

ART CURRICULUM MAP (Yr7-11)

Year group	Autumn	Spring	Summer
<h1>7</h1>	<p>To prepare students for KS4 in line with GCSE marking assessment will take place continuously throughout the year. All levels will be judged through the work produced in sketchbooks and any work outside of sketchbooks such as painting, ceramics, drawings larger than A4 or textiles. Books are marked regularly using the school assessment and marking policy to aid teachers in their understanding of students' ability and individual requirements, which will inform the teacher's planning. A formal assessment level is given each half term, which will be recorded in each teacher's tracking records. These levels are used for the whole school data drops.</p>		
	<p>Initial baseline testing</p> <ul style="list-style-type: none"> Students will undertake a baseline test devised by the art department to ascertain each student's ability in art on their practical and written/analysing skills. <p>Line & Tone</p> <ul style="list-style-type: none"> Line – various worksheets and activated to experiment with line – pencil, paint, oil pastel print. Tone – self portrait colour pencil drawings from a tracing (Colours to link with emotions) <p>Contextual links – Van Gogh. CHALLENGE: Developing high quality drawing skills using different media.</p>	<p>Colour</p> <ul style="list-style-type: none"> Colour – ripped colour paper bar ROYGBIV, colour wheel – including tints and tones painting, complimentary and harmonious colours, abstract pattern using colour choices – 'hand painting'. Final Piece – Colour collage based on Matisse's cutout designs. <p>Contextual links – Henri Matisse CHALLENGE: High understanding of colour and colour mixing. Developing selection skills and manipulation of media – including collage.</p>	<p>Aboriginal Art</p> <ul style="list-style-type: none"> Exploration of the theme – images, drawings and information Theme study – Aboriginal image Initial ideas x4 Media trials – small thin card didgeridoo and cardboard boomerang Final piece – students choose from their media trials. <p>CHALLENGE: Highly developing skill of manipulating materials to fit a developing idea – selection and skill.</p>

MATERIALS / EQUIPMENT

Sketchbooks, drawing pencils, paper, paint, brushes, ink, coloured paper, oil pastel, glues, scissors, rulers, colour pencils, water colour palettes, water pots, palettes, poster paint, visualizer to record students working. *Worksheets, artist information pages.*

Bird drawing and colour background

- Detailed tonal bird drawing with a vibrant oil pastel blended background.

MATERIALS / EQUIPMENT

Sketchbooks, Drawing pencils, paper, oil pastel, paint, brushes, ink, coloured paper, glues, scissors, rulers, colour pencils, water colour palettes, water pots, poster paint, visualizer to record students working. *Worksheets, artist information pages.*

Experimental - extension

- Using the skills and techniques learnt over the year. (Experimental and abstract nature)
- Ink blowing and blended poster pain – Kandinsky
- Clay tile
- Batik – In guided learning based on the work of Jackson Pollock / Kandinsky

THIS WORK WILL NOT FOLLOW THE CONVENTIONAL FORMAT AND WILL BE COMPLETED OUTSIDE THE SKETCHBOOK.
HALF TERM

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, ink, water colour palettes, water pots, poster paint, pallettes, visualizer to record students working. *Worksheets, artist information pages.*

8

To prepare students for KS4 in line with GCSE marking assessment will take place continuously throughout the year. All levels will be judged through the work produced in sketchbooks and any work outside of sketchbooks such as painting, ceramic, drawings larger than A4 or textiles. Books are marked regularly using the school assessment and marking policy to aid teachers in their understanding of students' ability and individual requirements, which will inform the teacher's planning. A formal assessment level is given each half term, which will be recorded in each teacher's tracking records. These levels are used for the whole school data drops.

SURREALISM

- Researching the theme – mindmap with images and information.
- Research artist – Magritte
- Initial ideas
- Media trials – including metamorphosis
- Final piece – clay tile

CHALLENGE: Highly develop skill with the manipulation of materials and development of creative, original ideas based on a theme.

PERSPECTIVE:

- 1 and 2 point perspective drawing. (3 and 5 point perspective drawing to challenge the most able in Guided Learning sessions)
- Giorgio Di Chirico research page – image and information/analysis
- Initial ideas
- Final perspective drawing
- Group drawing

CHALLENGE: Students drawing with creativity and attempting 3 and 5 point perspective.

Distorted Portraits – CONT T2b

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, water colour palettes, water pots, visualizer to record students working. *Worksheets, artist information pages*

CLAY TILE _ METAMORPHOSIS

- Based on the theme of METAMORPHOSIS.
- Create a clay tile and model surrealist elements in relief.
- Tiles to be glazed
- Collaged and drawn surreal creature.

CHALLENGE: Texture and creative use of modelling to create a highly developed clay sculpture.

