

Curriculum Map

Subject: Art and Design

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Content, Knowledge & Skills	<p>Pupils are introduced to the formal elements and will spend the first ½ term developing a mini sketchbook based around line,tone,pattern , texture,colour, shape, form and space.</p> <p>½ term 2 Our World Pupils are taught how to draw from direct observation. Pupils will produce a tonal insect drawn using the grid method. texture.</p>	<p style="text-align: center;">Our World</p> <p>Pupils will investigate symmetrical pattern then develop technical skills to create a reduction print Pupils will produce a reduction poly print onto paper and fabric based on leaves considering lines of symmetry and zentangle patterns.</p> <p>The fabric print will then be</p>	<p style="text-align: center;">Our World</p> <p>Pupils will go on to develop a chalk pastel study of an insect, learning how to enlarge an insect using the grid method. They will focus on application of colour and texture.</p>	<p style="text-align: center;">The Environment</p> <p>Pupils introduced topic ‘ Our Environment.’ Pupils analyse atmospheric perspective and layering colour hue. Investigate artists: Van Gogh and texture collections</p> <p>Van Gogh interpretation of a local landscape scene using paint and oil pastels in hot/cold colours .</p>	<p style="text-align: center;">The Environment</p> <p>Continuation of painted / oil pastel composition</p>	<p style="text-align: center;">The Environment</p> <p>Pupils will work in groups of 5 to produce a piece of work in clay based around a drawn composition Each pupil will create a tile of textures from group composition based upon their local environment.</p> <p>Pupils will produce texture studies of interesting objects in our environment using view finders using a range of drawing equipment</p>

			worked into with stitches, developing their textile skills, use of line, colour and pattern.		Pupils will develop modelling skills using poster paint and recall mixing and application of paint.		
	Prior Knowledge	KS2: drawing simple images in pencil tone or colour. Little experience of observation.	First project gives an understanding of use of line.	Pupils can now work with some independence to mix colour and apply tone.	Mixing colours from earlier colour theory work in term 2		Little experience of handling and rolling out clay.
	Assessment	Teacher assessment of baseline test, formal elements and gridded drawing. Assessment of homework tasks. Self assessment.	Self assessment and Teacher assessment of printed leaves and stitched design Peer assessment.	Peer assessment of initial design work. Self assessment of chalk study Teacher assessment model.	assessment and teacher assessment.		Group assessment by teacher. Individual assessment of a groups' work to evaluate which tile worked best and why.
	Key Vocabulary/reading materials	Tone, line, pattern, form, tone, shape, texture, pattern, colour	Contrast Reduction Print Embellishing Stitches	Scale Colour Texture Blending Shading	Atmospheric perspective Foreground, background, mid ground	Contrast, hot and cold colours	Imprint, texture, relief, tile, composition

	Enrichment/ Co-Curricular offer	Cultural capital – Investigation into a range of artists using insects: Damien Hirst,	Cultural capital Artist research : Printing references such as Hokusai Textile artist:	Cultural capital Artist research Christopher Marley Kelly Stamford	Cultural capital Local walk to take photographs		Cultural capital Cultural capital Van Gogh
Year 8	Content, Knowledge & Skills	<p>Under the Sea Research on Under the Sea.</p> <p>Pupils develop skills using the formal elements in a mini sketchbook as starter tasks.</p> <p>Pupils are taught to build on their drawing skills using secondary resources and also using their imagination to describe a form. Pupils investigate sea</p>	<p>Under the Sea: Ceramics</p> <p>Students to look at the work of Alan and Rosemary Bennett. Students design their own clay fish in the style of these artists. They focus on shape, colour, texture, patterns and creating a sense of character with complexity.</p>	<p>Under the sea Mixed Media</p> <p>Introducing the work of Vincent Scarpace. Pupils investigate pattern and colour through Scarpace’s work.</p>	<p>Pupils will use these experiments to help them to create a piece based upon environmental issues : pollution in the oceans.</p> <p>Production of an illustration using Environmental theme. Pupils are encouraged to work independently and choose</p>	<p>Environmental impact</p> <p>Continuation of work</p>	<p>Portraits</p> <p>Draw a portrait with correct proportions and accurate features avoiding stereotypes. Include detail and shape, tone to enhance observational skills. To become familiar with how various artists produce portraits. Pupils will produce a self portrait Pupils are shown several examples of how contemporary artists and the masters have developed their</p>

