

Art Curriculum Map

Intent – The art curriculum aims for students to learn about the work of a range of artists, designers and, craftspeople and work within a range of contexts. Students will explore and investigate the art in European and non-European traditions and study a variety of cultural traditions from around the world. This ensures that students have a deeper understanding of artistic techniques and styles. Students will develop appropriate research skills through guidance towards autonomous research tasks. Students will learn how to constructively value and judge their own work and the work of others. Students will use visual language and literacy skills to express themselves effectively and communicate ideas, which will enable them to produce creative outcomes. Students will be encouraged to problem solve through manipulating materials, processes, responding, experimenting and adapting their thinking to arrive at solutions. We aim to equip all students with the toolkit and knowledge to carve out a creative career within their desired industries.

Implementation – Students will be given the opportunity to experience working in a wide a variety of 2D and 3D media and materials. Teachers will provide opportunities for writing and reading in the form of artist analysis. All written work will be marked in line with the school's literacy policy. Great emphasis is placed on sketchbook use to present development and organise visual information. To develop knowledge and understanding of art reviewing adapting and refining their work, sketchbooks will be used to encourage students to feel a sense of ownership of their work, and to provide opportunities for extended research, homework and development of presentation skills. Year 7 learn fine art skills, which underpin the knowledge, skills and understanding, needed to explore art and to make progress in the subject. In year 8, students are able to respond to a situation or a design brief. Students also develop work related learning, enterprise and entrepreneurial skills. The aim of year 9 is for pupils to apply their skills and understanding to a sustainable development of an idea. Students develop the capacity for creative thought and action; the ability to innovate, initiate and make effective personal responses needed in GCSE art. Leading to KS4 and beyond, all students in year 10 have the opportunity to visit a gallery and work with an artist. The curriculum encourages creative curiosity, independent learning and develops critical and analytical individuals whom are ready to express themselves.