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, water colour palettes, water pots, **clay, clay modelling tools, clay mats**, visualizer to record students working. *Worksheets, artist information pages.*

DISTORTED PORTRAITS

- Researching the theme – mindmap with images and information.
- Drawing from images – folded portrait using pencil tone.
- Research artist - image and information/analysis
- Proportion of the face
- Initial ideas – consider proportion, composition and tonal values.
- Media trials – tonal painting and chalk
- Final piece – choice of media from trials

CHALLENGE: High level of contrast and detail in drawings. Proportion accurately shown in a portrait.

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, water colour palettes, water pots, images to manipulate, visualizer to record students working. *Worksheets, artist information pages.*

HOW ARTISTS USE COLOUR:

- Research based on Fiona Rae, Anish Kapoor, Sonia Delaunay and Wassily Kandinsky (contemporary abstract artists) - Giving students an understanding of abstract art. – Presented in a double page spread with half a page information about each artist.
- Initial compositional Ideas for abstract colour based painting/drawing. – Students to experiment with the idea of composition. (final piece will not be made due to time restrictions)
- Media Trails - Working in the style of Fiona Rae.

CHALLENGE: Highly creative and complex use of compositional ideas and

MATERIALS/ EQUIPMENT

Paper, pencils, black and white paint, paint palettes, glue sticks coloured paper/card, scissors, abstract artist resources, visualiser.

9

During KS4 assessment will take place continuously throughout the year. All levels will be judged through the work produced in sketchbooks and any work outside of sketchbooks such as painting, drawing, ceramics, or textiles. Books are marked through reflective feedback logs due to restriction in being able to physically write on any coursework produced by students. All work produced at KS4 makes up the 60% coursework mark as part of the final GCSE grade. Students receive feedback regularly through verbal conversation and teacher marking within their feedback logs. All students receive a current grade and predicted grade at least every half term, which is entered into the schools tracking system SIMS. Students also receive the numerical mark out of 96 that their coursework is worthy of. This is recorded on the tracking sheet in the student's sketchbook making it clear for both the student and teacher to track progress over time.

Portraiture

- Research theme – brainstorm the theme and include artists images
- Media trials – drawing, watercolour, Fine liner pen and colour pencil.
- Artist studies.
- Develop idea in media that links closely to the style of a chosen artist.
- Final piece.

Contextual studies – Artists who use portraiture as their main theme. Chris Ofilli, Kerry James Marshall, Frida Khalo...

CHALLENGE:

Painting onto canvas to create a painting with a high sense of realism. Looking at the Grade 7/8/9 criteria for AQA GCSE.

Mexican Folk Art

- Research theme / brainstorm – use Mexican Folk Art Packs to gather information and images to draw – share their findings with other groups
- Mexican Day of the Dead research page
- Initial ideas
- Media Trials – face painting, clay skulls – photography used to capture evidence.
- Final piece – ceramic skull

Contextual studies – General day of the dead objects and paintings.

CHALLENGE:

Highly creative decorative ideas and fine manipulation of materials, including ceramics.

Pop Art/ Photoshop

Researching the theme of POP art, it's artists and history – using different media to explore the ideas behind the pop artists work. (Andy Warhol, Peter Blake, Roy Lichtenstein, Claes Oldenberg...)

POP art inspired mono printed photos. Transforming self-portraits and 'celebrity' portraits into a pop art style using Photoshop and mono-printing.

Exploring how to develop creative ideas.

CHALLENGE:

Highly creative ideas and fine manipulation of materials. Developing ideas fully using digital media.

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, chalks, poster paint, water colour palettes, water pots, visualizer to record students working. *Worksheets, artist information pages.*

Ian Murphy – Artist response

- Artist study
- Photography of architecture
- Drawing
- Mixed media drawing – collaged background.
- Explore sculptural/textured backgrounds.
- Final piece based on the work of Ian Murphy.
- Photoshop using personal images.

CHALLENGE:

Highly creative ideas and fine manipulation of selected materials.

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, chalks, ink, brusho, masking tape, modelling paste, poster paint, water colour palettes, water pots, visualizer to record students working. *Worksheets, artist information pages.*

Challenge**MATERIALS / EQUIPMENT**

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, water colour palettes, water pots, face-painting equipment, **clay**, clay modelling tools, clay mats, visualizer to record students working. *Worksheets, artist information pages.*

MATERIALS / EQUIPMENT

Paper, pencils, brushes, glues, scissors, rulers, colour pens, colour pencils, poster paint, water colour palettes, water pots, polyblock **printing ink, rollers**, visualizer to record students working. *Worksheets, artist information pages.*

10

During KS4 assessment will take place continuously throughout the year. All levels will be judged through the work produced in sketchbooks and any work outside of sketchbooks such as painting, drawing, ceramics, or textiles. Books are marked through reflective feedback logs due to restriction in being able to physically write on any coursework produced by students. All work produced at KS4 makes up the 60% coursework mark as part of the final GCSE grade. Students receive feedback regularly through verbal conversation and teacher marking within their feedback logs. All students receive a current grade and predicted grade at least every half term, which is entered into the schools tracking system SIMS. Students also receive the numerical mark out of 96 that their coursework is worthy of. This is recorded in a graph located at the front of the student's sketchbook making it clear for the student and teacher to track progress over time.

