Subject:	Topic: GCSE Fine Art								
	1	2	3	4	5	6	7		
Learning Question	Students will be developing ideas based on their previous media experiments to create personal and meaningful outcomes. Students will be exploring composition, the affect of different backgrounds, working on different surfaces linking to the assessment objectives.	Students will be developing ideas based on their previous media experiments to create personal and meaningful outcomes. Students will be exploring composition, the affect of different backgrounds, working on different surfaces linking to the assessment objectives.	Media experiments Students will be exploring different media techniques to help support them in their project. This will be supported by staff to ensure correct scaffolding, stretch and challenge for all students' needs. Medias covered:  • Monoprinting • Fineliner • fineliner and wash • biro • collage • watercolour • acrylic.	Students will work on creating final outcomes based on their natural forms project with is relevant and personal. They will used all that they have previously worked on to inform their practice and create outcomes that are the most successful for their skillset. Students will explore responding on a larger scale than their sketchbooks where possible.	Students will work on creating final outcomes based on their natural forms project with is relevant and personal. They will used all that they have previously worked on to inform their practice and create outcomes that are the most successful for their skillset. Students will explore responding on a larger scale than their sketchbooks where possible.	Students will work on creating final outcomes based on their natural forms project with is relevant and personal. They will used all that they have previously worked on to inform their practice and create outcomes that are the most successful for their skillset. Students will explore responding on a larger scale than their sketchbooks where possible.	Students will work on creating final outcomes based on their natural forms project with is relevant and personal. They will used all that they have previously worked on to inform their practice and create outcomes that are the most successful for their skillset. Students will explore responding on a larger scale than their sketchbooks where possible.		
Homework	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff	Students working on individual set tasks based on their ideas and progress in discussion with staff		

Year: 10

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Key	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>	<ul> <li>Accuracy</li> </ul>			
Vocabulary	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>	<ul> <li>Analyse</li> </ul>			
	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>	<ul> <li>Experiment</li> </ul>			
	<ul> <li>Tone</li> </ul>	<ul><li>Tone</li></ul>	<ul> <li>Tone</li> </ul>	<ul> <li>Tone</li> </ul>	<ul><li>Tone</li></ul>	<ul> <li>Tone</li> </ul>	<ul> <li>Tone</li> </ul>			
	<ul> <li>Layering</li> </ul>	<ul><li>Layering</li></ul>	<ul> <li>Layering</li> </ul>	<ul> <li>Layering</li> </ul>	<ul> <li>Layering</li> </ul>	<ul> <li>Layering</li> </ul>	<ul><li>Layering</li></ul>			
	<ul><li>Pastiche</li></ul>	<ul> <li>Pastiche</li> </ul>	<ul><li>Pastiche</li></ul>	<ul><li>Pastiche</li></ul>	<ul> <li>Pastiche</li> </ul>	<ul><li>Pastiche</li></ul>	<ul><li>Pastiche</li></ul>			
	composition	<ul> <li>composition</li> </ul>	<ul><li>composition</li></ul>	<ul><li>composition</li></ul>	<ul> <li>composition</li> </ul>	<ul><li>composition</li></ul>	<ul><li>composition</li></ul>			
Absenteeism /	Use BBC Bitesize >	Use BBC Bitesize >	Use BBC Bitesize > Art	Use BBC Bitesize >	Use BBC Bitesize >	Use BBC Bitesize >	Use BBC Bitesize >			
Isolation /	Art and Design >	Art and Design >	and Design > AQA to	Art and Design >	Art and Design >	Art and Design >	Art and Design >			
Stretch &	AQA to research	AQA to research	research and revise	AQA to research	AQA to research	AQA to research	AQA to research			
Challenge	and revise	and revise	techniques and	and revise	and revise portfolio	and revise portfolio	and revise portfolio			
	techniques and	techniques and	materials	techniques and	support.	support.	support.			
	materials	materials		materials						
Recommended	<ul> <li>https://www.bbc.co.uk/bitesize/examspecs/zjymp9q</li> </ul>									
reading	• <a href="https://www.bbc.co.uk/bitesize/topics/zk8xpv4">https://www.bbc.co.uk/bitesize/topics/zk8xpv4</a>									
	• https://www.bbc.co.uk/bitesize/topics/zyy4b82									
	https://www.art2day.co.uk/exams-2023.html (AQA ONLY)									
	The Art Book, Phaidon									
	Techniques of the modern artists, Judith Collins et. al									
	Painting with David Shepherd, David Shepherd									
Knowledge	GCSE Fine Art knowledge organiser .docx									
Organiser Link	ARTIST BANK GCSE FINE ART.pptx									