Art Curriculum Map

Year 7

Rationale and Links to The National Curriculum
The 'Our World' project 1 introduces pupils to the formal elements of art listed in the National Curriculum, whilst working to a theme. Pupils will develop a sense of purpose and confidence in their work as they progress. Students will develop their understanding of art genres and develop a range of work using the formal elements: Tone, shape, pattern, colour, line, texture and form.   Our World: Project 2: Landscape, fits in well with the school focus of 'purpose, confidence and respect'. It has clear purpose –developing pupil skills that will show clear visual progress in the sketch books they produce. Pupils can use the skills they have learned to produce end products of a much greater technical and well-presented level, helping them gain confidence in their abilities. Students begin to have empathy and understanding of other artists and designers by being able to compare styles and developing a sense of respect. They will use the work of Van Gogh to develop knowledge of texture, line and colour through design work. They will build on their acquired knowledge of atmospheric perspective to develop ideas of composition in a landscape.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	• Baseline assessment • The formal elements	• Our World: Printing • Textiles • References: Damien Hirst,	• Our World: • Chalk pastel close up insect. Using grids/scale References: Kelly Stamford	• Our world: Landscape: • Investigating Van Gogh	• Our world: Landscape: • Atmospheric Perspective • Composition • References :Van Gogh • Pencil crayon rendering	• Our world: Landscape: • Atmospheric Perspective • Composition • References :Van Gogh • Painting skills
Substantive Knowledge (The knowledge the students will develop)	• Pupils will be taught to know : • Tone is used to give dimension to a 3D form • Texture is the feel, appearance or	• Pattern: A repeated use of line or dots creates a pattern • Line: A mark made using a drawing tool or brush	• Shades of colour blended together are used to give dimension to a 3D form. • Texture is the feel, appearance or	• Pattern: A repeated use of line or dots creates a pattern • Line: A mark made using a drawing tool or brush	• Atmospheric Perspective: illusion of depth and distance in a picture, it mimics the way atmosphere affects the appearance of	• Atmospheric Perspective: illusion of depth and distance in a picture, it mimics the way atmosphere affects the appearance of

	consistency of a surface. • Form: The visable 3 dimensional shape of something • Colour: mixing different primary colours creates a secondary colour • Pattern: A repeated use of line or dots creates a pattern • Line: A mark made using a drawing tool or brush • Shape: A 2 dimensional area defined by its edges . E.g a circle.	• Printing: the process of transfering an image from a prepared surface (polystyrene) to another surface using printing ink • Sewing: the craft of using a needle and thread to create a pattern using a combination of line stitches	consistency of a surface. • Form: The visable 3 dimensional shape of something • Colour: mixing different primary colours creates a secondary colour • Scale: An artist may create an artwork that is larger than real life to create visual impact.	• A composition: the arrangement or organisation of visual elements within a work of art.	objects as they recede into the distance. • Tone is used to give dimension to a 3D form • A composition: the arrangement or organisation of visual elements within a work of art. • Blending: though over laying colour in pencils a colour can be developed • A composition: the arrangement or organisation of visual elements within a work of art.	objects as they recede into the distance. • A composition: the arrangement or organisation of visual elements within a work of art. • Warm / cool colours: colours that evoke a feeling of wamth and excitment. • Cool colours calm and soothe.
Disciplinary Knowledge (The skills and approaches that students will develop)	• To develop the use of pencil skills to create different values of tone • To develop skills in mixing different paint colours together investigating how water affects the colour and consistency of paint. • Pattern: to create pattern by	• Pupils will develop skills in designing, experimenting with the use of line to create a design based upon the natural world. • Pupils will develop skills in printing to create a poly printed paper and fabric design. This will be stitched into.	• Pupils will be taught how to scale up an image of an insect to create a larger than life close up detail of an insect using a grid. • Pupils will investigate how chalk pastels can be blended to create different shades.	• Pupils will be taught how a landscape composition is divided up into a fore ground, mid-section and background. • Pupils will investigate and analyse through painting and drawing the types of landscapes Van Gogh painted and	• Pupils will create their own composition based upon a landscape with a foreground, mid-section and background using a stand up cut out booklet. • Pupils will be taught how to blend using colour – transitioning from one hue to	Pupils will use the technique of Van Gogh's starry night to create a sky for their earlier composition. Pupils will use paint and mix a range of hues in either warm or cool colours to paint a version of their composition

