

Curriculum Map: ART & DESIGN

Nothing Short of Remarkable
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p>TOPIC/KNOWLEDGE Line Knowledge of the artist Mick Burton and Bridget Riley and the art movement Op Art. Introduction to types and application of line Observational drawing Mark making</p> <p>Colour Theory</p> <p>SKILLS Introduction to a variety of drawing skills. Explore the range, use and refinement of line. Introduction to research skills. Introduction to markmaking</p> <p>Introduction to colour mixing and painting skills.</p>	<p>TOPIC/KNOWLEDGE Tone Markmaking Tone Observational drawing, including landscape Knowledge of Van Gogh and Tim Burton</p> <p>SKILLS Revisit and build on markmaking skills. Introduction to textural tone and markmaking through Pointillism/stippling, scribble, and crosshatching. Introduction to the application of techniques to basic shapes and more advanced three-dimensional forms Develop application of skills to observational landscape drawings. Develop research skills to include analytical and evaluative skills</p>	<p>TOPIC/KNOWLEDGE Experiment and Explore Knowledge of Agnes Cecile Knowledge of Kandinsky Knowledge of Abstract Art Portraiture</p> <p>SKILLS Revisit portraiture and tonal skills Further develop research skills, building on the analysis of artists techniques and style. Develop application of the style of an artist. Introduce experimentation with alternative implements and inspirational sources. Introduce compositional skills in Abstract Art Introduction to watercolours</p>	<p>TOPIC/KNOWLEDGE Portfolio Part B – Further work Cycle 1 – My World Cycle 2 – Layers and Fragments Cycle 3 – Viewpoints.</p> <p>SKILLS AO2, AO1, AO3 and AO4 Students are exploring new materials and techniques through a series of quick tasks and mini projects inspired by different artists. In these projects they will;</p> <p>Revisit and enhance observational drawing skills Develop photography skills. Revisit and develop analysis of artists techniques and style. Develop research skills Develop analytical and evaluative skills Develop and build on compositional skills Develop use of ideas inspired by artists.</p>	<p>TOPIC/KNOWLEDGE NEA - Portfolio - Part A Sustained Unit Completion of Portfolio element (60%)</p> <p>SKILLS AO2, AO1, AO3 and AO4 Develop, improve and advance final compositional ideas Advance testing and refinement of materials and processes to conclude their portfolio in a minimum of one final piece in their chosen 2D or 3D material.</p>
Term 2	<p>TOPIC/KNOWLEDGE Colour Painting and Drawing Knowledge of Franz Marc and the Expressionists.</p> <p>Pattern Construction of pattern.</p>	<p>TOPIC/KNOWLEDGE Creative portraits Knowledge of Pablo Picasso Knowledge of printmaking-collagraphs Knowledge of Julian Opie</p> <p>Still life</p>	<p>TOPIC/KNOWLEDGE Pop Art Observational drawing skills Stylisation of images to develop the Pop art style Painting Knowledge of the Pop Art movement</p>	<p>TOPIC/KNOWLEDGE Portfolio Part B – Further work</p> <p>SKILLS AO2, AO1, AO3 and AO4 Students are exploring new materials and techniques through</p>	<p>TOPIC/KNOWLEDGE Externally Set Task - Exam preparation. Students focus on one question, they have chosen from the AQA exam paper.</p> <p>SKILLS</p>

