

Art Curriculum Map

Key knowledge & skills to be mastered by students

	<u>Learning Period 1:Autumn Term</u>	<u>Learning Period 2:Autumn Term</u>	<u>Learning Period 3:Spring Term</u>	<u>Learning Period 4:Spring Term</u>	<u>Learning Period 5:Summer Term</u>	<u>Learning Period 6:Summer Term</u>
Year 7						
Topic title	Amazing Bugs	Amazing Bugs	African art	African art/Clay tile	Glazing/African textiles	Hand sewing skills
Key questions	What makes a good observational drawing?	What are the key elements in art? What are they main characteristics of Lynette Shelley	What are the main characteristics of African Art? What makes a good tile design?	What are the core skills of using clay?	What are glazes and how do they work? What is African Textiles?	How can you embellish fabric?
Key knowledge and concepts	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 basic colour theory.	To learn about Lynette Shelley's artwork to analyse her key characteristics. To learn how to create a replica of her work. To learn how to develop previous work into the style of an artist, through mono printing techniques.	To learn about African culture, analysing African art, their style, colour themes, how they create their Materials from natural resources. To learn what makes a good design and how to embed their knowledge of African art within their designs.	To learn the properties of clay; how to complete basic clay skills such as shaping, scoring and use of slip to attach clay together; how to create different layers, by taking clay away and how to create texture. To explore with colour schemes linked to African art, learning how different colours work together in different ways	To learn about the Kiln and how it works. To understand the process of glazing and apply this to their work. To learn about African Textiles, looking at Adire/Adinkra. They are to apply their African designs into a piece of textiles. To learn the process of Batik	To learn basic sewing skills to embellish their African fabric, such as running, back, blanket and cross stitch. To learn how to apply fabric crayon to further embellish.
Skills	Baseline test - Observational drawing with pencil Markmaking techniques Tonal exercises Combining tone and texture together Colour theory Imaginative drawing Refining their work Listening to teacher and each other	Artist study on Lynette Shelley Watercolour techniques Analysing artist's work Mono printing with printing ink and oil pastel method Mixed media development	Research images Observational drawings Wax resist technique. Colour schemes linked to African art . Design a tile based on African research.	Clay sculpting skills; how to mould, shape and score clay and how to apply slip; create layers and apply texture. Watercolour techniques, colour blending, flat/bold colour and creating texture.	Painting Glazes onto clay Firing skills Research page on African textiles. Develop designs into wax resist. Batik skills onto fabric Dye fabric	Hand sewing skills such as running, back, blanket, cross stitch, French knots. Application of fabric crayons to further develop designs and add decorative skills
Key terms	Line Tone Texture Mark making Proportion Shading Observational Pencil grades Blending Colour theory	Artist study Analysis Replica Watercolours Mono print Development Refinement	Earthy colours Geometric shapes Symmetry Africa Repeat Pattern Symbolic Natural resources Design Composition	Clay Score Slip Reduction Layers Texture Sculpture	Glazing Firing Adire and Adinkra textiles Designing Batik Tjanting	Embellishment Hand sewing Thread Needle Stitching Further development Refinement Evaluation

Assessment/ Educational Visit Opportunities	Baseline test	Mid Year assessment – Observational drawing	Final tile design	Clay tile	Batik piece	End of year assessment – holistic approach