Term	1	2	3	4	5	6
Year 7	<p style="text-align: center;"><u>Discovering Fine Art</u></p> <p>Mark making is one of the fundamental elements of art. It is important for student to understand the different ways artists use marks and mark making techniques to give their artwork expressive qualities. In these units, students will explore how artists use gesture to express their feeling and emotions in response to something seen or something felt – or how gestural qualities can be used to create a purely abstract composition. Students learn how to use the mark making techniques to create texture and use a range of tones to create shape and form. Student will analyse how contemporary artist Stephen Wiltshire uses mark making to create his own artwork.</p> <p style="text-align: center;">In class assessment to assess whether students have acquired the intended knowledge and skills.</p>	<p style="text-align: center;"><u>Discovering Fine Art</u></p> <p>Colour is one of the fundamental elements of art. It is important for art students to not only be exposed to colour theory, but to understand it. This unit is designed to help beginning artists grasp the concepts of colour theory and colour schemes. Principles of colour theory and the practice of colour mixing to create a colour wheel are examined. Students will analyse the artwork of traditional painters Van Gogh and Claude Monet and will learn how they effectively used colour theory.</p>	<p style="text-align: center;"><u>Discovering Fine Art</u></p> <p>Observational drawing is an integral component of art. Often, drawing is the core method of researching, investigating, developing and communicating ideas. In these units, observational drawing helps students observe and reflect upon what they see. Students will learn to draw with accuracy in a range of mediums such as drawing pencils and colouring pencils. Student will continue to develop their colour theory skills creating observational drawings with watercolour paints.</p>	<p style="text-align: center;"><u>Discovering Fine Art</u></p> <p>It is important that students learn about symbolism and observation of nature. Students will analyse the work of still life artists Wayne Thiebaud and Romero Britto to explore both a traditional and contemporary style of still life painting. Students will investigate the artistic techniques the artists have used to produce their artwork as well as consider the artists intention. This teacher led exploration should form the basis for their observational studies using drawing and painting techniques.</p> <p style="text-align: center;">In class assessment to assess whether students have acquired the intended knowledge and skills.</p>	<p style="text-align: center;"><u>Discovering Fine Art</u></p> <p>Students will plan and create a painting or mixed media outcome in response to the artwork they have studied by Wayne Thiebaud, and Romero Britto. Students will continue to develop their observational drawing skills and will create an outcome that conveys something meaningful.</p>	
Year 8	<p style="text-align: center;"><u>Exploring Fine Art</u></p> <p>Students will analyse the traditional practice of Rembrandt. In this unit, students will explore how Rembrandt uses expressive qualities such as mark making within his portraits. It is important for student to develop their understanding of proportion with portraiture and explore a range of drawing techniques used by artists to develop their drawing skills. Students will learn the Gridding method and this student led exploration should form the basis for their own self-portrait.</p>	<p style="text-align: center;"><u>Exploring Design</u></p> <p>Students will be encouraged to engage with imagery from popular culture. This will become the basis of their critical analysis. Students will analyse the artwork of Andy Warhol and Julian Opie and explore how their artwork has inspired their contemporaries in different genres. This imagery led exploration will form the basis for their own response. Students will evaluate and reflect critically upon their own work, placing it in a historical and cultural context.</p> <p style="text-align: center;">In class assessment to assess whether students have acquired the intended knowledge and skills.</p>	<p style="text-align: center;"><u>Exploring Design</u></p> <p>Graphic design enables students to create visual concepts that can inspire, inform and transform. Students will develop a growth mind-set and important problem solving, analytical and spatial thinking skills. Students will create an album cover inspired by artists Andy Warhol or Julian Opie. Students will use a range of artistic techniques, such as painting to create their responses and develop the skills needed to become an in-demand visual thinker and communicator.</p>	<p style="text-align: center;"><u>Exploring Design</u></p> <p>Product design enables students to develop a commercial awareness - and build their interpersonal and presentation skills. In these units, students will be given the framework to manufacture a product in response to client brief. Students will thoroughly research existing products, and complete their own market research in order to generate ideas and design a product in response to a client brief. Students will develop a commercial awareness - and build their interpersonal and presentation skills.</p>	<p style="text-align: center;"><u>Exploring Design</u></p> <p>Students will be taught how to understand the construction of a product. This means practising drawing, pattern cutting, as well as developing an understanding of shape and colour. Students will develop their own ability to construct a soft toy. Students will evaluate and reflect critically upon their own work, placing it in a contemporary and cultural context.</p> <p style="text-align: center;">In class assessment to assess whether students have acquired the intended knowledge and skills.</p>	