	experimenting with combinations of lines joined together using pens and pencils to create a design using zentangles • To develop the use of pencil skills to develop texture • To develop examples of shape and form through drawing insects	• Pupils will be taught running stitch, cross stitch ,French knots to create sewn details onto their fabric print. • Pupils will be made aware of the work of Victoria Villasana and Damien Hirst to investigate their methods of working.	• Pupils will investigate the work of Kelly Stamford to help with use of texture and detail in their drawings.	his use of mark making using lines, dots and dashes.	another using pencil crayons. • Pupils will be taught how to use atmospheric perspective in their compositions to create the illusion of depth and distance.	
Assessment (The methods that teachers will use to assess the progress of all students)	• This is a summative assessment, focused on substantive knowledge and aims to understand student 'starting points' at the beginning of the Year 7 course of study. PR 1 data collected	• This is a summative assessment, focused on substantive knowledge and aims to understanding student knowledge of composition through a meaningful response, use of line/use of materials PR 2 data collected	• 6 week mark through sketchbook. Teacher annotation.	• 6 week mark through sketchbook. Teacher annotation. •	• This is a summative assessment, focused on substantive knowledge and aims to understanding student knowledge of composition through a meaningful response, understanding of artists investigated and use of materials. PR 3 data collected.	• 6 week mark through sketchbook. Teacher annotation.
Reading, Writing and Vocabulary	• Pattern • Line • Tone • Shape	• Pattern • Line • Printing • Sewing	• Scale • Blended • Colour • Chalk pastels	• Pattern • Line • Composition	•	•

	• Form • Colour • Texture • Zentangles	• Stitches • Needle • Thread • Victoria Villasana • Damien Hirst	• Kelly Stamford research homework	• Van Gogh research homework		
Numeracy	•	• Lines of symmetry	• Drawing a grid 1:5 scale	• Dividing a landscape into thirds	•	•
Personal Development	•	• Cultural capital : artists, • Lunch time sewing club. • Careers: Textile artist	• Cultural capital : artists, • Lunchtime 3D recycled bugs • Careers: Scientific Illustrator	• Cultural capital : artists	•	• Cultural capital : artists, • Art trip to gallery

Art Curriculum Map

Year 8

Rationale and Links to The National Curriculum
STATEMENT OF PURPOSE
The purpose of this SOL : 'Under the sea', is for pupils to develop skills and confidence gained in Year 7 in a variety of media including mixed media, drawing, design and ceramics. Pupils will develop starter activities in a similar format to Year 7 but aiming towards a more technical skill set though developing their understanding of the formal elements in a separate handmade book. Pupils in Year 8 are focused on the development of ideas, something pupils need to be confident with if choosing to study GCSE Art at a later point.   The main format of each lesson will be built on practical knowledge, explicit knowledge – know what (facts and theory), tacit knowledge – know how (experimental learning), conceptual knowledge – know about: critical and conceptual and affective knowledge- know self: self-perception, reflection.   Following the National Curriculum, pupils will be introduced to a variety of artists, designers and craftspeople, including Rachel Wilson, Lynette Shelley, Vincent Scarpace and Rosemary and Alan Bennett, enhancing their understanding of contemporary artist practice and using their work as inspiration for their own. Pupil's will also study topical issues, looking at the environmental impact of plastic pollution in the ocean and create a piece of work responding to this using their experiments to guide individual compositions on this theme.   Project 2 looks at portraiture through looking at a variety of artists and designers. We focus on facial features and drawing with accuracy. Each lesson focuses on the development of key skills – how to control media, and then looks at how it can be used by an artist or designer.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Key Topics	• Under the sea	• Under the sea: Yellena James: Illustrator	• Under the sea Rosemary and Alan Bennett: Ceramicists	• Under the sea Vincent Scarpace	• Under the sea • Environmental Pollution	• Portraiture	
Substantive Knowledge (The knowledge the students will develop)	• Pupils will be taught to know : • Blind drawing: a study made through no observation/using what they know	• Pen and ink studies: drawing technique utilizing pens to apply ink, then water to allow ink to bleed. • Pattern: to create pattern	• Researching: a form of enquiry to enable pupils to understand how an artist works • Designing: the planning and developing of	• Investigating the working methods of Vincent Scarpace: finding out how the artist works • Experimenting with different media: trying	• Typography: the art of arranging letters and text in a way that makes it legible and visually appealing • Composition	• Tone is used to give dimension to a 3D form • Line: A mark made using a drawing tool or brush • Shape: A 2 dimensional area defined by its	

