

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>Literacy project: Set through English department</p> <p>Insects Pupils are taught how to draw from direct observation using varied drawing styles – blind drawing, continuous line and gridded shaded studies working from secondary resources Pupils will produce a tonal gridded insect Pupils are taught how to mix the primary colours to produce secondary and tertiary colours, how to apply paint neatly. Pupils will paint a colour wheel insect,</p>	<p>Insects Pupils will investigate symmetrical pattern then develop technical skills to create a reduction print 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. Pupils will produce a reduction poly print of an insect considering lines of symmetry</p>	<p>Insects Pupils will continue to develop a chalk pastel study of an insect, focusing on colour and texture. Chalk pastel study They are then introduced to concept of space and form by designing and making a model of an imaginary insect. Pupils will work in pairs. Model construction of an imaginary insect</p>	<p>The Environment Pupils introduced to what is ‘Our Environment.’ Pupils analyse qualities of foreground, middle and background. Atmospheric perspective and layering colour hue. Investigate artists: Van Gogh and texture collections Van Gogh interpretation of a local landscape scene using</p>	<p>The Environment Pupils will research the Boyle family and take a series of photos based upon their locality. These will be edited on photoshop Presenting photograph edits in sketchbooks We are going to use photoshop to change the way our photos look using: Colour saturation Adjusting the brightness / exposure of your photograph Adjusting the composition by</p>	<p>The Environment Pupils will work in groups of 5 to produce a piece of work. Pupils will research the Boyle family further and create a tile from clay presses of textures from their local environment. Pupils will produce texture studies of interesting objects in our environment using view finders using a range of drawing equipment</p>

				paint . Pupils will develop modelling skills using poster paint and recall mixing and application of paint.	cropping the image.	
Prior Knowledge	KS2: drawing simple images in pencil tone or colour. Little experience of observation.	First project gives basic into drawing technique using a variety of materials	Pupils can now work with some independence to mix colour and apply tone.	Pupils will have knowledge about mixing colours from earlier colour theory work in term 2	No experience prior to high school of using photoshop.	Little experience of handling and rolling out clay.
Assessment	Teacher assessment of baseline test, continuous line, and gridded drawing. Assessment of homework tasks. Self assessment.	Design insect & annotation, Teacher assessment printed insects Peer assessment.	Peer assessment of initial design work. Self assessment of armature. Teacher assessment model.	Photo edits - self 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	Composition Colour blending Tone, continuous line, pattern, form, tone	Shade Tone Contrast Reduction Print	Armature Sculpture Form Colour Texture	Atmospheric perspective Foreground, background, mid ground	Contrast, saturation, highlights, shadows	Imprint, texture, relief, tile
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	Cultural capital Artist research Christopher Marley Kelly Stamford	Cultural capital Local walk to take photographs	Cultural capital Trip to a museum	Cultural capital Cultural capital Van Gogh, The Boyle Family

Year 8	Content, Knowledge & Skills	<p>Under the Sea Research on Under the Sea. Pupils are taught how to make a mind map and continue to build on skills, drawing from secondary resources and from their imagination using line to describe a form. Pupils investigate line, colour and pattern through pencil colour and biro. Continual line drawing – free flowing of sea creatures. Observation to build confidence of line use. Mixed media biro drawing looking at Kristy Patterson. : Mixed media biro study, Pencil crayon observation</p>	<p>Under the Sea: Ceramics Students to look at the work of Alan and Rosemary Bennett. Students are to design their own clay fish in the style of the artists. They should focus on shape, subtle colour, texture, patterns and creating a sense of character with complexity. Pupils then focus on observational drawing. They should sketch their fish from different angles.</p> <p>Manipulation of clay to create a 3D sculpture.</p>	<p>Under the sea Mixed Media Introducing the work of Vincent Scarpace Pupils will investigate pattern and colour through Scarpace’s work. Pupils will use these experiments to help them to create a piece based upon environmental issues such as pollution in the oceans.</p> <p>Production of an illustration using Environmental theme.</p>	<p>Portraits 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</p>	<p>Portraits Pupils are shown several examples of how contemporary artists and the masters have developed their 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>
	Prior Knowledge	<p>Recall and build on knowledge of mind map construction in Yr. 7 Pupils further develop skills and knowledge of a</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</p>	<p>Composition, use of line to build up texture and pattern.</p>	<p>Pupils will recall prior knowledge lines of symmetry to help understand</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>

		continual line study.	how to join 2 pieces of clay using slip and scoring.		facial proportion		
Assessment	Rendering materials in drawings	Formative of clay assessment, focusing on structure and design of clay work	Assessment of experimental techniques Assessment of composition formative feedback	Peer assessment, or pencil observation	Peer assessment, formative feedback for pencil observation	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: Kristy Patterson Mark Powell	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 Yellena James	Cultural capital Artist research: Leonardo Da Vinci, Luke Dixon Picasso,	Cultural capital Artist research: Leonardo Da Vinci, Luke Dixon Picasso	Cultural capital Artist research: Leonardo Da Vinci, Luke Dixon Picasso Clay lunch time	

