

Art Curriculum Map

Intent The Art curriculum aims to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture and economy of the country. Students should be able to produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. They should be able to evaluate and analyse creative works using the language of art, craft and design and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Implementation							
Term	1	2	3	4	5	6	
Year 7	<p style="text-align: center;">Portraiture, Colour Theory & Masks</p> <ul style="list-style-type: none"> To introduce self-portraits and the various ways these can be produced. To appreciate the different ways that artists show themselves through self-portraits. Expand pupils' ability when using a pencil and paint brush. To introduce pupils to the colour wheel, colour theory and colour mixing. Be able to paint their self-portraits using complimentary colours. To gain knowledge of Vincent Van Gogh and his self-portraits To paint their background in the style of Van Gogh Introduce pupils to masks and their various uses (Tribal and cultural) Enable pupils to design their own mask through the knowledge they have gained. <p style="text-align: center;">To be able to produce a successful 3D cardboard mask from a 2D design.</p>		<p style="text-align: center;">Natural Forms Lino Printing</p> <p>Pupils will be looking closely at the work of artist Angie Lewin. Pupils will respond to Lewin's style and with original print designs and compositions. Pupils will also be learning the cutting and printing processes involved with Lino printing before producing a wide range of experimental prints using paper and other materials. There will be a focus on design, composition, layering and registering before they produce a final realisation.</p>		<p style="text-align: center;">Under the Sea</p> <p>Pupils will record a wide range of observational studies from primary and secondary sources whilst experimenting with a range of materials, techniques, surfaces and processes. Pupils will then use their knowledge to produce a range of informed imaginative 3D sculpture designs. Pupils will learn the processes and techniques associated with working in clay whilst sculpting their own design out of clay.</p>		
Year 8	<p style="text-align: center;">Food Glorious Food</p> <ul style="list-style-type: none"> Understand and identify the formal elements of art; tone, line, form, shape, texture and colour. How to make use of a wide range of tonal and shading techniques, be able to discuss tone and formal drawn elements used by themselves and others. How to draw from observation, developing an understanding of proportion and scale. A clear understanding of colour theory with the ability to identify primary, secondary, tertiary and complementary colours as well as the ability to confidently mix colours. How to scale up a drawing using the grid techniques Understand a range of reasons, motivations and incentives for making a drawing. Gain understanding of artists in how they create their work, then using these skills to create a response in the style of the artist, as well as the ability to use art terminology to describe and analysis the work. How to create paper/Card Mixed media Sculpture based on the work of others How to work collaboratively to create a final piece. 		<p style="text-align: center;">Urban Landscapes</p> <p>Within this project pupils will study two-point perspective as they draw from imagination and observation. Pupils will develop their understanding and control with technical drawing before developing their watercolour painting techniques with inspiration from a range of artists. Pupils will develop their urban landscape designs using 3D sculptural techniques that incorporate their personal surroundings before producing a final realisation.</p>		<p style="text-align: center;">Surrealism</p> <p>Pupils will study Surrealism and learn about the prominent artists from the movement. They will explore metamorphosis, juxtaposition and wrong sense of scale through a series of activities. Pupils will create a series of personal responses using some of the techniques learnt. There will be a focus on photography and editing/developing visual imagery through collage and composition. Pupils will enhance final pieces through the incorporation of drawing and painting using acrylics.</p>		

