| Topic Name | Term | Skills Developed | Link to NC Subject Content | Next link in curriculum | Other Notes |
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| **Graphic Communication**  **Illustrated letters** | *Autumn* | •To demonstrate an understanding of artists and designers work by producing design work that show knowledge of typography, composition, form, colour, style and techniques appropriate to focussed artists.  *•*To develop presentation board with research about artists’ work and the stages of their own design journey.  •To experiment and select with techniques in pencil, pen and coloured pencil to produce a creative colourful composition inspired by focussed artists using typography and decorative details.  •To develop a basic understanding of typography and illuminated lettering.  •To develop skills and processes through a variety of media and processes in order to refine ideas through experimentation and selection.  •To produce a colourful illustrated letter showing clear links to the artist studied showing a personal response to the theme and artists studied. | Pupils should be taught to develop their creativity and ideas, and increase proficiency in  their execution. They should develop a critical understanding of designers, expressing reasoned judgements that can inform their own work.  Pupils should be taught:   * to use a range of techniques to record their observations on presentation boards. * to use a range of techniques and media,   to increase their proficiency in the handling of different materials  to analyse and evaluate their own work, and that of others, in order to strengthen the   * visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | * *Year 10 GCSE Graphics* | **PRIOR LEARNING**  **Drawing, design skills, artist analysis, Graphic skills and processes, Creative presentation boards**  Gaining artist understanding,  Design process,  Good moral values  Awareness of good citizenship.  Building confidence and resilience  Roles and responsibility in society,  Tolerance, Design Appreciation,  Individuality |
| **Textile Design**  **Fruit Pattern Design** | *Spring* | •To learn about the designers and the work they make. To learn about the history of using fruit as a motif in textile design, researching and exploring the work of contemporary surface pattern design in textiles and fashion. To investigate a range of textile processes techniques, analyse and present research on a presentation boards  To gain an understanding of Textile Design and how a designer works from initial ideas,learning about repeat pattern and creating their own design  •To experiment and select from appropriate drawings develop into designs for repeat prints and explore different textile processes for their own designs in processes  •To record and observe the shapes, line colours, patterns and textures found in a fruit through photographic images and create their one designs | * to use a range of techniques and media, * to increase their proficiency in the handling of different materials. * To design and develop using image and text using imaginative and creative knowledge and understanding * to analyse and evaluate their own work, and that of others, in order to strengthen their work. * visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements | * *Year 10 GCSE Textile Design* | **PRIOR LEARNING**  **Drawing, design skills, artist analysis, graphic skills and processes,**  Influences of Culture, Key Events, Awareness of good citizenship, careers  Working to a design brief,  Design process,  Individuality, Imagination,  Building confidence  Roles and responsibility in society,  Tolerance, Design Appreciation,  Individuality |
| **Fine Art Creative sketchbook based on an Art movement** | *Summer* | * To produce their own fine art creative sketchbook based a chosen art movement * To gain knowledge of art history and research a particular art movement. * To explore different media and processes.to present their research creatively in a sketchbook * To develop their own ideas based on chosen images relating to chosen artist they are inspired by. | Pupils should be taught:   * to use a range of techniques to record their observations on presentation boards. * to use a range of techniques and media, * to increase their proficiency in the handling of different materials * to analyse and evaluate their own work, and that of others, in order to strengthen the * visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | *Year 10 GCSE Fine Art* | Awareness of Good Citizenship,  Self awareness and Self Expression,  Artist influences,  Under the microscope in context,  Building up confidence and resilience  Good Moral values,  Creative process,  Developing individuality, |