

# Art Curriculum Map

	Year 7	Year 8	Year 9 <i>(HT rotation)</i>	Year 10	Year 11
Autumn 1	<p><u>Drawing for intent and purpose</u></p> <p>Knowledge: students will know of the various ways of recording (painting, drawing, photography, sculpt, written annotation, spoken word).</p> <p>They will know of the work of Alberto Giacometti. They will know one of the basic formal elements.</p> <p>Understanding: students will be able to understand the quality of line and its relevance in Art History and Art making.</p> <p>Skill: students will demonstrate a variety of recording skills using a range of media and techniques (continuous line, contour, wire and foil)</p> <p>Analyse and evaluate: be able to explain the work of Alberto Giacometti and describe their own work using 2/3 tier vocab.</p>	<p><u>Illustration</u></p> <p>Knowledge: students must know how to write a visual story without text. They must know what visual clues to add and what not to include. They will know about comics and illustration and know how to read them.</p> <p>Understanding: students will understand further that Literature is Art.</p> <p>Skill: students will produce an accurate painting and show clear links to Lichtenstein's work in terms of how they apply the paint and colour choices.</p> <p>Analyse and evaluate: to be able to explain the work of Roy Lichtenstein and confidently depict the formal elements that make his work unique (pixels/colour combination/ opaque paint application/cartoon)</p>	<p><u>Metamorphosis</u></p> <p>Knowledge: students must know about the Art Movement of Surrealism. Students will know the works of Georges Cuviers, Charles Darwin and Maria Merian.</p> <p>Understanding: that Science has strong links with Art. They will understand the transformation and change that occurs in various species.</p> <p>Skill: students will produce individual characters that are original yet still links to the given Art Movement. They will develop their observational drawing skills and be introduced to new techniques.</p> <p>Analyse and evaluate: Students will each present their work to peers during critique sessions at the end of lessons. They must evaluate and justify their work.</p>	<p><u>Architecture</u></p> <p>AO1 Students will produce artist research study sheets on I. Murphy and L.Jones.</p> <p>AO2 students will experiment with new materials and techniques, mastery of observational drawing and refine their work.</p> <p>AO3 students will learn how to draw using perspective lines and develop their technical drawing skills. They will record using photography and written annotation.</p> <p>AO4 students will be taught how to present their intentions and meaningful responses (frayer model/study sheets)</p>	<p><u>(Past paper - Natural forms)</u></p> <p>AO1 Analyse and compare the work of others to inspire their own project. Students will produce a series of artist study sheets and samples to support their journey and exploration</p> <p>AO2 Refine their work with experiments. Students will use a wide range of dry and wet media which will contribute to their portfolio. They will present their samples on large worksheets</p> <p>AO3 recording. All students will have primary source observational recording, with photography and annotations to support their worksheet</p>
Autumn 2	<p><u>Bringing Art to life</u></p> <p>Knowledge: students will know the difference between shape and form 2D and 3D and know how to map out tonal shades using the tonal strip</p> <p>Understanding: students will understand the effects of light on an object, why shadows vary on surfaces and relationships between objects, surface and light (sun dial and direct light source)</p> <p>Skill: demonstrate subtle tonal qualities in pencil and accurate</p>	<p><u>Art in Motion</u></p> <p>Knowledge: students will know of motion pictures pre-CGI and know of model-making films. They will know of the work of R.Harryhausen, stop motion animation, dynamation and Aardman Animation Studio</p> <p>Understanding: the sequence of how to plan for a shoot and how to stage and direct a stop motion animation</p> <p>Skill: Students will use stop motion App to produce 3 short films (playdoh, paper film and live</p>	<p><u>Surreal</u></p> <p>Knowledge: Students will further deepen their knowledge of Surrealism, in particular the work of Dali and Magritte and mythical creatures.</p> <p>Understanding: They will understand how to connect two images together by considering similar shapes and patterns whilst having links to artists' work.</p> <p>Skill: Students will develop their tonal skills and accuracy when recording and colour mixing</p>	<p><u>Architecture</u></p> <p>AO1 students will produce a research study sheet on artist Trinner and select an artist of their choice. They will show understanding of the artist's processes and concepts by producing samples and in written form.</p> <p>AO2 students will now carefully select their materials and produce a series of samples that clearly link to their chosen artist.</p> <p>AO3 Students will continue to develop their drawing skills. All</p>	<p><u>Past Paper Continued</u></p> <p>AO4 - students will produce an original 5 hour piece of work during their mock examination. They will then produce further samples and investigations to finally present a meaningful and personal response.</p>