	• A continual Line: A mark made using a drawing tool or brush which is moved across the surface of paper to create a free flowing image. • Tone is used to give dimension to a 3D form • Texture is the feel, appearance or consistency of a surface. • Form: The visable 3 dimensional shape of something • Colour: mixing different secondary colours creates a tertiary colour • Recap on warm/cool colours	by experimenting with combinations of lines joined together using pens and pencils to create a design	ideas to create an art form • Presenting: Show how you have developed from your original intention to a personal response and model. • Ceramics: To use clay as a means of sculpture • Construction: To build a model • Texture is the feel, appearance or consistency of a surface.	out the properties of different equipment and materials to create different effects. • Texture using different media--creating the appearance or consistency of a surface. • Presentation: Ensuring a high-quality investigation is shown in sketchbooks	• Working independently: ability to work self-sufficiently on an assigned task.	edges . E.g a circle. • Designing: the planning and developing of ideas to create an art form	
Disciplinary Knowledge (The skills	• Comparing drawing styles of blind	• Pupils will investigate the work of Yellena	• Pupils will investigate the work of	• Pupils will investigate the methods	• Pupils will create their own	• Tone is created by using a pencil to	

| and approaches that students will develop) | drawing and disciplinary studies
• To develop the use of pencil crayoning skills to create different hues of colour through drawing sea creatures using secondary sources.
• To develop the use of pencil skills to develop texture on the sea creatures.
• Pupils will develop skills in using texture through investigating the methods used by artist Lynette Shelley
• To develop examples of shape and form through drawing the sea creatures | James: illustrator to investigate her methods of working by drawing corals in pen and ink around their sea creature study. | Rosemary and Alan Bennett to investigate their methods of working by drawing their fish and writing about what they think of their work.
• Pupils will go on to design their own models of fish using ideas from the artists. Presentation is key in their sketchbooks.
• Pupils will be taught how to join 2 pieces of clay together using construction methods. Pupils will experiment to create different textured surfaces to develop their model. | Vincent Scarpace has used in his work.
• Through using stencilling techniques pupils will create fish images.
• By using salt sprinkled into drawing ink pupils will investigate how starry effects can be created.
• Presentation is key in their sketchbooks. Pupils will follow a format to present their experiments encouraging them to take pride in their work.
• Positive and negative shapes: the interplay between the main subject and the surrounding space. | composition based upon Environmental pollution in the ocean using skills learnt in the placement and design of their typography.
• Pupils will use their experience of learnt techniques from throughout the year to create a painted/drawn or collaged composition. | give dimension to an eye.
• A pen creating tone is used to develop skills in cross hatching
• Shape and form are explored through drawing facial features such as eyes, lips and nose . A lemon is used to compare to the shape of an eye.
• Pupils are shown how a graphic artist designed the mouth logo for the Rolling Stones.
• Pupils develop their skills in design using a similar logo onto trainers. | |

	to give the illusion of a 3 dimensional form						
Assessment (The methods that teachers will use to assess the progress of all students)	This is a summative assessment, demonstrating an understanding of Line, Tone and colour , through observation and experimenting in their sketchbooks. PR1 data collected.	6 week mark through sketchbook. Teacher annotation.	Assessed through Design , Annotation and links to artist through their sketchbooks. Also on clay model outcome. PR2 data collected	• 6 week mark through sketchbook. Teacher annotation.	Composition: Refining ideas, Use of materials and presenting a personal and meaningful response PR3 data collected	6 week mark through sketchbook. Teacher annotation	
Reading, Writing and Vocabulary	• Self evaluation of work. Www, EBI • Texture • Tone • Form • Tertiary colour • Hues • Lynette Shelly	• Written homework on Yellena James • Texture • Pattern • Line • Subtle • Coral • Bleeding effects	• Design pages fully annotated. • Form • Construction • Slip • Scoring clay • Texture • Rosemary and Alan Bennett • Self evaluation of work. Www, EBI	• Pattern • Texture • Positive and negative shapes • Evaluation of experiments	•	• Starter tasks, describing techniques.	
Numeracy	• Measuring drawn rectangle to work within.	•	•	•	• Making slip 1:3 parts clay to water	•	
Personal Development	• Lunchtime Group painted / collaged colour wheels to be used as display for	• Careers: Illustrator	• Careers: Ceramicist	• Cultural capital : artists, • Lunchtime 3D recycled sea creatures	•	• Cultural capital : artists, • Art trip to gallery • Art trip to sealife aquarium	

