



Subject: GCSE Art Year 10 Ability Mixed

Term / Date(s)	Half term 1 Autumn	Half term 2 Autumn	Half term 3 Spring
Topic	Constructivism	Constructivism	Constructivism
Topic overview	Students will begin to create a unit of work based on the four assessment objectives as part of their coursework portfolio.	Students will continue to develop their unit of work for their coursework portfolio.	Students will complete their first unit of work for their coursework portfolio.
Pupils will learn...	They will be led through using different materials, experimenting and refining while exploring the artistic movement, constructivism.	Students will start to develop more independence as they experiment with different ideas and materials towards concluding their work.	This will require students to resolve their earlier research into a final outcome.
Components KS4 AO1 – Artists AO2 – experiments AO3 – recording AO4 - outcomes	<ul style="list-style-type: none"> To explore the theme of constructivism and identify key features of the artistic movement. To investigate the work of Liubov Popova, Terry Frost, Naum Gabo, Kasmir Malevich, Vladimir Lebedev, Wassily Kandinsky, Vladimir Tatlin, Antonine Pevsner and Ivan Puni. To experiment with a wide range of artistic medium. 	<ul style="list-style-type: none"> To generate a variety of creative ideas in relation to the theme of constructivism. To refine and develop a wide range of artistic variations of ideas. To identify your best work and analyse why its successful. To develop a range of observational drawings. 	<ul style="list-style-type: none"> To design a final outcome which realises the strongest aspects of your artwork so far. To creatively present and take pride in the journey throughout the project.
What pupils should already know (prior learning components)	<ul style="list-style-type: none"> Be able to find, research and select a variety of elements to record from (both primary and secondary). Select and experiment with a range of appropriate media and techniques with growing purpose, confidence and independence. How to develop and refine ideas. Have knowledge and understanding of a range of materials and techniques to effectively communicate the theme. 	<ul style="list-style-type: none"> Be able to find, research and select a variety of elements to record from. Select and experiment with a range of appropriate media and techniques with growing purpose, confidence and independence. How to develop and refine ideas. Have knowledge and understanding of a range of materials and techniques to effectively communicate the theme 	<ul style="list-style-type: none"> Have knowledge and understanding of a range of materials and techniques to effectively communicate the theme All previous developments and experiments from KS4 should be evidenced in their sketchbooks and can be referred to when necessary
Transferrable knowledge (skills)	<ul style="list-style-type: none"> How to create a body of work with a growing independence How to apply a range of media and techniques. How to express and communicate visually How to engage with the cultural codes within the visual world around them (during and beyond education – cultural capital). How to analyse and apply higher order thinking skills (cross curricular) 	<ul style="list-style-type: none"> How to create a body of work with a growing independence How to apply a range of media and techniques. How to express and communicate visually How to engage with the cultural codes within the visual world around them (during and beyond education – cultural capital). How to analyse and apply higher order thinking skills (cross curricular) How to develop dexterity and coordination (cross curricular) 	<ul style="list-style-type: none"> How to create a body of work with a growing independence How to apply a range of media and techniques. How to express and communicate visually How to engage with the cultural codes within the visual world around them (during and beyond education – cultural capital). How to analyse and apply higher order thinking skills (cross curricular) How to develop dexterity and coordination (cross curricular)

	<ul style="list-style-type: none"> How to develop dexterity and coordination (cross curricular) 		
Key vocabulary pupil will know and learn	<ul style="list-style-type: none"> Develop, investigate, research, refine, experiment, record, respond, personal response Students do not need to learn these words but do need to know what they mean in order to help them develop their project 	<ul style="list-style-type: none"> Develop, investigate, research, refine, experiment, record, respond, personal response 	<ul style="list-style-type: none"> Develop, investigate, research, refine, experiment, record, respond, personal response
Assessment activities	<ol style="list-style-type: none"> Informal verbal assessment every lesson Work will start being marked to a task list and then as the project develops will be marked to the GCSE AOs <p>\\WMS-FS01\SecureStaff\ADT\Art\KS4\Marking and Assessment</p>	<p>\\WMS-FS01\SecureStaff\ADT\Art\KS4\Marking and Assessment</p> <ol style="list-style-type: none"> Students will discuss their work with their teacher and be given ideas and feedback to support their own learning journey based on GCSE assessment objectives 	<p>\\WMS-FS01\SecureStaff\ADT\Art\KS4\Marking and Assessment</p> <ol style="list-style-type: none"> Work will be formally assessed using GCSE grade descriptors and students will be given feedback to respond to.
Resources available	Teachers will facilitate students' learning journey, and with discussion students can use any appropriate materials. E.g. Acrylic, watercolour, pencil, chalk, charcoal, printing, inks, oil pastels, felt pen, fine liner, biro etc.	Teachers will facilitate students' learning journey, and with discussion students can use any appropriate materials	Teachers will facilitate students' learning journey, and with discussion students can use any appropriate materials
Notes	Students are learning to understand the GCSE assessment criteria and how a unit is developed	Students are learning to work more independently and are finding their strengths in art Students are improving their skills and gaining confidence using different materials	Students are learning to work independently and are finding their strengths in art – they will build on this as the course progresses Students are improving their skills Students are learning how to respond to feedback
Why this topic is important...			