Natural Forms

Students will explore the theme of Natural forms through 2 Dimensional based media. Their main focus in the first term should be based on observational drawing, and other first-hand research such as photography. To aid them gather a bank of first hand resources, students visit Hillier Garden's on an educational field trip. Students will present their work in A3 Sketchbooks in the following format:

- Initial exploration of natural forms through a variety of different media. (pencil, fine line pen, pastel, Photoshop, acrylic paint & printmaking)
- Artist research - Looking at the work of *Georgia O'Keeffe*, *Andy Goldsworthy* amongst others.
- Initial ideas
- Media Trials
- Refinement of ideas and media

Natural Form based Ceramics

Students will explore natural forms through ceramics. Drawing inspiration from artists such as *Kate Malone and Alice Ballard*. This will culminate in large ceramic pieces as part of their coursework. In order to record all ideas and working in their sketchbooks, students will follow the structure of:

- Initial exploration of the theme
- Artist research (*Kate Malone, Alice Ballard, Andy Rogers*)
- Initial ideas
- Media Trials (small texture tile)
- Final piece

Still-Life

In this unit students will explore natural forms through traditional 'still-life' and photography. Students will experiment with composition with cameras in order to use Photoshop to manipulate their own and found images. Alongside their new media work, students will explore and refine traditional painting and drawing skills through the concept of still life. In order to record their ideas students will follow the following structure:

- Exploration of the theme
- Artist research (*Paul Cezanne and Lisa Milroy*)
- Initial ideas (recorded through observational drawing and photography)
- Media Trials
- Final Piece

	<ul style="list-style-type: none"> • Final Piece (drawing or painting based) <p>CHALLENGE: Drawing with a high level of detail and contrast. Using 1st hand observations to initiate highly creative ideas for further development.</p> <p>MATERIALS/EQUIPMENT: Paper, Drawing Pencils, fine liner pens, collage materials, A3 sketchbooks, Prisma colour pencils, oil pastel, Batik equipment, water colour paint, brushes, acrylic paint, artist research resources, cameras, Photoshop</p>	<p>CHALLENGE: G&T students may use the potters wheel during afterschool sessions to develop further ideas and final pieces in clay.</p> <p>MATERIALS/EQUIPMENT: Clay, clay tools, Glaze, paintbrushes, water pots, clay mats.</p>	<p>CHALLENGE: Striving for a sense of realism or personal style that has been developed over time.</p> <p>MATERIALS/EQUIPMENT: Paper, Drawing Pencils, fine liner pens, collage materials, A3 sketchbooks, Prisma colour pencils, oil pastel, Batik equipment, water colour paint, brushes, acrylic paint, artist research resources, cameras, Photoshop</p>
--	---	---	--

11

During KS4 assessment will take place continuously throughout the year. All levels will be judged through the work produced in sketchbooks and any work outside of sketchbooks such as painting, drawing, ceramics, or textiles. Books are marked through reflective feedback logs due to restriction in being able to physically write on any coursework produced by students. All work produced at KS4 makes up the 60% coursework mark as part of the final GCSE grade. Students receive feedback regularly through verbal conversation and teacher marking within their feedback logs. All students receive a current grade and predicted grade at least every half term, which is entered into the schools tracking system SIMS. Students also receive the numerical mark out of 96 that their coursework is worthy of. This is recorded in a graph located at the front of the student's sketchbook making it clear for the student and teacher to track progress over time.

Identity

Students explore the theme of IDENTITY through a range of artistic mediums and the inspiration of artists such as: *Francois Neilly + personally selected artist relating to the theme*. They will follow the structure of:

- Exploration of the theme
- Artist research
- Initial Ideas
- Media Trials
- Refinement of Ideas and media
- Final Piece

Their final piece for identity will be created in the 10 hour controlled conditions mock exam during December.

CHALLENGE:

Students will get the opportunity to create a ceramic bust during afterschool sessions in order to further the variety of materials and skill in their coursework.

Externally Set Task (EST)

Students will choose from one of the starting points from the exam paper set by AQA. Prior to this the teacher will prepare resources to aid the student in research and discovery of the theme. To enable them to develop a body of work following the structure of:

- Exploration of their chosen theme
- Artist research
- Initial ideas
- Media trials
- Refinement of ideas and media
- Final piece

Students will create their final piece in the 10 hour controlled exam usually sat at the beginning of May.

CHALLENGE/DIFFERENTIATION:

Students will be challenged and supported through booster and afterschool sessions throughout their exam unit based on their individual needs.

Externally Set Task (EST)

Continuation of EST until the formal 10 hour exam usually sat at the beginning of May.