	formal elements			• Careers: Illustrator		• Careers: Graphic artist • Shoe designer	

Art Curriculum Map

Year 9

Rationale and Links to The National Curriculum

Using the National Curriculum, pupils will develop their skills further using the formal elements of art and look at a variety of art styles and genres.
Project 1: Pupils will build on their understanding of depth and distance in a composition through learning how to draw using perspective, and create a dystopian composition based around 3 dimensional forms. They will look at artists who use architecture and perspective in their work such as Ecsher.
 Leading on from last year, we are encouraging pupils to work more independently and allow choices to be made enabling pupils to be more imaginative with their outcomes. Pupils can develop this composition using pencils, paint or a combination of both.
The main format of each lesson will be built on practical knowledge, explicit knowledge – know what(facts and theory), tacit knowledge – know how(experimental learning), conceptual knowledge – know about: critical and conceptual and affective knowledge- know self: self perception, reflection.

In project 2, pupils will explore the work of the Fauve artists, where they will explore colour and texture when applying acrylic paint. The aim of this piece of work is to build confidence in their ability. Pupils will be offered choice of outcomes through a range of images to work from.

Project 3 encourages pupils to consider the architecture of Zaha Hadid and abstract art. Pupils will experiment with abstract shape and then develop an idea into a paper model to reflect the work of Hadid. Using miniature figures, pupils need to consider scale and how a person could work in a space. This is then recorded using photography. This piece can then be developed in a number of ways using mixed media such as monoprinting.

Project 4 : Building on from what pupils learnt in year 8, pupils explore portraiture through the work of Andy Butler or Luke Dixon.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	• Dystopian Landscape	Dystopian Landscape	• Fauvism	• Abstract	• Portraiture	• Portraiture
Substantive Knowledge (The knowledge	• Pupils will be taught to know :	•	• Colour: mixing different primary	• Line: A mark made using a drawing tool or brush	• Tone is used to give dimension to a 3D form	•

the students will develop)	• Tone is used to give dimension to a 3D form • Texture is the feel, appearance or consistency of a surface. • Form: The visable 3 dimensional shape of something • Line: A mark made using a drawing tool or brush • Shape: A 2 dimensional area defined by its edges . E.g a rectangle. • Blending watercolour • Composition: how the parts of a picture are assembled to make an interesting arrangement		• colours creates a secondary colour. • Complimentary colour sit opposite one another on the colour wheel. •	• Shape: A 2 dimensional area defined by its edges . E.g a rectangle. • Blending watercolour • Pattern: to create pattern by experimenting with combinations of lines joined together • Form: The visible 3 dimensional shape of something •	• Line: A mark made using a drawing tool or brush • Shape: A 2 dimensional area defined by its edges . E.g a face. • Proportion: How a face is measured to ensure features are the correct size.	
Disciplinary Knowledge (The skills and approaches that students will develop)	• To develop the use of line through understanding how a horizon is used in a composition. • To develop examples of shape and form through drawing architectural forms	• Composition: to develop their skills in creating an interesting composition using perspective.	• Through using complimentary colours, a work of art can have a vivid, vibrant appearance as the colours naturally make each other stand out. • Pupils will be taught how to	• Pattern: creating abstract shapes which are then cut out using craft knives. Different cut out papers are layered to create an abstract pattern • Working in pairs, pupils create their own paper	• To develop the use of line through contours to define the face shape in the style of Luke Dixon • To develop tone using a pencil or a pen to create the appearance of a 3D form.	• Composition: to develop their skills in creating an interesting composition using facial features in the style of Butler or Dixon