		<p>creatures and through the work of artists Lynette Shelly and Yellena James using line, colour and pattern through pencil colour and biro.</p>	<p>Manipulation of clay to create a 3D sculpture.</p> <p>Observational studies of clay fish.</p>		<p>which techniques they would like to develop based upon prior learning.</p>		<p>own personal understanding of portraiture. Possible artists – Takahiro Kimura, Picasso, Luke Dixon</p> <p>Pupils will develop a portrait of themselves working from photographs (photocopied to A3) in the style of one of the above artists.</p> <p>Portraits Pupils continue to build on their self-portrait using media of choice of teacher (fine liner/watercolour/oil pastel)</p>
	<p>Prior Knowledge</p>	<p>Recall and build on knowledge of formal elements through working in mini sketchbooks. Pupils will be reminded about use of mind map construction from year 7. Pupils further develop skills and knowledge</p>	<p>Little or no prior knowledge of using clay. Last year pupils made a relief clay tile in an enrichment session. They should know how to join 2 pieces of clay using slip and scoring.</p>	<p>Composition, use of line to build up texture and pattern.</p>	<p>Use of materials</p>		<p>Recall tonal skills Development of tonal shading to a higher standard</p> <p>Recall knowledge Development of using pen, oil pastel and paint from year 7</p>

		of a continual line study.					
	Assessment	Rendering materials in drawings	Formative of clay assessment, focusing on structure and design of clay work	Assessment of experimental techniques and research on Vincent Scarpace	Peer assessment	Peer assessment, formative Assessment of composition formative feedback	Formative of assessment self-portrait in style of an artist. Self-assessment
	Key Vocabulary	Shape Texture Intricacy and complexity	Structure Form, Delicacy Complexity Texture	Mark making Texturizing Observation Environmental issues Typography	Observation Proportion Symmetrical Tone Texture	Composition Accuracy Shape Detail	Composition Accuracy Shape Detail
	Enrichment/ Co-Curricular offer	Cultural capital Artist research: Yellena James	Cultural capital Artist research: Rosemary and Alan Bennett Pupils encouraged to support the painting of the drama sets for school production.	Artist research: Vincent Scarpace		Cultural capital: Eden Project	Cultural capital Leonardo Da Vinci, Luke Dixon Artist research: Leonardo Da Vinci, Luke Dixon Picasso

	<p>Content, Knowledge & Skills</p>	<p>Surreal Perspective</p> <p>Pupils build knowledge of the formal elements and one and two point perspective through use of mini sketchbook</p> <p>Pupils will develop their understanding of Surrealism through looking at the work of key surrealists and through learning how to draw in perspective to create a surreal composition based around 3D forms. Pupils are encouraged to work independently through making choices of subject matter and use of materials,</p>	<p>Fauvism Developing research skills and understanding and investigating the work of other artists: Pupils are introduced to the work of the Fauve movement looking at Derrain and Matisse developing skills using oil pastels. Homework: Research Derrain/Matisse Pupils to choose one of the tonal animal images and then paint acrylics carefully to match the tone and the pattern on the image. Pupils paint an acrylic study of</p>	<p>Continuation of painted fauvist study.</p> <p>My Environment To develop confidence in composition through use of photography.</p> <p>Pupils investigate the work of Sunga Park and John Piper to examine water colour and wax relief painting methods Pupils will develop skills in composition, perspective and how to create interest using Photoshop Pupils to create an A4 composition on photoshop of photographs taken around</p>	<p>My Environment</p> <p>Artist research Zaha Hadrid</p> <p>Ink and oil pastel development. Investigation into simplifying compositions and using abstraction</p>	<p>My Environment</p> <p>Print outcome using polyprinting technique</p>	<p>Portraits</p> <p>Focus on drawing techniques looking at a range of styles and artist careers based in graphics, fashion design.</p>
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		enabling pupils to be more imaginative with their outcomes.	an animal in Fauve style.	the school site. Then apply layering and saturated colour.			
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	Prior Knowledge	Pupils build on ideas of composition, colour theory and application of pen and inks, bleeding methods	Building colour theory on complimentary colour Recall: paint mixing skills	Development of design and composition skills	Developing independent working skills Recall: Portrait - proportions	Developing understanding of positive and negative space.	– refining all skills for GCSE
	Assessment	Self and peer assessment Summative assessment of surreal composition and work booklet	Self-assessment of tonal paint work. Homework Assessed acrylic composition and work booklet Self, peer and formative assessment	Self, peer and formative assessment of photoshopped composition and use of materials in supporting studies.	Self-assessment	Self, peer and formative assessment of final composition.	
	Key Vocabulary	Surreal, unexpected, form, perspective texture.	Critical Analysis Mood Colour palette Focal point Depth	View finder, composition Perspective Texture Detail	Sizing, Position, Balance, Background, Composition, Positive and Negative space, Balance	Adornment Statement Positive and negative space	Formal elements Detail Texture Tone Composition Colour Pattern Shape Form

