

Art Curriculum Map

Key knowledge & skills to be mastered by students

	<u>Learning Period 1:Autumn rotation</u>	<u>Learning Period 2: Spring Rotation</u>	<u>Learning Period 3 :Summer rotation</u>
Year 7			
Topic title	Natural Forms	Amazing Bugs	African art
Key questions	What is a line? What is tone? What is texture? How do Artists tell stories?	What are the key elements in art? What are they main characteristics of Lynette Shelley	What are the main characteristics of African Art?
Key knowledge and concepts	Colour theory- mixing Tones- tints and shades –mixing Pop artists research	To learn about the formal elements of art and how you use these to create observational drawings and the importance of them within art. To learn about Lynette Shelley’s artwork to analyse her key characteristics.	To learn about African culture, analysing African art, their style, colour themes, how they create their Materials from natural resources To explore with colour schemes linked to African art, learning how different colours work together in different ways
Skills	Develop observation skills Recognise formal elements in works of others Identify formal elements Drawing skills (WOL/tone(value)/mark making/enlarging) – telling a story Printing skills	Mark Making with pencil Tonal shading Observational drawings Combining tone and texture together Artist study on Lynette Shelley Watercolour techniques	Researching images Observational drawings Wax resist technique Colour schemes linked to African art Design a tile based on African research Watercolour techniques, colour blending, flat/bold colour and creating texture
Key terms	Tone Tints	Tone Texture	Earthy colours Geometric shapes

	Shade	Mark making Proportion	Symmetry Africa
Assessment/ Educational Visit Opportunities	Final piece	Mid Year assessment – Observational drawing	Final tile design

Year 8			
Topic title	Culture Symbols Stories	Colour theory	Jasper Johns
Key questions	What is a symbol? How can art link to identity? How do symbols tell a story? How are symbols used in a culture?	What are the Primary, secondary and Tertiary colours? Which key words best describes the work of Jasper Johns? Which techniques would you use to recreate his works?	How do you create a blending effect using paint, pencils, and pastels? What are colour schemes? What makes a good composition?
Key knowledge and concepts	Explore and compare work from Western and non-western cultures. Learn how to understand works of art and decipher meaning or cultural significance	To learn about colour theory, focusing on primary, secondary and tertiary colours. Learn how to create and use a colour wheel. To learn about colour schemes. To learn about Jasper Johns and his art work. How to create effective page layouts, which reflects the artists style.	Students are to learn how to use different materials to create different blending techniques and development of texture How to develop different ideas and experiment with different materials and colour schemes To evaluate what has gone well to develop into a final piece

Skills	Develop visual language skills Recognise symbols and patterns in the work of others Learn to decipher meaning	Colour mixing to create a colour wheel Watercolour painting Artist analysis of Jasper Johns, layout of work Replica of Jasper Johns	Experimentation of colour schemes Experimentation of coloured pencil, oil paste, water colours and combination
Key terms	Symbol Culture Identity	Colour theory Watercolours Overlapping Abstract Expressionist	Overlapping Blending Texture Composition Colour schemes
Assessment & Educational Visit Opportunities	Continual formative – teacher based	Mid Year assessment – observational drawing	Final piece based on Jasper Johns

