

Scheme of Learning: Environment

Topic Sequence:

YEAR 10 AUTUMN 1+2 and SPRING 1 Portraiture	YEAR 10 SPRING 2 and SUMMER 1 Identity	Year 10 SUMMER 2 Environment
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Topic Overview:

Students start in the Summer Term in Year 10 their Environment project and make a good start on assessment objective one (AO1)*.

In year 11 students then have the remaining 14 weeks to develop the remaining assessment objectives 2, 3 and 4 (Below) in the Autumn Term resulting in personal projects responding to personalised sub themes from the overall topic 'Environment'. Art Mock exam dates TBC. Art mock exams will take place in the Art Department.

***AO1- Develop ideas through investigations, demonstrating critical understanding of sources.**

AO2-Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3- Record ideas, observations and insights relevant to intentions as work progresses.

AO4-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Environment'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below.

In Year 10 Summer Term 2:

AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society.

AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects (Primary sources) for observational drawing/recordings to help to formulate ideas for the project and to showcase their skills in different art materials.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, environment.

Sequence of weekly lessons:

1	Introduction to Environment-Written mind maps
2	Complete written mind map, start mood boards
3	Take photos of environments then specifically natural environments, edit, present/annotate
4	Collect objects/choose photos to record from
5	Produce recordings in skills based workshops led by Art staff
6	Produce recordings in skills based workshops led by Art staff
7	Produce recordings in skills based workshops led by Art staff Annotate and present all Art CW so far.

Home Learning Tasks:

1. Students are expected to complete weekly Art CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Art CW Clubs- Students are expected to attend weekly in the Art Department.
3. Summer holidays-Students are expected to develop their ideas through photography to support their Art Mock exam in Autumn Term.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to sheets' and checklists.
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Assessment:

Knowledge:	Knowledge of the exam project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications
Reading/Literacy support	Art staff in Art CW Club support sessions after school weekly.

Art CW sketchbooks can be purchased from the Art Department.