	<p>Knowledge of Vincent Scarpace</p> <p>SKILLS Revisit and develop line drawing and mark making skills. Build on research skills. Consolidation of colour mixing Build on painting skills Introduction to using the style of an artist</p> <p>Introduction to construction of pattern Design skills</p>	<p>Smooth tonal skills and three dimensional form. Knowledge of still life</p> <p>SKILLS Develop the application of the style of an artist. Introduction to the use of collage as a design tool Revisit and develop colour and pattern skills Introduction to collagraph printing.</p> <p>Revisit and develop observational drawing skills Revisit and develop painting and colour mixing skills</p>	<p>Working to a brief In the News Knowledge of meanings in Art</p> <p>SKILLS Develop and enhance observational drawing skills in pencil, pen and colour pencils Introduction to the rules of composition and the application to compositional design skills Develop using the style of an artist to inspire designs Revisit and build on painting and colour mixing skills. Build on research, analytical and evaluative skills</p>	<p>a mini project inspired by different artists. Revisit and refine observational drawing skills Develop photography skills. Recap and develop analysis of artists techniques and style. Research skills Develop and build on compositional skills Develop designs inspired by artists.</p>	<p>Exam preparation; Students develop independent, enhanced ideas through the familiar developmental stages of photography, observational drawing, artist research, composition design and material testing. These stages will conclude with a refined plan that they will then complete in best in their 10 hour GCSE exam at the start of the next term.</p>
Term 3	<p><i>TOPIC/KNOWLEDGE</i> Ceramic Fish Knowledge of ceramic slab building and application of pattern</p> <p>Aboriginal Art Knowledge of Non-Western art: Aboriginal Art Knowledge of the history and lives of the aboriginal people.</p> <p>SKILLS Application of Pattern to ceramic designs Build on research skills Introduction to slab building, incised and applique decoration.</p> <p>Revisit and develop mark making and drawing skills</p>	<p><i>TOPIC/KNOWLEDGE</i> Portraiture Knowledge of facial proportions Knowledge to tonal skills for portraiture</p> <p>SKILLS Introduction to smooth tonal skills Develop observational drawing skills. Learn, apply and measure proportions of the face. Develop research skills to include analytical and evaluative skills</p>	<p><i>TOPIC/KNOWLEDGE</i> Architecture Knowledge of Stephen Wiltshire Knowledge of the rule of thirds and triangular compositions Knowledge of ways to work with ink Knowledge of GCSE project structure.</p> <p>SKILLS Develop and enhance research, analytical and evaluative skills Building on observational drawing and tonal skills in pen Introduce the medium of liquid ink and explore it's possibilities as a wash and how to bleed. Develop compositional design skills: revisit the rule of thirds</p>	<p><i>TOPIC/KNOWLEDGE</i> Portfolio Part A – sustained unit Start of the sustained unit. Focussing on AO1, AO3 assessment areas</p> <p>SKILLS Develop enhanced photography Develop and enhance drawing/painting of personally selected images Enhanced tonal skills. Enhanced Painting and drawing skills</p>	<p><i>TOPIC/KNOWLEDGE</i> ESA – 10 hour exam. <i>Students will complete a piece of work that they have planned during their examination preparation period in response to their chosen exam question</i></p>

	Revisit and consolidation of colour mixing Develop painting skills Introduction to linked careers.		and introduction to triangular composition Develop independent working and time management		
Homework	Homework in years 7, 8 and 9 is tightly linked to the topic and activities being completed within lesson time. The tasks set may consolidate knowledge or skills learnt or it may be to prepare drawings ready to be used in a future lesson. Research tasks into a particular artist or art movement are also completed at home.			Homework in years 10 and 11 is to be completed weekly and extends the work being completed in class and all work counts towards the portfolio examination grade. Homework tasks could be: photography, observational studies, artist research and analysis, compositional designs, material tests or annotations.	
Art Clubs	There are art clubs running at lunchtime at various points throughout the year. Details of which days and topics are displayed on notice boards. Year 7/8 focusses on textile/craft skills and Year 9 focusses on painting and drawing and sculpture skills			Year 10 and 11 students are welcome to use the art room at lunchtimes to complete their NEA portfolio or exam preparation. Thursday afterschool is also available for all students. At key points specific students may be asked to attend to receive targeted one to one support.	
Career Pathways	Careers which are linked to the topics being covered will be introduced to students via informative videos, briefs or research tasks.				