Year 9			
Topic title	Value in unequal measure	Mexican Culture	Mexican Culture
Key questions	<p>What is the value of Art?</p> <p>What is a portrait?</p> <p>Wealth and Status in Art</p>	<p>What do we know and recognise about Mexico?</p> <p>What are the key characteristics of Mexican art/culture?</p>	<p>What is the Day of the Dead?</p> <p>How can we use artists to inspire our work?</p> <p>What are the key characteristics of sugar skulls?</p>
Key knowledge and concepts	<p>Introduction to the value of art</p> <p>Where do I see street/public art? – collecting real world examples</p> <p>Research a given portrait artwork. See, know</p> <p>Collect at least five examples of ‘ugly’ portraits. Explain in annotation – think/opinion)</p> <p>Wealth and status in Art</p>	<p>To learn how a GCSE project is set out and how it is marked, what the expectations are. They will understand that this project is a taster of what GCSE is like. They will learn how to create eye catching page layouts. They will learn about the Mexican culture.</p> <p>To learn what is expected of an artist study and how to layout effectively and creatively. They will learn about Frida Kahlo</p>	<p>To develop their understanding of what is expected of an artist study and how to layout Jose Guadalupe Posada (contrasting from Frida Kahlo) and the Day of Dead.</p> <p>To learn how the projects are progressing over time, making links to previous work and showing development.</p>
Skills	<p>To investigate the word value</p> <p>To use the ipad to take self portraits</p> <p>To begin to experiment with distorting images (eg on Lunapic)</p> <p>To save images for use later</p> <p>To understand what a portrait is</p> <p>To recognise how portraits have been used across time</p>	<p>Title page to show the theme</p> <p>Visual mind map to explore the theme</p> <p>Collage of inspirational images</p> <p>Annotations</p> <p>Artist Study 1 page on Freda Kahlo (Intro to CAMO, artist replica and interpretation)</p> <p>Watercolour techniques</p>	<p>Artist study 2 – Day of the dead (CAMO, artist replica and interpretation)</p> <p>Development of ideas based on previous work</p> <p>Mask design (inspired by the Day of the dead)</p>
Key terms	<p>Value</p> <p>Status</p>	<p>Culture</p> <p>Characteristics</p> <p>Artist study</p>	<p>Design development</p> <p>Day of the dead</p> <p>Pattern</p>

		Mood board	Coherent
Assessment & Educational Visit Opportunities	Continual formative – teacher based	Mid year assessment – observational drawing	Final piece – mask design

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Art Year 10						
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Topic title	Humans in the environment	Humans in the environment	I, Me, Mine	I, Me, Mine	I, Me, Mine	I, Me, Mine
Key questions			<p>How is a GCSE project marked?</p> <p>What are the 4 assessment objectives?</p> <p>What does a project look like, what does it include?</p> <p>What aspects about me do I want to base my project on?</p>	<p>What is the purpose of looking at artists work and creating replicas?</p> <p>Which artist styles works well together?</p> <p>What materials will work best to create my replica?</p>	<p>What does experimenting and refining mean?</p> <p>How can I develop my work into ideas?</p> <p>What does annotation mean?</p>	<p>How can I plan for final piece, what does it need to include?</p> <p>How can I add a personal response to my work?</p>

Key knowledge and concepts			To learn how to create a sustained project following all of the AO's from AQA. They will learn how to research imagery and artists which suit their own interests. Student will learn how to construct an artist study and how-to layout their pages effectively.	To learn how to recognise artists characteristics and use them within their own work. They will learn how to use different materials and mix them together. They will need to understand why we do this and how they get marked. Students will learn how to write a statement of intent.	To learn how to develop artists work into their own, experimenting with different materials and processes to show highly developed work. They will understand how to develop a variety of final ideas for their final piece.	To learn how to refine and develop their final ideas, by experimenting with a range of colourways, compositions and materials. To learn how to create a final piece based on their developments from their previous work. They will understand how long work takes, to enable them to prepare for their 10-hour exam in year 11
Skills		Print techniques, mono and lino printing	Observational drawings Researching Analysing artists Title page Mind map Collage of images	Observational drawings Transfer own work into the style of others Combining artist styles together	Design ideas for final piece making links to previous work and artists Annotations	Development and refinement of final ideas Detailed final piece idea Time management

			Artist studies x 2	Annotations Evaluation		Development and refinement of final piece
Assessment & Educational Visit Opportunities			Mid year assessment			End of Year – Sustained project with final piece

ART Year 11 2023 - 24						
Topic title			External exam	External exam	External exam	-
Key questions			What is expected during the exam period? Which theme would suit me the most?	Have you completed work for all objectives? How does your work show progression? Is your work presented in a way which is easy to follow and understand?	Are you prepared for the 10 hour exam? Do you know which techniques you are going to use and develop?	

