

Long-term planning

Art - Year 10

Year 10 Themes	Autumn term 1 Natural Forms	Autumn term 2 Natural Forms	Spring term 1 Natural Forms	Spring term 2 Portraits and Identity	Summer term 1 Portraits and Identity	Summer term 2 Portraits and Identity
Students will know that						
	<p>1. Students will make a creative mind map/ title page. They will begin to collect and organise images and make drawings and sketches to record their response to natural forms such as shells, leaves, flowers, fruit etc.</p> <p>2. Students will analyse the work of artists or styles of art related to the theme. They will produce artist research pages in their workbooks</p> <p>3. Students will experiment with materials using a variety of different media. They will produce collages from photographs and other sourced images</p>	<p>4. Students will begin to develop and explore their own ideas using different materials and media such as paint, print, drawing, collage, pens, pencil work etc</p> <p>Drawings at this stage should start to increase in size and they should be experimenting with and exploring the properties of different types of material and media.</p> <p>5. Students will begin to refine their work by applying the findings from their explorations of media and artistic styles to their developing ideas</p>	<p>5. Students will continue to develop and refine their own ideas and make plans towards creating a final piece. They should consider their response to the theme and demonstrate their knowledge and skills through this piece of work. They will present this work (usually large scale) to give a response that shows a personal, meaningful realisation of their intentions. It should clearly show the influence of the artists they have studied.</p>	<p>1. Students will produce a series of portrait drawings in different media. They will develop their portrait drawing skills focusing on proportion and accuracy.</p> <p>2. Students will study a diverse range of artists who specialise in portraiture and create artist research pages that acknowledge their work.</p> <p>They will analyse the different broad range of styles that they are presented and investigate which of these styles they wish to develop.</p>	<p>3. Students will select appropriate art styles that they have analysed and acknowledge their influence as they begin to develop and create their own self-portrait work.</p> <p>They will begin to explore and develop ideas around identity and start to produce more personal responses to the theme</p> <p>4. Students will experiment with materials using a variety of different media.</p>	<p>Students will develop their own response to the theme and then refine their idea, culminating in a final large-scale piece of work. This will be a self-portrait and should include elements that relate to personal identity.</p> <p>Students should evidence techniques and styles that emphasise and demonstrate their skills, and knowledge of the theme.</p>

Natural Forms Title page Mind Map Photo collage Fruit Studies Leaf Studies Shells Studies Seeds Studies Flower Studies Focus on Presentation and drawing skills. Experimentation with media	Study the work of Angela Faustina Georgia O’Keeffe Andy Goldsworthy Collage Prints Paint – Gouache/ Acrylic / Water Fine Liner drawings Oil Pastels	Develop a design for a final piece. Consider: Colour scheme, Materials/ Media Art Style, Scale, Space / depth Composition A2 Final Piece	Accurate portrait drawings in a variety of media Studies of: Pop Art portraits, Expressionist portraits Post Impressionist portraits Concealed portraits	Self-portrait photographs Self-portrait work encompassing a variety of different media, techniques and styles Development of ideas relating to personal identity including collection of images relating to self, leading to sketchbook work.	Final idea development and refinement relating to personal identity. Clear connections to artists work. Development, refinement and production of final Composition
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Vocabulary and the concepts they link to

Artist Study	Materials & Media	Techniques & Processes	Describing Artwork	Critical & Analytical	Project & Portfolio
Inspired by Influenced by Techniques used Style Movement (e.g., Impressionism, Cubism) Themes Subject matter Composition choices Use of colour Brushwork Artistic intention	Graphite Charcoal Ink Watercolour Acrylic Oil paint Gouache Pastels (oil/soft) Mixed media Collage Printmaking Clay Plaster Modelling wire	Blending Layering Glazing Scumbling Cross-hatching Stippling Wash Dry brush Impasto Etching Monoprint Relief printing Casting Carving Modelling Assemblage	Realistic Abstract Stylised Expressive Symbolic Minimalist Surreal Dynamic Harmonious Balanced Asymmetrical Focal point Perspective Foreground / Midground / Background	Intent Concept Interpretation Context Influence Aesthetic Visual language Mood Atmosphere Narrative Meaning Evaluation Refinement Development	Initial ideas Observational studies Experimentation Media trials Thumbnail sketches Annotations Final outcome Iteration Progression Personal response

Assessment

Work will be assessed through coursework (portfolio) and the externally set assignment. Both are practical, developmental and evidence-based rather than test based. What is assessed:	Ongoing Formative Assessment (in-class) This isn’t graded formally but is essential for progress. Examples: Teacher feedback on sketchbook work	Skills-Based Assessment We will assess specific skills to support progress, such as: Observational drawing accuracy Use of tone and shading
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- **Development of ideas**
How well students explore concepts, themes, and starting points.
- **Experimentation with media and techniques**
Range, risk-taking, and technical skill.
- **Recording observations**
Drawings, photographs, written notes, studies from life.
- **Refinement**
How students improve, adapt, and evolve their work over time.
- **Final outcomes**
Quality, ambition, and relevance to the project.