	<p>recording of shape and form</p> <p>Analyse and evaluate: students will be able to use tier 2 vocab when analysing the work of Peter Randall-Page</p>	<p>models and props)</p> <p>Analyse and evaluate: It is important that students are able to analyse and review their own films before the 'rotten tomato' reviewed</p>	<p>Analyse and evaluate: All students will complete an artist study. They must be able to explain how the work is surreal and what techniques that artist has adopted.</p>	<p>students will recording using monoprinting technique</p> <p>AO4 students must respond to their intention sheet and produce an original and meaningful outcome.</p>	
Spring 3	<p><u>World in colour</u></p> <p>Knowledge: students will know how to 'read' the colour wheel. Students must know how to make a secondary colour. They will know about contemporary British artist Hodgkin.</p> <p>Understanding: students will understand the relevance of colour in the creative industry. They will also understand what a complementary colour is and how to best use it.</p> <p>Skill: students must be able to demonstrate colour mixing</p> <p>Analyse and evaluate: students will produce a study page on Howard Hodgkin, evaluating his work and showing colour links.</p>	<p><u>Under the Sea</u></p> <p>Knowledge: students will know basic DSLR manual function and document various sea life (starfish, sea urchins, shells etc). All students must know what primary and secondary source observational drawing is.</p> <p>Understanding: that Science has strong links with Art. Students must understand what composition is and demonstrate this in their observational drawing.</p> <p>Skill: new skill of Photography. Students must also demonstrate proficiency in recording from a primary source. They will be introduced to colour wash and develop their work using colours that work in harmony.</p> <p>Analyse and evaluate: All students will investigate the works of Ernst Haeckel. They must be able to illustrate the links between Science and Art</p>	<p><u>Human Face</u></p> <p>Knowledge: students must be able to know how to draw an anatomically correct face. They need to know how to measure the face using facial lines and the grid system. They will know of artist J. Opie</p> <p>Understanding: Students must apply their understanding of facial measurements by producing a large drawing.</p> <p>Skill: they must show accuracy when drawing and know what tones to place and where. Students will develop their painting skills and be inspired by Opie, they will use flat opaque paint to capture his graphic style.</p> <p>Analyse and evaluate: All students will produce a study page on Opie but they must be able to analyse his work using tier 2 and 3 vocabulary.</p>	<p><u>Materials</u></p> <p>AO1 students will research Abstract work that focuses on composition and its relationship with colour. They will research A.Burri (written and samples)</p> <p>AO2 students will be introduced to new techniques using familiar mediums and showcase this in their handmade sketchbooks and panel pieces.</p> <p>AO3 students will experience the new recording skill of drawing in stitch (hand and machine sewing)</p> <p>AO4 students will confidently communicate their concepts by researching, frayer model, discussion and respond by producing a complex mixed-media print.</p>	<p><u>GCSE Controlled Assessment</u></p> <p>n/a 2022</p> <p>Tailored workshops to complete coursework portfolio</p> <p>Printmaking</p> <p>Photography</p> <p>Observational drawing</p> <p>Architecture final response</p>
Spring 4	<p><u>How Art feels</u></p> <p>Knowledge: students will know of artists and craftspeople that respond to texture and focus in more depth on the work of Meech.</p> <p>Understanding: They will understand the meaning of texture in all its forms. Students will understand the term 'mark-making' and demonstrate this in their work.</p> <p>Skill: Experimenting with various</p>	<p><u>Sea Life</u></p> <p>Knowledge: students must know of the environmental issues our seas are facing. They need to know how to translate an idea visually and without text (it's not a poster it's Art-know the difference)</p> <p>Understanding: what key elements and considerations a branding and marketing team might need to consider when presented with a brief. They will understand the</p>	<p><u>Icons</u></p> <p>Knowledge: students will appreciate and study the work of Conrad Crispin Jones. They will know how to measure using both the grid system and facial proportion lines.</p> <p>Understanding: They will demonstrate their understanding of social context of the artwork by researching their own icon.</p>	<p><u>Materials (landscape)</u></p> <p>AO1 Abstract landscape artist will be researched, but students must choose their own. Consistent ability to thoughtfully refine their ideas with clear artist links.</p> <p>AO2 Students to confidently select their own medium with an understanding of its expectations and reactions. Some experiments will still be explored (heat gun,</p>	