Year 9	Enrichment/ Co-Curricular offer	Cultural capital Dali Magritte	Cultural capital Artist research: Matisse, Derrain	Cultural capital Investigating the work of artists: John Piper, Sunga Park, Zaha Hadrid Research skills	Cultural capital Artist research:		Cultural capital Dali Magritte
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<p style="text-align: center;">Year 10 Year 10</p>	<p style="text-align: center;">Content, Knowledge & Skills</p>	<p>Close ups In Component 1 students are required to work in one or more area(s) of fine art, such as those listed below:</p> <ul style="list-style-type: none"> • drawing • painting • sculpture • installation • lens-/light-based media • photography and the moving image • printmaking • mixed media • land art. 	<p>Close ups research and Experimenting Recording ideas, experimenting, research Monoprinting Chalk and charcoal Ink and bleach Detailed pen/texture work</p>	<p>Close ups Recording ideas, experimenting, research Close up photography and photoshop: <small>Alonsa Guevara looking at fruit sections</small> development Observation Painting using acrylics Light based photography Artist research on a variety of artists such as Dennis Wojtkiewicz . Phillippe Echaroux . Karl Blosfeldt</p>	<p>Close ups Recording ideas experimenting , research using projections of fruit sections Anita Hagin / Rachael Newling: lino cuts</p>	<p>Close Ups AO4 Pupils respond to title to develop ideas based upon all of their research on Close Ups Final piece developed.</p>	<p>Pupils given a choice of project titles for their final coursework project which are then explored independently.</p>
	<p style="text-align: center;">Prior Knowledge</p>	<p>Pupils will be taught how to experiment with a wide range of media – developing experiences. How to develop a project</p>	<p>Pupils will know how to research ideas using artists and designers work as inspiration and how to reflect upon and</p>	<p>Pupils will demonstrate in their work a variety of experiments using a range of media. They should be able to demonstrate</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to take creative risks.</p>

		through to completion	refine their work through discussion and annotation.	an understanding of an artists' work through investigations into their work through research.	take creative risks.	take creative risks.	
	Assessment	Formative Sketchbook assessment for each set of work Pupils self-evaluate work as it progresses AO3	Formative Sketchbook assessment for each set of work Pupils self-evaluate work as it progresses AO3	Formative Sketchbook assessment for each set of work Pupils self-evaluate work as it progresses AO3	Formative Sketchbook assessment for each set of work Pupils self-evaluate work as it progresses AO3	Formative Sketchbook assessment for each set of work Pupils self-evaluate work as it progresses AO3	Sketchbook assessment for each set of work Also, formative assessment of final piece
	Key Vocabulary	Tonal value linear Interpretation Backgrounds Contrast Mark making Accuracy Expressive Marks	Detail, descriptive linear Interpretation Backgrounds Mark making Accuracy Expressive Marks	Blend, tone, fade, bleed, positive / negative shape	Lino cut, channel, precision, Contrast	Manipulate, texture, smooth, application, distressed	Evaluate Reflect Describe Processes Mood
	Enrichment/ Co-Curricular offer	Lunchtime & pm intervention Cultural capital Artist research: Mark Powell, Lunchtime & pm intervention Tuesday and Thursday lunch	Cultural capital Artist research: Natasha Clutterbuck	Cultural capital Artist research Alonsa Guevara Dennis Wojtkiewicz . Phillippe Echaroux . Karl Blosfeldt	Cultural capital Artist research: Anita Hagin, Rosanna Anderson/ Rachael Newling.	Cultural capital Artist research:	Cultural capital Artist research

		and Thursday pm					
Year 11	Content, Knowledge & Skills	Pupils continue to build ideas based upon their choice of question decided upon in year 10. pupils to personalise their investigations. Initial mind map, mood boards, research on artists of students' choice	Painted experiments of artist's style. Student's own photography to link to theme-development on photoshop. Students' response to the artist using their photography.	Collaged background with whitewash and ink development. New artist research – respond in a different media.	Recording ideas. Pupils bring all of their ideas together to cumulate into a final piece.	Recording ideas Pupils bring all of their ideas together to cumulate into a final piece reflecting on the theme of Artists	Reflection on whole of coursework, developing pieces to accompany existing work.
	Prior Knowledge	Pupils will be taught how to experiment with a wide range of media – developing experiences. How to develop a project through to completion	Pupils will know how to research ideas using artists and designers work as inspiration and how to reflect upon and refine their work through discussion and annotation.	Pupils will demonstrate in their work a variety of experiments using a range of media. They should be able to demonstrate an understanding of an artists' work through investigations into their work.	Pupil should be able to develop their techniques and expand their ideas, being prepared to take creative risks.	Pupil should be able to develop their techniques and expand their ideas, being prepared to take creative risks.	Pupil should be able to develop their techniques and expand their ideas, being prepared to take creative risks. Pupils will be able to develop their techniques and expand their ideas, being prepared to take creative risks.
	Assessment	GCSE assessment criteria, continual	GCSE assessment criteria,	GCSE assessment criteria,	GCSE assessment criteria,	GCSE assessment criteria,	GCSE assessment criteria,

		feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	written notes in sketchbooks, formative assessment for each artist pupils' study.
	Key Vocabulary	Content, process mood, form	Content, process, mood, form	Content, process, mood, form	Content, process, mood, form	Reflect, critically assess, evaluate, refine	Reflect, critically assess, evaluate, refine
	Enrichment/ Co-Curricular offer	Lunchtime & pm intervention Cultural capital Artist research: Pupil's choice	Lunchtime & pm intervention Cultural capital Artist research, Pupil's choice	Lunchtime & pm intervention Cultural capital Artist research Pupil's choice Art trip to a gallery	Lunchtime & pm intervention Cultural capital Artist research:	Lunchtime & pm intervention Cultural capital Artist research: Pupil's choice	Lunchtime & pm in Cultural capital Artist research Pupil's choice.

Revised: 14/11/24 - ER