Year 8						
Topic title	Colour theory	Jasper Johns	Confectionary/designs	Confectionary clay/drawing	Glazing /pop art	Pop art Printing
Key questions	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 blend colours and tones using each medium: paint, pencils, and pastels? What are colour schemes? What makes a good composition?	How do we enlarge an image accurately? How do we analyse artist's work? What makes a good observational drawing?	What makes a good clay design? How do you create a slab pot?	How to create realistic effects using glazes? What is Pop art?	How do you create a reduction print? How do you apply the ink to your printing block?
Key knowledge and concepts	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 artwork. How to create effective page layouts, which reflects the artist's 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	To learn about the work of Wayne Thiebaud, creating a careful replica of his work by scaling up. To develop colour theory skills, using watercolours. To develop observational drawing skills using different drawing methods	To be able to design a range of ideas for a clay sculpture To learn the process of how to piece a slab pot together to construct a clay slice of cake. This will build on the key skills they learnt in year 7. They will develop decoration skills using their own theme to create a individual piece	To develop their skills using glazes to improve their overall look of their clay cake. To learn about pop art and look at a range of artists during this period. To learn how to develop their previous work into a pop art design.	To learn the reduction method of printing for a two colour print. To learn the process of poly block printing to create a repeated print in the style of pop art. To be able to evaluate their work as it progress to enable to refine their work.
Skills	Baseline test - Observational drawing 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 pastels, water colours and combination to create a mixed media piece.	Enlarge an image through scaling up methods Development of colour theory and watercolours Observational drawing from primary and secondary resources	Design a range of ideas for clay sculptures Construction of a clay slab pot Clay decoration skills Pen and wash techniques Prepare backgrounds to draw onto.	Refine drawing skills Develop painting skills using glazes Analyse pop art Develop Page layout skills Designing skills for a pop art print	Reduction printing skills using poly block Evaluation skills
Key terms	Colour theory Colour wheel	Overlapping Blending techniques	Scaling up Replica	Score and slip Slab pot	Refining Painting skills	Reduction printing/ colour separation.

	Watercolours Overlapping Abstract Expressionist Oil pastels Harmonious colours Complementary colours Hot and cold colours	Texture Composition Colour schemes Oil pastels Mixed media Experimentation	Accurate Analysis Timed exercises Formal elements Sustained drawing Pen and wash	Coils Decoration Designing	Firing Analysing art Pop art style Repeated image	Tools – rollers, printing ink Tacky Consistency Control Accuracy Patience Resilience
Assessment & Educational Visit Opportunities	Mid Year assessment – observational drawing	Final piece based on Jasper Johns	Replica of Wayne Thiebaud	Clay skills	Clay cake	End of year assessment – holistic approach

Year 9						
Topic title	Architecture	Architecture	Architecture	Mexican Culture	Mexican Culture	Mexican Culture
Key questions	What are the characteristics of Amsterdam houses? How do you create a tonal drawing using pen? What are the important factors when making a clay sculpture?	Which key skills do you need to use when completing an observational drawing? What are the key characteristics of Che Kumar's work?	What are the key characteristics of Ian Murphy's work? How can you control the use of Charcoal and chalk effectively? What is a mixed media piece?	What do we know and recognise about Mexico? What are the key characteristics of Mexican art/culture?	What are they key characteristics of Jose Pasoda and Frida Kahlo's work? How do you create a zoomed in section?	What is a reduction print? How do you create a lino print, safely?
Key knowledge and concepts	To learn about the different styles of Amsterdam houses and how they are recognisable. To be able to apply this to their designs by amalgamating different designs together. To learn the importance of leather hard clay, to enable to cut through effectively to create windows, develop sculpting techniques to produce a personal response. Health and safety of clay.	To learn how to select interesting areas to draw showing understanding of composition. Develop formal elements skills to improve and refine their drawing abilities. To learn how to analyse artists work and be able to apply this in their own way to develop a personal response.	To analyse the style of Ian Murphy and be able to recognise the differences between them and Che Kumar. To learn how to use charcoal and chalk and which papers work well. To learn how to combine artists styles together to create a personal response using mixed media.	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. To learn what is expected of an artist study and how to layout effectively and creatively. They will learn about Frida Kahlo and Diego Rivera	To learn how to develop and refine their work, by using a view finder to select exciting sections. They will learn how it is important to refine their work and how important research is as this will lead the project forward.	Students will learn how to create a lino print (reduction method) To show a repeated design, developed from their research. They will be able to understand the learning cycle within art to give them a greater understanding when/if they go on to do GCSE art. They will learn how to further develop this into a personal response using mixed media
Skills	Baseline test – observational drawing Pen drawing from secondary resources Design ideas for tea light holder Clay sculpting skills	Observational drawing Layering backgrounds Analysis of the artist Che Kumar Line drawing Mono printing Tracing	Analysis of the work of Ian Murphy Artist study page Accurate replica Mixed media skills	Title page to show the cultural theme Visual mind map to explore the theme Collection of researched drawings from secondary resources Coloured pencil replica	Artist Study page on Jose Pasoda(Intro to See, know, think, artist replica To create a View finder to select an interesting section Zoomed in section using oil pastels	Design idea refined to suit lino printing Reduction method using lino printing Print repeat x 4 to make a pattern Mixed media development – extending from a print in the middle of the paper