	• To develop the use of pencil skills to develop texture to the surfaces of forms in creating a dystopian landscape. • To develop tone using a pencil or a pen to create the appearance of a 3D form. • To investigate the work of Escher to develop knowledge of artist's work. • Using watercolours to create a range of different tones through the use of water to allow the colours to bleed.		apply acrylic paint to create a vibrant finish. • Pupils will investigate the work of Andre Derrain and Henri Matisse to investigate their working methods and use of colour.	architectural forms scaled down. • Pupils consider scale and composition taking photographs of their models with miniature figures inside.	• To look at the work of Leonardo Da Vinci and how he used proportion. • To develop examples of shape and form through drawing in the style of Andy Butler and his use of circles • .	
Assessment (The methods that teachers will use to assess the progress of all students)	• This is a summative assessment,demonstrating an understanding of the formal elements in mini sketchbook , understanding perspective , responding to and implementing the formal elements in a final piece. • Self assessment PR1 data collection	• Peer assessment	• Demonstrating an understanding of Colour and texture, Experimenting in sketchbook and observation of the image they paint onto. PR2 data collection Self assessment	• Demonstrating an understanding of the formal elements using line/Tone/Depth /Space. • How they have used materials: Craft knives/line drawing/colour/ photography and finally how they have Presented a personal and	6 week mark through sketchbook. Teacher annotation.	• 6 week mark through sketchbook. Teacher annotation.

			• meaningful response • PR3 data collection. • Self evaluation.		
Reading, Writing and Vocabulary	• Research on Escher Composition Pattern Line Tonal Value Refine Primary Colour Secondary Colour Tertiary colour Contrast Blend Colour Perspective	•	• Pupils will investigate the work of Andre Derrain and Henri Matisse to investigate their working methods and use of colour. Tonal value Line Primary Colour Secondary Colour Tertiary colour Complimentary colour Vibrant Clashing Contrast Colour mix Hue Texture	• Pupils will investigate the work of Zaha Hadid • Shape • Form • Armature • Abstract • Contrast • Harmonious colour • Monotone colour	• Annotation in sketchbook	• Self evaluation
Numeracy	• Measuring lines to draw using perspective	•	•	• Measuring lines to draw using perspective	• Measuring lines to draw proportions of face	•
Personal Development	• Cultural Capital: Artist knowledge	•	• Cultural Capital: Artist knowledge	• Cultural Capital: Artist knowledge • Stadium design • Career: Architect • Textile designer	• Careers: • Police portrait maker	• Cultural capital : artists, • Art trip to gallery • Art trip to sealife aquarium

Art Curriculum Map

KS4 Year 10

Rationale and Links to The National Curriculum

Year 10 follow the AQA examination board which requires them to complete a component 1 students are required to develop a sustained project using one or more area(s) of fine art,

such as those listed below:

• drawing

• painting

• sculpture

• installation

• lens-/light-based media

• photography and the moving image

• printmaking

• mixed media

• land art.

They may explore overlapping areas and combinations of areas. Pupil's must produce an additional set of work as supporting evidence.

 Year 10 pupils start a foundation style project leading up to their mock exam in June on Close ups. The purpose of this is to enhance their ability and to expose them to different ways of working. It will also help pupils to discover their strengths and interests. They will study a range of natural and man made forms and investigate artists to support their studies.

Following on from their mock exam, pupils are given a choice of 6 questions to work from: Transport, Land, Sea and Sky, Objects, Strange and Fantastic, Icons and   . This will be their supporting project which leads them into Year 11.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	• **AO1, AO2 Research, recording ideas.** • **Experimenting** • Introduction to mono printing.	**AO1, AO2 Research, AO3 recording ideas** • **AO4 refining ideas and presenting ideas** • Layering	• **AO1, AO2 Research, AO3 recording ideas** • **AO4 refining ideas and presenting ideas**	• **AO1, AO2 Research, AO3 recording ideas** • **AO4 refining ideas and presenting ideas**	• **AO1, AO2 Research, recording ideas.** • **Experimenting** • Introduction to mono printing. • response in style of artist	• Supporting project • Pupils choice of question. • Mind map • Mood board

