

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 – The curriculum is being underpinned by the GCSE assessment objectives, to Develop ideas through investigations, demonstrating critical understanding of sources, Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, Record ideas, observations and insights relevant to intentions as work progresses and Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Term	1	2	3	4	5	6
Year 7	<p>An introduction to different types of mark making, colour theory and mixing. We will explore a range of different techniques and processes referencing sea creatures, textures, surfaces and mixed media.</p> <p>Expanding on our theme of under the Sea we will explore more techniques including various types of printing and mixed media and develop ideas through investigations into the work of contemporary Artists and craftspeople.</p>		<p>Investigating the Art of different counties and cultures through experimentation, research and analysis. We will investigate the Artwork and ideas of the Australian Aboriginal culture and related contemporary artists inspired by their style and ideas.</p> <p>Students will build upon the research and idea development in Module 3 to create their own Aboriginal story and related design motif in paint.</p> <p>We will then investigate African mask design, its roots, cultural significance and influence on current artists and develop ideas of identity to design a personal outcome, which will be built in cardboard relief.</p>			<p>Students will explore the art of Typography, experimenting with the use of words and lettering in Art investigating a range of graffiti, photography and 3D outcomes.</p> <p>Students will investigate how typography is used in a range of media and Art movements and will create their own pop Art lettering design using the medium of mod roc.</p>
Year 8	<p>Students will gain an appreciation for Portraiture in Art through a range of Artists and Cultures. They will experiment with a range of mark making, explore ways to convey features, learn about perspective and complete a tonal self-portrait using the grid method /proportional measurement skills to transform an image.</p> <p>Taking a further look into the Art of the portrait students will use imagination and develop problem solving skills, utilising elements/principles of design. We will investigate the popularity of the selfie, what a portrait should/could convey, alternative portraits and the context. We will develop oil pastel skills, the mixing of skin tones, colour planning, mixing and layering. This investigation will include elements of photography, photo shop and how Artists through time have chosen to distort the portrait and why.</p>		<p>An exploration of the Urban Environment. Students will explore the man-made environment looking at architecture, interiors and decorative arts. They will develop an understanding of the use of shape, form and pattern in the built environment, exploring different media and developing their skills producing 2D and 3D outcomes.</p> <p>We will explore the recording techniques and varied styles of a range of Artists including that of Stephen Wiltshire and Hunderwasser and develop technique using inks and oil pastels. Students will explore building design for purpose and create their own 3D bulding challenge inspired by the work of Artist/sculptor Dion Horstmas.</p>			<p>‘Fantastic Food’ Students will begin a skills based project exploring a range of recording techniques and investigating a diverse range of artists who love their food including a range of Artists including Archimboldo, Emma Dibben and Wayne Theibaud</p> <p>We will look at healthy eating and the Graffiti style Art of Keith Haring where students will design and develop a campaign poster conveying this message through the medium of poly block printing.</p>
Year 9	<p>Looking at the beauty and intricacy of natural forms first hand we will record them using a range of techniques including photography, printing, experimental and observational drawing and a 3 Dimensional personal outcome. We will develop skills using inks, chalk and charcoal, explore a range of mark making techniques with a range of media. We will investigate the work of a range of Artists who are inspired by the forms and textures found in nature and use this as inspiration to create an expressive and tactile clay sculpture personal outcome.</p>		<p>‘Pop Portraits’ we will start our investigation looking at the use of characters and comic style in Pop Art. We will learn about the ideas and techniques used and create a series of outcomes based on a range of artists. Students will look at a range of drawing styles, and will experiment with photography digital manipulation and photo shop to create their own Pop style portraits. They will learn how to tell a visual story inspired by superhero characters, comic books and Anime and create a mono print that they will develop and customise to convey a sense of personal identity.</p> <p>We will investigate the work of contemporary illustrators inspired by Pop such as Luke Dixon and Hattie Stewart and develop ideas using image transfer techniques and collage.</p>			<p>‘Fantastic and Strange’ Students will explore the Art of the Surreal and experiment with the juxtaposition of elements through the medium of collage, photography and digital manipulation to develop unexpected combinations. We will explore art inspired by dreams and that developed by ‘automatism’ where we will use doodling and word-association techniques for idea generation. Students will invent Surreal Stories, characters and create dreamlike landscapes as a personal response using mixed media techniques.</p>

Term	1	2	3	4	5	6
Year 10	<p>Portfolio of Skills: Decay</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 intentions and demonstrates understanding of visual language</p> <p>Students will visually explore the theme of 'Decay' with a recording focus initially developing and refining skills such as drawing/photography/watercolour's/mono printing/Acrylics (AO2/3). Students will develop the theme of Decay through investigation of other Artists work and techniques, experimenting and exploring ideas and developing them as their project progresses.</p>	<p>Portfolio of Skills: Decay</p> <p>Students will continue to investigate the theme of Decay by exploring a range of different artists selected by them. They will begin to develop personal responses, taking into account the influences they have drawn on along the way. Successful Art projects should tell a story, have a beginning, middle and ending and each section links and influences the next decision.</p> <p>This project journey will allow the students to experiment, mix materials, use a range of media and develop ideas in a personal way concluding with an ambitious, larger scale personal response.</p>	<p>Project 1: Together/Apart</p> <p>Through the theme of 'Together Apart' students will create a theme board 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>Project 1: Together/Apart</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 look into other artists they have selected who link to their interests/theme and continue to experiment with different viewpoints and designs.</p>		<p>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>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</p>	<p>Students will continue to explore their theme of 'Expressive portraits' 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) 	<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</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>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>	N/A

	<p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Students will visually explore the theme of 'Expressive Portraits' 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>	<ul style="list-style-type: none"> • Experimenting with different techniques and materials (students should try out a range of different materials, mix them up and make notes on how their thoughts and opinions) • Developing ideas, (being open to possibilities, linking ideas to the project title and linking to research) <p>Students will have 10 hours (2 school days) to produce an ambitious, large-scale final piece as a personal response.</p>	<p>exploration studies linked to the theme.</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.