



## YEAR 10

'An ambitious curriculum that meets the needs of all'



### Medium Term Planning - Topic: Skateboard Design

<b>Curriculum Intent</b>	Pupils will be taught according to the AQA GCSE Specification Art & Design: Graphic Design They will be taught to:
<b>Skills/National Curriculum Links</b>	<ul style="list-style-type: none"><li>• Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>• Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li></ul>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Students have opportunities to explore artists from around the world and from different historical periods. This enables comparison, discussion and interpretation on many levels. Students are encouraged to see the world around them as a source of inspiration; visually, conceptually, politically, spiritually and culturally.</p> <p><b>PSHE/British Values:</b> Students have opportunities, through art, to appreciate cultures from around the world and develop tolerance and understanding of other faiths and beliefs. Students develop confidence and self-esteem via discussion and sharing opinions about art and the meaning behind it. Students are encouraged to peer mentor and peer evaluate, sharing opinions and demonstrating respect and tolerance for each other and each other's work. Students are encouraged to work safely and understand the rules of the art room.</p> <p><b>Skills Builder:</b> Problem solving, teamwork, leadership, working independently.</p>
<b>Numeracy</b>	Measuring and proportion, composition, using grids, perspective.
<b>Literacy</b>	<b>Key Vocabulary</b> <ul style="list-style-type: none"><li>• Subject Specific Language</li><li>• Annotation of work in progress</li></ul>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> references to contemporary artists, their work and their pathways to becoming artists. Using short films to show artists in their studios discussing their work and how they make a living.
<b>Adaptation</b>	<ul style="list-style-type: none"><li>• By outcome: different learners will produce different outcomes.</li><li>• By resource: worksheets are clearly presented and accessible.</li><li>• By Intervention: by providing different levels of supervision and support</li><li>• By progressive questioning: exploring pupils' understanding through interactive dialogue.</li><li>• By grouping: according to prior attainment, gender, social preference, preferred learning style.</li></ul>
<b>QFT/SEND Provision</b>	By offering optional activities: In class or as homework, to extend learning.
<b>Implementation Curriculum Delivery</b>	Teachers will introduce a chosen theme, such as Skateboard Design – inspired by a chosen city In responding to this theme, students will: <ul style="list-style-type: none"><li>• Research skateboard designs effectively</li><li>• Research relevant contemporary artists</li></ul>

<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• Explore city names/font styles / typography design ideas</li> <li>• Be able to draw ideas using graphic media</li> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> </ul>
	<ul style="list-style-type: none"> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: ○ media ○ materials ○ techniques ○ processes ○ technologies</li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process.</li> </ul>
<b>Current learning to be developed in the future within:</b>	Students continue to develop and apply relevant subject-specific skills to use visual language to communicate personal ideas, meanings and responses. The ability to analyse artwork (their own and that of other artists) will be developed. Students will continue to develop skills in decision making and working independently.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.