • Vocabulary to be taught using the Frayer model
What will I be learning about in this Learning Programme? How to effectively explore a broad range of technical and creative processes. How to record, develop and refine ideas through purposeful experimentation. To review, reflect and analyse the work of historical and contemporary artists such as but not limited to: Suzanne Clarke, Philippe Guillerme, Paul Chenoweth, Paul Jackson, Jenny Armitage, Juan Gris, Debra Hurd, Eric Waugh, Chris Gilmour. Where have I seen this learning before? 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. What could I use it for? You will apply these skills extensively throughout your KS4 study. Analysis, evaluation, reflection, experimentation, recording and Presenting.			
In LP1.1, I will know:	01/09/26 - (WK 1)	Key Vocabulary	Homework
How to select and manipulate imagery in response to the work of Juan Gris to create a shattered composition.		Composition	Create an artist research page based on the work of ONE of the following: Debra Hurd, Eric Waugh, Chris Gilmour, Susanne Clarke or Philippe Guillerme
In LP1.2, I will know:	07/09/26 - (WK 2)	Key Vocabulary	Homework
How to take creative risks that will help me to form and develop my ideas creating purposeful, imaginative work with originality; How to apply the formal elements to my work successfully and appropriately.		Purposeful	What is a Peruvian Whistling Vessel? Create an information page based on your findings.
In LP1.3, I will know:	14/09/26 - (WK 1)	Key Vocabulary	Homework
How to analyse and comment on my own and others' work, appreciating how artists express ideas in different genres, styles and traditions; How to effectively investigate and appraise the qualities of works created by Paul Chenoweth.		Genre	Create a drawing of your favourite song. Imagine each sound has its own colour and line.
Extended Task.			
In LP1.4, I will know:	21/09/26 - (WK 2)	Key Vocabulary	Homework
How to create an accurate and engaging composition inspired by the sculptures of Paul Chenoweth.		Context	Create a pastiche of one of the artists work that you have studied this LP.
In LP1.5, I will know:	28/09/26 - (WK 1)	Key Vocabulary	Homework
How to confidently demonstrate my understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise my intentions.		Realise	Design your personal response/ outcome inspired by your work this LP
In LP1.6, I will know:	05/10/26 - (WK 2)	Key Vocabulary	Homework
How to demonstrate confident and highly developed understanding of the properties clay and techniques used to create my response to the stimuli material; How to establish a highly developed ability to fluently and skilfully record ideas, observations and insights relevant to intentions in visual and/or other forms.		Intentions	Describe the process of 'firing' using key terminology. Link this to your own work this LP.
Extended Task.			
In LP1.7, I will know:	12/10/26 - (WK 1)	Key Vocabulary	Homework
How to refine surface decoration techniques confidently through the use of relief and etching; 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.		Discriminate	Design and make a Tshirt for your favourite band. You may use any material to create your design.
Resources to support learning: Knowledge Organisers, Synergy, https://classroom.thenational.academy/units/drawing-techniques-fd9d , https://classroom.thenational.academy/units/experimenting-95a7 , https://www.bbc.co.uk/arts/ , https://www.thisiscolossal.com/ , https://www.tate.org.uk/ , https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206			
FFET Award Challenge for this Learning Programme: Select one powerful lyric line and illustrate it without using literal imagery. Focus on metaphor, symbolism, and emotional tone.			

PRT Task 1

PRT Task 2