	• Close up leaves response in style of artist • Mind map • Mood board • Ink and bleach • Grid method • Chalk and charcoal enlargement. • Texture: Brown paper and pen • Research • Observation		• Lino cuts		• Mind map • Mood board • Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas • Finalisation of chosen idea • Mock 5 hour exam	• Experiments in different media – choice of pupil. • Photography • Observation • Develops into Year 11
Substantive Knowledge (The knowledge the students will develop)	• Pupils will be taught to know: • A mind map is the collection of ideas in a visual and written format. • A mood board is a collection of images used to portray the feel of a project. • Mono printing: how by using one colour of ink a replication of an image can be made. • Ink and bleach method: a subtle tonal effect in a painterly manner. • Gridding a drawing: To scale up an image.	• Layering: the cutting out of images either through collage or cutting away of paper to expose a layer underneath. • Development of ideas: creating a personal response.	Lino printing: The creation of a print using different coloured printed layers.	•	• As before	•

	• Chalk and charcoal: To create contrasting tonal effects. • Texture development: • To know that texture is the feel, appearance or consistency of a surface. • Observation: Looking in detail at an object or image					
Disciplinary Knowledge (The skills and approaches that students will develop)	• **Mind map and mood board**: Are used as a form of research, a collection of ideas that will help steer the pupils in a certain direction. • **Mono printing** skill: Creating a one off print using an inked surface **Ink and bleach:** Skill: removing the ink from a paper surface using a bleaching effect to create soft tonal effects.	• **Layering:** • Pupils create a composition through layering of pages in their sketchbooks to enhance their experimenting. • **Development of ideas:** To produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking .	• The cutting away of a lino to create a raised surface – rolled in printing ink	•	• As before	•

	Using a measured grid, pupils can scale up a n image. **Chalk and charcoal** drawing: pupils create a tonal drawing through blending chalk and charcoal together. **Texture:** Using a background of brown paper, pupils draw a tonal image using pen. Line is used to create a textured effect with the pen **Research**: How to make a mind map and mood board to help research Close up project **Research**: Artist responses To understand the methods of their own choice of artists. **Observation:** To improve the skills in the observation of objects by becoming more detailed and accurate.					
Assessment (The methods that teachers	• After each section books are taken into mark.	• After each section books are taken into mark.	• After each section books are taken into mark.	• After each section books are taken into mark.	• Post it notes are stuck into books	• After each section books are taken into mark.

will use to assess the progress of all students)	• Post it notes are stuck into books with refinement suggestions.	• Post it notes are stuck into books with refinement suggestions.	• Post it notes are stuck into books with refinement suggestions.	• Post it notes are stuck into books with refinement suggestions.	with refinement suggestions. • Mock exam marked in accordance with AQA exam board.	• Post it notes are stuck into books with refinement suggestions. •
Reading, Writing and Vocabulary	• Artist research • Evaluations of techniques used. • texture • •Uniform • •Geometric • •Symmetrical • •Rough • •Soft • •Irregular • •Coarse • •Bold • •Uneven • •Bumpy • •Smooth • •Uneven • •Spiky • •Jagged • •Broken • •Furry • •Fine • •Grid • •Impasto • •Embossed • •Raised • •Detail • •Markings • •Repeated • •Dots • •Impasto • •Daub/daubed	• Artist research • Evaluations of technique colour/composition • •Gestural • •Painterly … (•childlike) •Collaged	• Artist research • Evaluations of technique • •Intense • •Secondary • •Tertiary • •Radiant • •Pale • •Muted • •Vivid • •Contrasting • •Deep • •Monochrome • •Harmonious • •Complimentary • •Natural • •Earthy • •Subtle • •Warm/cool • •Clashing • •Saturated • •Vibrant • •Luminous • •Strong • •Loud • •Artificial • •Pastel • Faded	• Artist research • Evaluations of technique • Artist research • Evaluations of technique: colour •Bold •Primary •Intense •Secondary •Tertiary •Radiant •Pale •Muted •Vivid •Contrasting •Deep •Monochrome •Harmonious •Complimentary •Natural •Earthy •Subtle •Warm/cool •Clashing •Saturated •Vibrant •Luminous •Strong •Loud •Artificial •Pastel Faded	• Artist research • Evaluations of technique :tone •Bright •Dark •Faded •Smooth •Harsh •Contrasting •Intense •Sombre •Grey •Strong •Powerful •Pale •Muted •Medium •Dark •Dramatic •Large •Small •Shadow •Depth •Glaring •Highlight •Graduated •Variation •Subtle •Shadow •Artificial •Illuminate	• Artist research • Evaluitons of technique: Line • •Fluent • •Free • •Gestural • •Rough • •Controlled • •Powerful • •Strong • •Geometric • •Precise • •Angular • •Light • •Delicate • •Flowing • •Simple • •Thick • •Thin • •Horizontal • •Broken • •Vertical • •Overlapping • •Faint • •Outline • •Blurred • •Wild • •Clean •