Year 9	<p style="text-align: center;">Contemporary Portraiture</p> <ul style="list-style-type: none"> • Key features and concepts of portraiture • Various Artists and styles associated with this subject matter including contemporary artists Marion Bolognesi, Luke Dixon, Pablo Picasso and Alexander Calder. • Revision of Y7 portraiture drawing and proportion • Watercolour/ Gouache/Acrylic painting techniques/ brush skills • Analyse and evaluate their work reflecting on links to artist research • To develop observation skills when collecting information and communicating ideas • To develop analytical and intuitive capabilities through the appropriate use of materials, processes and techniques • To develop an individual response • To adapt ideas to meet different purposes and make connections with the work of other • To develop an understanding of the formal elements of their own work and the work of others 		<p style="text-align: center;">Pop Art</p> <p>Building on from the Portraiture project pupils will learn about Pop Art and study the Art Movement and a range of prominent artists. They will research elements of popular culture in their life to develop and refine a design that incorporates their portrait. Print-making techniques will be introduced, and connections will be made to the movement Pop Art and why so many artists use print-making.</p>	<p style="text-align: center;">Japanese Culture</p> <p>Pupils will look at art and culture from Japan. Covering a range of techniques and processes informed by the Japanese culture and contemporary Japanese artists before working in groups to produce a themed and informed Japanese screen using a range of textiles and other media. Pupils will have to work as a team for the individual pieces to join up as a final realisation.</p>		
Term	1	2	3	4	5	6
Year 10	<p style="text-align: center;">Project 1: Natural Forms</p> <p>Through the theme of Natural Forms students will create a mind map as a starting point for idea generation and personalisation.</p> <p>Students will select an artist whose work relates to this theme and start to record from first hand in the style of their chosen artist.</p> <p>Students will create a range of observational drawings from primary research, collected items and their own photography in a range of appropriate media exploring their theme visually in depth. They will create drawings, thumbnail sketches and collages experimenting with different compositions, materials and colour palettes linking to their artist research and annotating ideas and improvements as the project progresses.</p>			<p style="text-align: center;">Project 1: Natural Forms</p> <p>Students will refine ideas and experiment with resources, media and materials. They will experiment and explore the theme in more depth, analysing and developing ideas as the project progresses.</p> <p>This will include experiments with different techniques such as paint, pens, inks, printing, mixed media, showing examples of testing and evaluating ideas.</p> <p>Students will investigate other artists they have selected who link to their interests/theme and continue to experiment with different viewpoints and designs.</p>		<p style="text-align: center;">Final piece planning & personal outcome: Together/Apart</p> <p>Students will practice their final idea show how it links to the artists they have studied and interpret their work in a personal way. They will produce a final piece plan and complete a controlled assessment piece which links to all their development work in any appropriate media.</p>
Year 11	<p style="text-align: center;">Project 1 - Freedom</p> <p>Edexcel GCSE Assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises</p>	<p style="text-align: center;">Project 1 - Freedom</p> <p>Students will continue to explore their theme of 'Freedom' which will cover the following:</p> <ul style="list-style-type: none"> • Research and investigation (Looking at a range of artists to inform your theme, analysing their work both through written and visually) • Experimenting with different techniques and materials (students should try out a range of different materials, mix them up and make 	<p style="text-align: center;">Exam Release</p> <p>Students will be issued with an exam paper from Edexcel, they will choose ONE question to work from and then have a limited number of weeks to carefully research their thoughts and ideas in response to this theme.</p> <p>This could take the form of a workbook/sheets filled with primary research, artist connections and exploration studies linked to the theme.</p>	<p style="text-align: center;">Exam Project Refinement</p> <p>Students will continue to develop a body of work in response to their theme. Ideas will be informed by an understanding of their research and context. Students will develop and refine their ideas through experimentation, using a range of relevant resources, media, material, techniques and processes.</p>	<p style="text-align: center;">Exam</p> <p>Students will have 10 hours (2 school days) of controlled assessment time to produce an ambitious, large-scale final piece as a personal response to their theme.</p>	

	<p>intentions and demonstrates understanding of visual language</p> <p>Students will visually explore the theme of 'Freedom' by telling a story through their investigations and development of ideas. The work must be clearly linked and annotated with Art Key words throughout. Students need to show an element of creative risk, experimentation and personal decision-making discussing reasons for their choices. This will form a body of work gaining marks for each of the assessment objectives.</p>	<p>notes on how their thoughts and opinions)</p> <ul style="list-style-type: none"> Developing ideas, (being open to possibilities, linking ideas to the project title and linking to research) <p>Students will have 5 hours (1 school day) to produce an ambitious, large-scale final piece as a personal response.</p>	<p>Ideas will be informed by an understanding of their research and context. Students will develop and refine their ideas through experimentation, using a range of relevant resources, media, material, techniques and processes.</p>			
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Impact:
 Progress is measured in data captures through assessment tasks which are related to the student's recent learning. These tasks measure the capability of the students to demonstrate each of the main areas of study, from recording, refining, experimenting, use of materials, analysis and personal response. The assessment data is used to inform teaching and planning and helps shape and re-define the schemes of learning to best fit with raising the achievement of students in line with the GCSE assessment format. Students will learn to think creatively, analyse works of art, utilise problem solving skills and improve and refine their visual communication skills. Core vocabulary is used throughout and tested on a regular basis through memory platforms, lesson annotation and homework tasks. Students engage very well in Art and are often asking for more homework's and attending lunch and after school clubs to further their knowledge and understanding.