<p>Key knowledge and concepts</p>			<p>To learn how to be independent learners and how the exam will run and be marked. They will use all of their prior knowledge and experience to create their prep work leading up to the 10-hour practical exam. They need to know how important the research is as this will lead them through the rest of the project</p>	<p>To develop their understanding of the AO's and how they show development through their work. Students to know a clear time frame for what they are working towards for their final exam</p>	<p>To learn to reflect on their work and evaluate what is going well to enable them to push the project forward. To understand the exam conditions to be able to plan and prepare for the final 10-hour exam.</p>	
<p>Skills</p>			<p>Researching Analysing artists Observational studies Developing work based on their research</p>	<p>Refining their work as they progress Experimentation of materials and composition Development and refinement of ideas</p>	<p>Time management Resilience Development and refinement of ideas Experimentation of materials</p>	
<p>Assessment &</p>		<p>Autumn mocks – final piece for project</p>	<p>Spring mocks – exam prep</p>		<p>Final assessment of all work</p>	

Educational Visit Opportunities						
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Photography Year 10 2023 - 24					
Topic title			Macro Photography	Introduction to Photoshop	Portraits -
Key questions			What is Macro photography?	How can we show development and experimentation using Photoshop? What are different photography styles?	What is portraiture? How can I use artists to inspire my work and developments?
Key knowledge and concepts			How is it used within photography? Develop an idea and have fun with the macro lenses. What can be created? Students will explore artists within the skills section.	An introduction to Photography. How to take photos, upload and edit using Photoshop technology. Looking at Artists such as, Ben Heine and Slinkachu and also different styles	Creating own unit based on Portraiture. Capturing yourself, friends and family effectively is very hard and students will work through this process, whilst exploring different artists named in the skills section below. Students will develop their own style and develop a final piece linked to the artist. Looking at unique artists and their work, recreating and developing final piece.

				such as glitch, double exposure... Students will start to personalise their own projects and start to see their own style developing.	
Skills			Analysis Research Presentation skills Annotations Macro Up close photos Contact sheets Using equipment to develop edits Exploring artists Adam Gov Javier Ruperez Jamie Price Evaluation	Analysis Exploring artists Taking photos Creative contact sheets Using Photoshop Flipping circles Glitch Colour splash Double exposure Evaluation	Evaluation Analysis Exploring artists Lee Mckenna Luke Gram Glitch Joe Cruz Text filters
Assessment &			Mid year assessment		

Educational Visit Opportunities				
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Photography Year 11 2023 - 24					
Topic title			External exam prep time	External exam (10 hour times piece)	-

Key questions			<p>What is expected during the exam period? Which theme would suit me the most? Which artists will suit your theme and help you to develop your style of work throughout this next stage?</p>	<p>Are you prepared for the 10 hour exam? Do you know which techniques you are going to use and develop?</p>	
Key knowledge and concepts			<p>Students have time to choose and work on their final extended project based on the exam title. The exam board produces a series of questions that the students can explore. The student chooses one question and spends an allocated time using all their skill sets that they have developed over the two years to create a personalised project. Students then have two days in which to create their final piece. towards for their final exam</p>	<p>To learn to reflect on their work and evaluate what is going well to enable them to push the project forward. To understand the exam conditions to be able to plan and prepare for the final 10-hour exam.</p>	
Skills			<p>Mood board Artist studies (individualised) Photoshoots Annotations Statement of intent Final piece developments and experiments.</p>	<p>Time management Resilience Development and refinement of ideas Experimentation of materials</p>	
Assessment & Educational Visit Opportunities		Autumn mocks – final piece for project	Spring mocks – exam prep	Final assessment of all work	