	<p>tools to create texture.</p> <p>Analyse and evaluate: students will produce written and verbal responses about their work and that of Sandra Meech. They must be able to show links and communicate their intentions.</p>	<p>relevance of market research and visual language.</p> <p>Skill: new skill of Printmaking. Teacher demonstration with samples of polytiles.</p> <p>Analyse and evaluate: They must investigate their chosen issue, then confidently present their findings and work in front of peers. Peers will interrogate and question the work with final evaluation at the end of the presentation.</p>	<p>Skill: spacial awareness, scaling up, tonal skill, colour application</p> <p>Analyse and evaluate: all students must be able to visually connect their work to that of the artist.</p>	<p>plastics, acrylic paint)</p> <p>AO3 Written annotations will have 2 and 3 tier vocab. Compositional thumbnails will support their intentions. Students will master drawing in situ (art lessons outside), measuring from distance and developing the skill of capturing emotion in artwork.</p> <p>AO4 students will produce an original piece of work in response to materials and landscape, yet deliver a concept and demonstrate this using visual language skills.</p>	
Summer 5	<p><u>Textured Art</u></p> <p>Knowledge: to know what materials to select when completing phase 2 of the panel. This is to promote independent experience and risk-taking</p> <p>Understanding: students are to deepen their understanding of colour and mark-making on their panel.</p> <p>Skill: new skill of creating cardboard relief and needle work. Students will have to demonstrate straight/cross/back stitch in their work and have evidence of applique on their panels.</p> <p>Analyse and evaluate: students must be able to complete an evaluation of their panel (modifications and improvements, artist links, intentions and personal opinions)</p>	<p><u>Food Art</u></p> <p>Knowledge: students are to know how to record from a primary source. They will know of artist Thiebaud</p> <p>Understanding: students need to understand that various tools and materials create different effects and they must select appropriate materials when mark-making</p> <p>Skill: will develop their colour blending skills and mark-making with unusual materials and substances</p> <p>Analyse and evaluate: students will produce a Thiebaud study page and be able to clearly explain his reasons for using particular colours. They must form their own opinions of the work</p>	<p><u>Street Art</u></p> <p>Knowledge: students will know of the work of Banksy and Fairey. They will know how to create a stencil.</p> <p>Understanding: students will understand positive and negative space.</p> <p>Skill: master the skill of recording. They will develop their fine motor skills by carefully cutting at a stencil and using a diffuser/spray. Students will also prepare a surface using various materials similarly to S. Fairey.</p> <p>Analyse and evaluate: all students will investigate artwork and be able to confidently convey the concept both verbally and in written form.</p>	<p><u>Natural Form</u></p> <p>AO1 students will be introduced to biologists and naturalists as well as craft people and artists</p> <p>AO2 students will learn how to present their study sheets and ensure techniques are evaluated and analysed.</p> <p>AO3 students will produce a series of primary source observational drawings and recordings. Outdoor visits, homework tasks and gallery tour will support their findings.</p> <p>AO4 students will show a consistent ability to demonstrate their understanding of visual language throughout their exploration (samples, study sheets and compositional work)</p>	<u>End of course</u>
Summer 6	<p><u>Iron Giant</u></p> <p>Knowledge: students to know that Art has a place in the world. Students will know the Iron Giant story and the works from Studio Ghibli.</p>	<p><u>Food Art</u></p> <p>Knowledge: students are to know how light changes through a prism. They will know of the work of UK artist Sarah Graham.</p> <p>Understanding: they will</p>	<p><u>Still-life</u></p> <p>Knowledge: students will know of artist Michael Craig-Martin, detailed analysis with sample</p> <p>Understanding: the colour combination and composition and</p>	<p><u>Natural Form (clay)</u></p> <p>AO1 students will produce their first 3D artist research study sheet. Tier 2 and 3 vocab will be evident. Their personal ideas must be relevant and clear on their study</p>	

	<p><b>Understanding:</b> students will understand how Literature is Art and that it can inspire and inform art pieces and projects. They will see examples from artists and illustrators.</p> <p><b>Skill:</b> new materials (chalk pastels and sugar paper). Teacher demonstration on watercolours. Students must create their own original character that meets the brief. They will develop their descriptive language skills.</p> <p><b>Analyse and evaluate:</b> students will investigate animators and illustrators and be able to discuss various visual clues.</p>	<p>understand how Thiebaud uses white in his paintings and creates shadows</p> <p><b>Skill:</b> they will demonstrate colour blending and mastery of handling oil pastels by producing sophisticated artwork that builds on prior knowledge of colour wheel and handling of materials.</p> <p><b>Analyse and evaluate:</b> students will be able to compare visual clues with Thiebaud and Sarah Graham</p>	<p>how he layers his images</p> <p><b>Skill:</b> compositional value and colour theory</p> <p><b>Analyse and evaluate:</b> written annotation and demonstrate understanding of colour. Students will produce a personal response and focus on their identity.</p>	<p>sheet.</p> <p><b>AO2</b> students will learn the new skill of translating 2D designs into 3D realisations. They will use a new medium and learn how to iron oxide clay.</p> <p><b>AO3</b> students will produce secondary source observational work and build on their 3-D recording skills.</p> <p><b>AO4</b> Their work will be a complex 3D response to a 2D design. They must pay careful consideration to how the iron oxide reacts to texture and ensure it links to the artist work.</p>	
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