Numeracy	• Gridded drawings	• Only if relevant to pupil work	• Only if relevant to pupil work	• Only if relevant to pupil work	• Only if relevant to pupil work	• Only if relevant to pupil work
Personal Development	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE

Art Curriculum Map

Year 11

Rationale and Links to The National Curriculum
Year 11 continue to follow the AQA examination board which requires them to complete 2 components. Students are required to develop a sustained project using one or more area(s) of fine art,   such as those listed below: • drawing   • painting   • sculpture   • installation   • lens-/light-based media   • photography and the moving image   • printmaking   • mixed media   • land art.   They may explore overlapping areas and combinations of areas. Pupil's must produce an additional set of work as supporting evidence.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	• Continuation of pupils chosen question	• Continuation of pupils chosen question	• Examination paper distributed from AQA 1st January or as close to date as possible.	• Examination preparation	• Examination preparation	•
Substantive Knowledge (The knowledge the	• • **AO1, AO2 Research, recording ideas.** • **Experimenting**	• Development of work from HT 1. • Pupils are working independently with	• **AO1, AO2 Research, recording ideas.** • **Experimenting** • Mind map • Mood board	• **AO1, AO2 Research, recording ideas.** • **Experimenting** • Mind map • Mood board	• **AO1, AO2, AO3, AO4 Research, experimenting,**	•

students will develop)	• Introduction to mono printing. • response in style of artist • Mind map • Mood board • Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas • Finalisation of chosen idea • Mock 5 hour exam	one-to-one guidance. • Final piece is completed in a 5-hour mock exam.	• Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas	• Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas	**recording and refining ideas.** Mind map • Mood board • Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas • Sit 10-hour exam.	
Disciplinary Knowledge (The skills and approaches that students will develop)	• All skills from Year 10	• All skills from Year 10	• All skills from Year 10	• All skills from Year 10	• All skills from Year 10	•
Assessment (The methods that teachers will use to assess the progress of all students)	• Post it notes are stuck into books with refinement suggestions No formal assessment is allowed by AQA	• Post it notes are stuck into books with refinement suggestions No formal assessment is allowed by AQA	• Post it notes are stuck into books with refinement suggestions No formal assessment is allowed by AQA	• Post it notes are stuck into books with refinement suggestions No formal assessment is allowed by AQA	• Formal assessment is completed May 31st.	•

Reading, Writing and Vocabulary	- Artist research - Evaluations of technique •Abstract •Gestural •Painterly •Surreal •Minimal •Aggressive •Delicate •Eerie •Brooding •Intimate •Distorted •Peaceful •Tranquil •Still life •Symbolic •Sombre •Energetic •Naive (childlike)	- Artist research - Evaluations of technique •Pointillist •Hazy •Intense •Realist/realistic •Hyper-realism •Dream-like •Frightening Menacing	- Artist research - Evaluations of technique •Intense •Secondary •Tertiary •Radiant •Pale •Muted •Vivid •Contrasting •Deep •Monochrome •Harmonious •Complimentary •Natural •Earthy •Subtle •Warm/cool	- Artist research - Evaluations of technique •Uniform •Geometric •Symmetrical •Rough •Soft •Irregular •Coarse •Bold •Uneven •Bumpy •Smooth •Uneven •Spiky •Jagged •Broken •Furry •Fine	•	•

	•Simplified •Collage		•Clashing •Saturated •Vibrant •Luminous •Strong •Loud •Artificial •Pastel Faded	•Grid •Impasto •Embossed •Raised •Detail •Markings •Repeated •Dots •Impasto •Daub/daubed		
Numeracy	• Only if relevant to pupil work	• Only if relevant to pupil work	• Only if relevant to pupil work	• Only if relevant to pupil work	•	•
Personal Development	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	• Cultural capital: career ideas, courses to take post GCSE	•