	<p>Content, Knowledge & Skills</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 the school site. Then apply layering and saturated colour.</p>	<p>• Isms Fauvism, Street Art 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 an animal in Fauve style.</p> <p>Developing research skills and understanding and investigating the work of other artists: Pupils are introduced to the work of Keith Haring and Banksy.</p>	<p>Street Art To investigate a new genre of art – enabling pupils to recognise the diverse range of styles within street art. Pupils are encouraged to think about the wider context of a piece of street art: Homework: Is street art vandalism or a valid piece of art?</p>	<p>Street art Developing design ideas, positive and negative shape: pattern development. Developing fine motor skills, accuracy using detail brush</p> <p>Pupils will produce a collaged background based upon their interests, then build a black painted stencil design of either themselves or a famous person in a Banksy / ^{Chila} Kumari Singh Burman style piece.</p>	<p>Surrealism To investigate surreal images, introduce to a range of artists Pupils develop research skills and will be introduced to Surrealism through Dadaism (Duchamp, Schwitters, Arp examples) and be introduced to its influence, to achieve a contextual understanding of the movement. Ceramics – skills building slab pot: will be designing then making a ceramic cylinder which will be adorned with surreal attachments.</p>	<p>Surrealism Ceramics – skills building slab pot: will be designing then making a ceramic cylinder which will be adorned with surreal attachments.</p>
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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	Collection of research from prior projects Development of pattern skills	Developing independent working skills Recall: Portrait - proportions	Developing understanding of positive and negative space.	– refining all skills for GCSE
	Assessment	Photoshopped image using layering through opacity settings. Colour assessment through use of saturated colour. Homework: Make a research page on John Piper. 4 images, written info on what he did and his style of work. Do you like it or not?	Self-assessment of tonal paint work. Homework Find an image by either Matisse or Derrain and copy it onto A5 paper Assess painted acrylic composition	Self, peer and formative assessment	Self-assessment	Self, peer and formative assessment of stencil piece. Formative assessment of final composition. Self and peer assessment	Formative assessment of final composition and clay slab pot.
	Key Vocabulary	Perspective, positive and negative space composition, saturated colour.	Critical Analysis Mood Colour palette Focal point Depth		Sizing, Position, Balance, Background, Composition, Positive and Negative space, Balance	Adornment Statement Positive and negative space	Surreal, unexpected, collage, form, texture

<p style="text-align: center;">Year 9</p>	<p>Enrichment/ Co-Curricular offer</p>	<p>Cultural capital Investigating the work of artists: John Piper, Patrick Caulfield. Research skills</p>	<p>Cultural capital Artist research: Matisse, Derrain</p>	<p>Artist research Banksy, Keith Haring,</p>	<p>Cultural capital Artist research: Banksy, Keith Haring,^{Chila} Kumari Singh Burman</p>	<p>Surrealism through Dadaism (Duchamp, Schwitters, Arp, Dali, Magritte</p>	<p>Cultural capital Dali Magritte</p>
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Year 10	Content, Knowledge & Skills	<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</p> <p>Ink and bleach</p> <p>Natasha Clutterbuck- expressive ink drawing</p> <p>Mark Powell</p> <p>Detailed pen/texture work</p> <p>chalk and charcoal piece</p>	<p>Close ups Recording ideas, experimenting, research</p> <p>Close up photography and photoshop: Alonsa Guevara looking at fruit sections</p> <p>development</p> <p>Observation Painting using acrylics</p> <p>Light based photography Artist research on Dennis Wojtkiewicz . Phillippe Echaroux . Karl Blossfeldt</p>	<p>Close ups Recording ideas, experimenting, research using projections of fruit sections</p> <p>Anita Hagin / Rachael</p> <p>Newling: lino cuts</p>	<p>Response to Close Ups Recording ideas, experimenting Pupils bring all their ideas together to cumulate into a final piece reflecting on the theme of Close ups.</p> <p>Clay response to Damien Hirst</p>	<p>2 words project Recording ideas</p>
	Prior Knowledge	<p>Pupils will be taught how to experiment with a wide range of media – developing experiences. How to develop a project through to completion</p>	<p>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.</p>	<p>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 through research.</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to take creative risks.</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to take creative risks.</p>	<p>Pupil should be able to develop their research skills, techniques and expand their ideas, being prepared to take creative risks.</p>
	Assessment	<p>Formative Sketchbook assessment for each set of work</p>	<p>Formative Sketchbook assessment for each set of work</p>	<p>Formative Sketchbook assessment for each set of work</p>	<p>Formative Sketchbook assessment for each set</p>	<p>Formative Sketchbook assessment for each set of</p>	<p>Sketchbook assessment for each set of work Also, formative</p>

		Pupils self-evaluate work as it progresses AO3	Pupils self-evaluate work as it progresses AO3	Pupils self-evaluate work as it progresses AO3	of work Pupils self-evaluate work as it progresses AO3	work Pupils self-evaluate work as it progresses AO3	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 and Thursday pm	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: Art trip to a gallery.	Cultural capital Artist research Damien Hirst
Year 11	Content, Knowledge & Skills	Artists:2 words Introduction of 2 words to enable 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	Pupils will know how to research ideas using artists and designers work as	Pupils will demonstrate in their work a variety of experiments using a	Pupil should be able to develop their techniques	Pupil should be able to develop their techniques and expand their	Pupil should be able to develop their techniques and expand their ideas,

	experiences. How to develop a project through to completion	inspiration and how to reflect upon and refine their work through discussion and annotation.	range of media. They should be able to demonstrate an understanding of an artists' work through investigations into their work. [OB]	and expand their ideas, being prepared to take creative risks.	ideas, being prepared to take creative risks.	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 feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	GCSE assessment criteria, continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	GCSE assessment criteria, continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	GCSE assessment criteria, continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	GCSE assessment criteria, continual feedback verbally, written notes in sketchbooks, formative assessment for each artist pupils' study.	GCSE assessment criteria, continual feedback verbally, 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	Lunchtime & pm intervention Cultural capital Artist research: Art trip to a gallery	Lunchtime & pm intervention Cultural capital Artist research: Pupil's choice	Lunchtime & pm in Cultural capital Artist research Pupil's choice.

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