Key terms	Formal elements Designing Score and slip Layering Coiling Texture	Line drawing Layering Bright colours Continual line Analysis Replica	Charcoal and chalk Replica Mixed media Personal response	Culture Characteristics Artist study Mood board	Artist study Replica Zoomed in Refinement Development Mixed media Colour schemes	Lino print Reduction method Health and safety Safety board Alignment Repeat pattern Extend Mixed media tacky
Assessment& Educational Visit Opportunities	Baseline test assessment	Mid - year assessment observational drawing	Mixed media piece – personal response	Replica of research	Zoomed in section	End of year assessment – holistic approach

Year 10 - Art						
Topic title	Structures	Structures	I, Me, Mine	I, Me, Mine	I, Me, Mine	I, Me, Mine
Key questions	How is a GCSE project marked? What are the 4 assessment objectives? What does refining mean?	Why is it important to annotate your work? Why do we need to experiment with lots of different techniques?	What are the 4 assessment objectives? What does a project look like, what does it include? What aspects about me do I want to base my project on?	What is the purpose of looking at artists work and creating replicas? Which artist styles works well together? What materials will work best to create my replica?	What does experimenting and refining mean? How can I develop my work into ideas? What does annotation mean?	How can I plan for final piece, what does it need to include? How can I add a personal response to my work?
Key knowledge and concepts	To develop knowledge of what makes a good observational drawing and apply this to their work in different ways. Students will develop their knowledge of how to use a variety of different materials through experimentation. Students will learn the importance of using the same work but developing it in different ways	Students will learn the difference of using primary and secondary resources and the importance of generating their own to show a personal response to their work. They will learn how to show progression within their work and how to annotate what they have done, why and how this will develop further.	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. Know why we do this and how GCSE work is 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. know how long work takes, to enable them to prepare for their 10-hour exam in year 11

Skills	Observational drawing Photographic recording Experiment with different media, materials and techniques Refinement of work	Clay sculpting skills Development of one piece of work into another Annotations Displaying of work	Observational drawings Researching Analysis of artists Title page Mind map Collage of images Artist studies x 2	Observational drawings Transfer own work into the style of others Combine artist styles together Annotations Evaluation	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 Development and refinement of final piece
Assessment & Educational Visit Opportunities	Observational drawings AO2 and AO3 Kew gardens	AO2 and AO3	Mid year assessment	Artists responses	Design ideas	End of Year – Sustained project with final piece Mock exam

Year 11 Art						
Topic title	Exam style project	Exam style project	Component 2	Component 2	Component 2	-
Key questions	Why are we doing an exam style project? How much will it be worth? What are the expectations?	Which artists are working well and why? Do you need to introduce a different artist? Do you need to find new imagery to develop your ideas?	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?	
Key knowledge and concepts	To develop knowledge of project development and how they marks are awarded for each section. Selection skills of relevant and appropriate artists and imagery which will be used throughout the set project.	To learn how to show highly developed ideas, that use and progress from all previous work. To learn how much work can be created in an allocation of time, to prepare for their exam.	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	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	To develop reflective and evaluative skills to support the improvement and progression of projects. To understand the exam conditions to be able to plan and prepare for the final 10-hour exam.	
Skills	Analysis of artists' work Development of artist studies Observational studies Experimentation of materials and techniques	Develop and refine ideas Merging artists styles together Experimenting with materials and techniques Presenting a final piece	Research and Analysis of artists and their works Observational studies Development of work based on individual research	Refinement of work as it progresses Experimentation with materials, techniques and composition Development and refinement of ideas	Time management Resilience Development and refinement of ideas Experimentation with materials and techniques.	