Live marking will occur in all lessons
Students will compare and discuss outcomes and

Peer and self-assessment
Critiques (crits)
Target setting
Technical skill checks (e.g., tonal drawing, colour mixing)
Mini-projects to build confidence and range

This helps students understand how to meet the assessment objectives.

Colour theory application
Composition planning
Use of materials (paint, printmaking, sculpture)
Annotation quality
Research and analysis of artists

These aren't usually graded separately for the GCSE, but they feed into the overall quality of the portfolio.

Diversity & development of cultural capital

Cultural capital in art refers to the knowledge, experiences and cultural exposure that enrich students' understanding of the world and the arts. Our Curriculum supports this through areas such as

- Exploration of different art forms such as painting, photography, printmaking, sculpture etc
- Exploration of different art styles – wide and varied styles of art are studied from contemporary artists to the art of ancient civilisations
- Visits to local art galleries
- Engagement with local artists and art practitioners
- Engagement with art students from local colleges

Natural Forms is a wide and varied theme that encourages a variety of styles, media etc.

Students study artists (Angela Faustina, Georgia O’Keeffe, Andy Goldsworthy) that are varied in their approach and style.

This topic allows students to develop creative ideas and compositions as well as showcasing their creative skills. It provides inspiration for exciting and creative sketchbook presentation.

The use of leaves, shells, flowers and seeds provides good observational drawing opportunities as well as leading to an investigation of trees and landscape.

The use of animal skulls can lead to an investigation of skulls generally and their use in Mexican artistic tradition (i.e. Dia de los Muertos)

As students develop their own ideas they may research the impact of industry and pollution on the natural world and the issue of climate change.

They may also begin to make their work more personal as they look at their surroundings and the local landscape.

The theme of Portraits and Identity encourages personal and cultural expression. Students are introduced to a broad range of artists and art styles as well as being encouraged to find and choose artists themselves through research. These artists may reflect their identity and this can allow for a wide range of cultural influences.

Exploring diverse artists, cultures and histories. Students are introduced to a broad range of artists and art styles from different:

- Cultures
- Ethnic Backgrounds
- Genders
- Historical periods

As student develop their own ideas, they start to develop a personal and meaningful response to the theme.

Cross-curricular opportunities and enrichment

Cross Curricular Opportunities

- scientific observation
- environmental awareness
- mathematical thinking
- cultural understanding
- creative experimentation

Science:

Study plant and animal anatomy to inform accurate drawing or sculpture. Explore patterns in nature

Maths:

Analyse symmetry, tessellation, and geometric patterns found in natural forms. Use measurement and scaling when enlarging or reducing natural objects in drawings or sculptures

Geography:

Study how climate and environment shape natural forms (e.g., desert plants vs rainforest plants).
Link to erosion, rock formations, and landforms for texture studies.

English:

Create artist statements or reflective journals that build literacy skills.

Nature-based art also supports mindfulness and emotional regulation

Cross-Curricular Opportunities

Psychology:

Explore facial expressions, body language, and what they communicate. Discuss how artists capture emotion, personality, and mood. Look at concepts like perception, memory, and how we recognise faces.

English:

Use character descriptions from novels or plays as portrait prompts. Write reflective or analytical pieces about identity and representation. Explore spoken-word or poetry about self-image and use it as a creative stimulus.

History:

Study portraits as historical documents: monarchs, political leaders, everyday people. Explore how portraiture has been used for propaganda, power, and storytelling. Compare portrait styles across eras (e.g., Tudor, Renaissance, Victorian, Modernism).

Maths:

Use proportions of the face
Explore symmetry and asymmetry in human features.
Apply scaling and measurement when enlarging or reducing images.

Photography / Media Studies:

Learn about lighting and composition
Analyse how media uses portraits (magazines, social media, advertising).

Science (Biology):

Study facial anatomy, bone structure, and musculature to improve accuracy.

Enrichment Opportunities

- Gallery and Museum Visits
- Outdoor Sketching Trips
- Observational drawing sessions in different weather or seasons.
- Workshops
- Photography sessions
- Artist Collaborations
- Use recycled or found natural materials.

Study of Portraits can also lead to students being encouraged to

Discuss identity, diversity, representation, and stereotypes.

Explore how portraits can challenge or reinforce social norms.

Link to wellbeing through self-portraiture and self-expression.

Study portraits from different cultures and traditions.

Explore how environment and culture influence clothing, symbolism, and style.