

Advent 1	Advent 2	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity. Year 10/11 marking procedures in line with GCSE specifications to prepare pathway to the GCSE course.	Lent 1	Lent 2	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity. Year 10/11 marking procedures in line with GCSE specifications to prepare pathway to the GCSE course.	Pentecost 1	Pentecost 2	Review of learning Formative assessments to track development of skills; ‘do it now’ activities, key terms etc. Summative assessments; review of skills, DIRT activity. Year 10/11 marking procedures in line with GCSE specifications to prepare pathway to the GCSE course.
<p>To develop a growth of perception and enquiry in visual communication leading to an understanding and appreciation of one’s own world as well as a perception of the world around us.</p> <p>To produce creative work that empowers students with confidence and opportunities for further education.</p> <p>To develop a greater understanding of how Art can be used commercially in industry.</p> <p>To develop analytical skills which provide a foundation for making judgements and decision making.</p> <p>Begin to investigate in detail the AQA fine art syllabus.</p>		<p><b>Disciplinary knowledge</b> Year 10/11 progress objectives in line with GCSE specifications;</p> <ul style="list-style-type: none"><li>• Ideas</li><li>• Observations</li><li>• Techniques</li><li>• Contextual studies</li></ul> <p><b>Careers</b> Artist, Illustrator, Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer</p>	<p><b>YEAR 10/11</b> Follow both the examination board syllabus and national curriculum guidelines within Art.</p> <p>National curriculum recommendations.</p> <p>Produce creative work, exploring ideas and recording their experiences.</p> <p>Become proficient in several artistic skills to include – drawing – painting – printing – and other art, craft and design techniques.</p> <p>Analyse and evaluate creative works of Art using formative language linked to the subject.</p> <p>Research and record the work of renowned artists and designers.</p> <p>Have a greater appreciation and understanding of historical developments through the study of art movements, styles and works from both the past and present day.</p>		<p><b>Disciplinary knowledge</b> Year 10/11 progress objectives in line with GCSE specifications;</p> <ul style="list-style-type: none"><li>• Ideas</li><li>• Observations</li><li>• Techniques</li><li>• Contextual studies</li></ul> <p><b>Careers</b> Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery</p>	<p><b>YEAR 10/11</b> To develop an understanding of the standards required at G.C.S.E level through a range of exemplar work. Use work that has been marked in previous years and set out different levels within this. Use exemplar work set out on the AQA website. <b>MARKING TO THE BOARDS CRITERIA</b> Attend AQA –Professional development training - yearly standardisation meetings.</p> <p>AO1 : Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 : Refine work by exploring ideas, selecting and experimenting with appropriate media , materials, and processes.</p> <p>AO3 : Record ideas, observations and insights relevant to intentions as the work progresses.</p> <p>AO3 : Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p><b>Disciplinary knowledge</b> Year 10/11 progress objectives in line with GCSE specifications;</p> <ul style="list-style-type: none"><li>• Ideas</li><li>• Observations</li><li>• Techniques</li><li>• Contextual studies</li></ul> <p><b>Careers</b> Fashion &amp; Textile Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)</p>
<p><i>Catholic Social Teaching in Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God’s creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St Thomas More and are underpinned by the school’s ASPIRE values</i> <b>#BeMore</b></p>			<p><b>Currently, year 10/11 classes are taught on a two - week timetable consisting of five lesson a fortnight.</b></p>					