Assessment & Educational Visit Opportunities		Mock exam- final piece for exam style project	Spring mocks – exam prep		Final assessment of all work	
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Year 10 – photography						
Topic title	Macro	Macro	Macro	Portraits	Portraits	Portraits
Key questions	How is a GCSE project marked? What are the 4 assessment objectives? What does refining mean?	Why is it important to annotate your work? Why do we need to experiment with lots of different techniques?	Why is it important to study different themes? Why do we merge styles together? What is a statement of intent? What is a final piece?	What is the purpose of looking at artists work and creating replicas? Which artist styles works well together? What techniques will work best to create my replica?	How can I develop my work into ideas? Does my work show a clear journey? How can I make my project more personal?	How can I plan for final piece, what does it need to include? How can I add a personal response to my work?
Key knowledge and concepts	To understand how unit 1 is marked and what the expectations are. To learn basic understanding of how to take a photograph using depth of field, rule of thirds and aperture. To learn how to display work using a digital portfolio and the importance of showing the progress being made. To learn how to use a microscopic camera to take a full range of images, how to display and annotate work as it progresses.	Students will learn the importance of taking a range of photographs to enable them to develop in a range of ways, using different processes and techniques. They will learn the importance of and how to show the process through step by step and accurate and in-depth annotations. Students will learn how to experiment with materials to create interesting and abstract images using a petri dish to further develop their work through editing digitally and manually through paper manipulations.	Students will learn to work independently to show personal responses through their work. They will learn what a statement of intent is and how to write one. This will help to develop and improve work in a personal way. Students will develop their understanding of a final piece	To learn how to use a DSLR, studio and location photography techniques. To learn how to recognise artists characteristics and use them within their own work. They will learn how to use different materials and techniques and merge them together. They will need to understand why we do this and how they get marked.	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 and how to adapt to create a more personal approach.	To learn how to refine and develop their final ideas, by experimenting with a range of materials, techniques and processes. 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	Taking photographs Researching inspirational images Creating contact sheets Annotating work Selecting best photos for further development Layout skills	Taking photos Contact sheets Experimental editing using Photoshop Paper manipulations Annotations	Refining Merging techniques together Displaying work to show progress Creating final piece/s Statement of intent	Artists/style study pages, analysing artist/style work Using other styles to inspire their own work Experimenting with Photoshop, adjusting to black and white,	Joe Cruz and Amy Friend artist study pages, developing their style within their own work Refining and developing their work, by merging styles together Adding their own personal response to their work	Development and refinement of final ideas, using inspiration of other artists/styles Further development of ideas Creating a final piece/s

	Use of snipping tool How to save files			adding colour Splash to their work.		
Assessment & Educational Visit Opportunities	AO2/AO3 Kew gardens	AO2 and AO3	Mid year assessment – final piece/s for macro project	Experimentation of Photoshop	Design ideas /development	End of Year – Sustained project with final piece Mock exam

Year 11 – photography						
Topic title	Exam style project	Exam style project	Component 2	Component 2	Component 2	-
Key questions	Why are we doing an exam style project? How much will it be worth? What are the expectations?	Which artists are working well and why? Do you need to introduce a different artist? Do you need to find new imagery to develop your ideas?	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?	
Key knowledge and concepts	Students will have a choice of 4 themes to work with. This is a chance for students to develop their own style. Students will explore time constraints ready for their exam in Year 11 and look at how to develop an extended project. Students will look at how to answer a personalised question, look at individual artists of their choice, based on their chosen theme and work through the same process as their previous project.	Students will be able to explore different techniques and processes linked to their chosen them and artists. They will be able to adapt to make their work personal and interesting. Students will be able to assess and evaluate as they progress through the project, writing a statement of intent, development of ideas and a final piece.	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	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	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.	
Skills	Creating research boards/mindmaps to explore their chosen theme Selecting appropriate artists for inspiration Analysing artist's work Development of artist studies Taking photographs Presenting work digitally Experimentation of materials and techniques	Experimenting with process and techniques digitally using Photoshop Creating paper manipulations Displaying work to show the progress Annotation	Researching Analysing artists Taking photographs Developing work based on their research Merging artists styles together	Refining their work as they progress Experimentation with materials and composition Development and refinement of ideas	Time management Resilience Development and refinement of ideas Experimentation of materials	

