

# The Unicorn School

## Long Term Planning Key Stage 4 – Year 10 and 11

### ART

#### Specification link:

[AQA | Art and Design | GCSE | GCSE Art and Design \(Art, craft and design\)](#)



<b>Subject</b>	
<b>Qualification</b>	AQA fine Art
<b>Assessed by</b>	100% coursework ( 60% coursework and 40% set paper project with a 10 hour exam)
<b>Autumn 1 Y10</b>	<p>Year 10 comprises of two teacher led units which cover the 4 assessment objectives and develop research and annotation skills.</p> <p><b><u>Natural form</u></b></p> <p>Observational skills are required as the students enhance their drawings skills as they explore the forms of still life objects. As they explore mark making in a wide variety of mediums and materials, they will engage their creativity and imaginations in mixed media responses.</p> <p>and painting skills. The students will learn how to break images down in order to capture more complex forms. We will conclude Natural form with an artist study, as a crucial part of the GCSE curriculum we will conduct the study together and the students will the plan and realise individual responses to their research.</p>
<b>Autumn 2 Y10</b>	<p>Sea creatures are explored through drawing, printing processes and Gytaku fish printing.</p> <p>Time lapse photography explores changing forms and interesting textures. Students carry out an artist research and produce a piece of work in response.</p>

<p><b>Spring 1</b> <b>Y10</b></p>	<p><u><b>Identity unit</b></u></p> <p>Rachel Dein offers inspiration on how to convey a sense of identity and plaster relief panels are made in response. Mood Boards are created as the students consider their own identity and interests. Photography skills are honed as they collect primary source recourses and create compositions in readiness for individual and personal mixed media paintings.</p>
<p><b>Spring 2</b> <b>Y10</b></p>	<p>Mixed media paintings are created and used as inspiration for clay masks.</p>
<p><b>Summer 1</b> <b>Y10</b></p>	<p>Continuing to explore their own identities, passions and interests the students delve into the world of protest art as they work more independently researching both their area of interest and artists who create work in response to social and political themes.</p>
<p><b>Summer 2</b> <b>Y10</b></p>	<p>Students explore textiles as they make their designs a reality and prepare presentations of their work to share with the class.</p>
<p><b>Autumn 1</b> <b>Y11</b></p>	<p>A sustained phase of work is undertaken with the completion of an individual project based on a theme they select from a past paper. This is an opportunity to practice working independently as the research, experiment and make selections and refinements in order to create a piece of work that answers the brief. Students manage their own projects with teacher guidance and assistance.</p>
<p><b>Autumn 2</b> <b>Y11</b></p>	<p>Students continue to work on their projects. This term concludes with a 5 hour mock exam in which they create the final realisation to their sustained phase of work.</p>
<p><b>Spring 1</b> <b>Y11</b></p>	<p>Students receive the set paper from AQA and embark on their individual and personal project in response to a theme from the paper and in accordance to the exam specification.</p>
<p><b>Spring 2</b> <b>Y11</b></p>	<p>Working independently the students investigate their chosen themes through experimentation and research.</p>

Summer 1  
Y11

Students continue to work on their set paper projects, investigating, selecting and refining work as they work towards the 10 hour exam in which they will create their final realisation to the set paper project.

Summer 2  
Y11

Students go back to their **coursework** in order to tidy up their projects before moderation. They are not allowed to return to the set paper project after the 10 hour exam.