Year 9	<p>Investigating Craft and Applied Arts Students will investigate how artists and craft persons make ceramic artwork and artefacts including traditional and contemporary practice. It is important for students to have understanding of the three dimensional world. Students will investigate and critically analyse how natural forms have inspired contemporary artist Kate Malone and her three dimensional design process. Students will continue to develop their drawing skills such as mark making to show surface textures, shading and proportions.</p>	<p>Investigating Craft and Applied Arts Sculpting enables students to learn how to associate three-dimensional shapes and objects to make an art piece. It is important for students to learn how certain objects or shapes work and what importance it has to other objects. Through sculpting students will develop their observational and analytical skills. Students will design clay teacups or clay tiles inspired by natural forms. Students will investigate the special qualities of clay as a material and will have opportunities to learn techniques and to see professional production methods at first hand. To shape their own designs into actual form, students will use different forming methods including hand shaping and the coiling methods.</p>	<p>Investigating Craft and Applied Arts Students will investigate how Pop Art is as relevant today as it was when it was first created. In this unit, students will learn what Pop Art is and where it originates. It is important for students to investigate and understand its importance in art history. Students will explore and consider the social and political motivations of a diverse range of art from Pop Artists such as Andy Warhol, Roy Lichtenstein, and Japer John. Students will further investigate the work of Pop artist Claes Oldenburg. This student led investigation will form the basis for students to create a response. Students will continue to evaluate and reflect critically upon their own work, placing it in a historical, contemporary and cultural context.</p>	<p>Investigating Craft and Applied Arts Students will investigate how they can adapt existing imagery. Students will use supplied motivation to create an original composition. It is important for students to learn how to express an idea and to create meaningful artwork. Students will continue to use and develop a range of drawing and painting techniques to design their own response.</p>	<p>Investigating Craft and Applied Arts Students will use a range of painting and sculptural techniques to create their own response in the style of Claes Oldenburg sculptures. It is important for students to be able to learn ways of how to transform a two dimensional ideas into a three dimensional outcome. This student led investigation will form the basis for their own response in the style of Claes Oldenburg sculptures.</p>	<p>Investigating Craft and Applied Arts Students will Investigating how artists use the elements of composition to make artwork. Students will investigate and analyse the work of Surrealist artist Rene Magritte. It is important for students to understand how the arrangement of elements can capture a viewer's interest and give meaning to art. This student led investigation will form the basis for students to create a response through creative decisions.</p>
Term	1	2	3	4	5	6
Year 10	<p>Year 10 GCSE Expressive Portraits Students make an in depth exploration of theme Expressive Portraits. Students will investigate and experiment with a variety of materials and techniques to expand their skill set, such as drawing, printing, painting, and photography. Fine-art work will demonstrate an understanding and application of formal elements and creative skills, including mark making. Students will develop their analytical skill and critical understanding of other artists work. However, it is important for students to be able to develop their ideas and generate work that is relevant and reflective of themselves. In this unit, student outcomes should express personal experiences, thoughts and feelings, or simply observe and record people, places and things in new and unique ways. Controlled Assessment will allow student to experience sustained exam conditions</p>			<p>Year 10 GCSE In the style Of Students make an in depth exploration of theme 'In The Style Of'. Students will investigate and analyse the work of a range of traditional and contemporary artists. Students will develop their analytical skills and have a deeper understanding of artistic techniques and processes. Students will learn how other artists use appropriation to create their own artwork. This student led investigation will form the basis for students to create a personal response in the style of their chosen artist.</p>		<p>Year 10 GCSE In the style Of Reflect Review, Refine The focus of this unit is to review work completed so far and set targets to improve quality of coursework. Students will revisit year 10 coursework; refine drawings, sketch book development, written annotation and final pieces.</p>
Year 11	<p>Year 11 GCSE Expressive Portraits - Barriers Students will complete a series of observational drawings from first hand. They will experiment with and use a range of artistic techniques and processes to create their own paper surfaces. These paper surfaces and observational drawings will be used to produce a series of experimental prints in controlled conditions. Mock 1: Controlled Assessment will allow students to experience sustained exam conditions</p>	<p>Year 11 GCSE Coursework Completion: Reflect Review, Refine The focus of this unit is to review work completed so far and set targets to improve quality of coursework. Students will revisit year 10 coursework and refine drawings, develop sketch books and written annotations for the final piece. It is essential for students to understand the importance of portfolio preparation, presentation skills and working to final deadline.</p>		<p>Year 11 GCSE Exam preparation Students must develop a project for the ESA (Externally Set Assignment). Students will receive support, however, it is important for students to develop an independent outcome in response to a provided theme. In the 8 – 10 week run up to the two day exam, students will work independently, to produce work using a variety of artistic media, techniques and process. Students will finally prepare their portfolios in order to be assessed by an external examiner.</p>		
<p>Impact: To ensure that all students achieve mastery in specified knowledge, students are formatively assessed regularly at KS3 through KPI trackers and teaching is adapted accordingly. Assessment data is used to judge the success of the curriculum and progress towards mastery. Teaching time is allocated to the re-teaching of specific knowledge and refining work, with lessons at the end of the term focusing on the key areas needed for improvement. Knowledge of vocabulary is assessed through fortnightly knowledge organiser tests at KS3. The impact of the curriculum upon students becoming artists, designers or craftsman who can make critical and analytical judgements is assessed through students' engagement in unit activities, the amount of time spent on independent leaning outside of the classroom and whether students go to any galleries or museum, read publications or if students are interested in studying art, design or applied arts at A level and university.</p>						