Assessment & Educational Visit Opportunities		Mock exam- final piece for exam style project	Spring mocks – exam prep		Final assessment of all work	
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Year 10 – Textiles						
Topic title	Natural forms	Natural forms	Natural forms	Natural forms/Personal project	Personal project	personal project
Key questions	How is a GCSE project marked? What are the 4 assessment objectives? What does refining mean? What are the health and safety aspects of textiles?	Why is it important to annotate your work? Why do we need to experiment with lots of different techniques? How can we ensure we are safe within the classroom?	Which techniques are working for me the most? What is the purpose of creating lots of different techniques?	What is the purpose of looking at artists work and creating replicas? Which artist styles works well together? What materials will work best to create my replica?	What does experimenting and refining mean? How can I develop my work into ideas? What does annotation mean?	How can I plan for final piece, what does it need to include? How can I add a personal response to my work?
Key knowledge and concepts	To develop knowledge of formal elements and how these are used in good observational drawing. Apply this learning to observational drawing to achieve different outcomes. Students will develop knowledge of how to use a variety of different materials through experimentation. Students will learn the importance of using the same work but developing it in different ways They will learn about all the health and safety implications of working with textiles and related resources.	Students will learn the difference between primary and secondary resources and the importance of finding and generating their own sources to show a personal response in their work. They will learn how to show progression within their work and how to annotate what they have done, why and how this will develop further. They will experience different textiles techniques to build a bank of skills and learn which is best for them.	Students will be able to explore different techniques and evaluate as they go along. This will allow them to develop a final outcome through a personal response.	Students will refine their natural forms project based upon feedback. Be able 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 ideas taken from artist's 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, materials and techniques. 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	Presenting work Drawing Annotating Hand and machine stitching Quilting Trapunto Applique/revers applique Image transfer	Heat press, transfer image wet felting Couching Hand stitch and machine embroidery Needle felting Tie dye Batik Artist research Annotating	Merging styles and techniques together Artist research Design ideas Experimentation Refinement Annotating	Research Image transfer Experimentation Artist response Development Refinement Annotating	Designing Planning Experimenting Presenting Annotating Personal responses Samples	Planning Creating final piece Documentation Annotation Samples Presentation Evaluation

Assessment & Educational Visit Opportunities	AO2/AO3 Kew gardens	AO2 and AO3	Mid year assessment –	AO1,AO2,AO3	AO1,AO2,AO3	End of Year – Sustained project with final piece Mock exam

Year 11 – Textiles						
Topic title	Exam style project	Exam style project	Component 2	Component 2	Component 2	-
Key questions	Why are we doing an exam style project? How much will it be worth? What are the expectations?	Which artists are working well and why? Do you need to introduce a different artist? Do you need to find new imagery to develop your ideas?	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?	
Key knowledge and concepts	Students will have a choice of 4 themes to work with. This is a chance for students to develop their own style. Students will explore time constraints ready for their exam in Year 11 and look at how to develop an extended project. Students will look at how to answer a personalised question, look at individual artists of their choice, based on their chosen theme and work through the same process as their previous project.	Students will be able to explore different techniques and processes linked to their chosen them and artists. They will be able to adapt to make their work personal and interesting. Students will be able to assess and evaluate as they progress through the project, writing a statement of intent, development of ideas and a final piece.	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	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	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.	
Skills	Creating research boards/mindmaps to explore their chosen theme Selecting appropriate artists for inspiration Analysing artist's work Development of artist studies Taking photographs Presenting work in sketchbooks to show a journey	Experimenting with process and techniques using a range of textiles skills (batik, applique, recycled fabrics, embroidery, free embroidery, machine stitching... Displaying work to show the progress Annotation	Researching Analysing artists Taking photographs Developing work based on their research Merging artists styles together through use of textiles	Refining their work as they progress Experimentation with materials and composition Development and refinement of ideas	Time management Resilience Development and refinement of ideas Planning and preparation skills Experimentation of materials	

	Experimentation of materials and techniques					
Assessment & Educational Visit Opportunities		Mock exam- final piece for exam style project			Final assessment of all work	