

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Department mission/curriculum statement: Art department aims to promote creativity, competence, cultural and critical understanding, to enable students use the create something of personal value, whilst being inspired by the world of art.

Year 7	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Seed heads / African art	African Art lettering / Chris Ofili mind map	Optical illusions Tessellation / M.C Escher	Tessellation - M.C Escher	Illustration Picture book Animal character. Lynne Chapman Mixed media	Illustration Picture book 3D animal model - Clay pinch pot
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	<u>African art style lettering</u> - Baseline test – knowledge - Base line test practical - Tonal blending techniques. - Drawing – seed heads – line observational drawing. - African art research sheet	<u>African art style lettering</u> - Taking inspiration from African art. - Designing skills - Blending technique – pencil crayon. - Pattern techniques - Use of geometric shapes - Wax resist technique.	<u>Tessellation design</u> - Know examples optical illusions - Know what a tessellation is - Be able to create tessellation template. - Create original tessellation design idea.	<u>Tessellation design/ colour techniques – collagraph.</u> - Blending. - Scumbling. - Hatching. - Cross hatching. - Printing – collagraph card board decoration- collaborative class piece.	<u>Picture book illustration.</u> - Designing skills – animal character. - Compositions – thumb nail sketches. - Water colour wash	<u>Picture book illustration</u> - Colour techniques mixed media. - Black pen – pencil crayons – oil pastels. - Blending – mark making. 3D modelling skills
Key Vocabulary (School Improvement Priority)	- Observation - Line - Organic - Natural forms	- Pattern - Geometric - Stylised - Elongated - Blending	- Tessellation - Optical illusion - Contrast - Template	- Scumbling - Hatching - Cross hatching - Collagraph - Decoration	- Wash - Composition - Facial expression - Body language - Setting	- Mixed media - Define - Focal point - Moulding - Modelling
Extended Writing / Disciplinary Reading (School Improvement Priority)	African art research sheet	Chris Ofili article	Describe the image by M.C Escher	Tessellation text	Annotate the illustration by Lynne Chapman	Text – ceramics How to make a pinch pot
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Baseline test <u>Summative assessment</u> AO 1 Drawing/ recording Seed head drawings. AO 2 Knowledge/ artist African art research sheet.	African art lettering <u>Formative assessment</u> Class feedback <u>Summative assessment</u> AO3 Colour techniques AO4 Outcome	Tessellation <u>Formative assessment</u> Class feedback <u>Summative assessment</u> AO 1 Drawing/ recording Tessellation design	Tessellation <u>Formative assessment</u> Class feedback <u>Summative assessment</u> Banding Tessellation colour design	Picture book illustration <u>Formative assessment</u> Class feedback	Picture book illustration <u>Formative assessment</u> Class feedback <u>Summative assessment</u> Banding

Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Still life – solid shapes Range of still life artists	Graffiti Art History of Graffiti Banksy / Keith Haring Nottingham Graffiti	Graffiti Art History of Graffiti Banksy / Keith Haring Nottingham Graffiti Graffiti mind map	Landscape – drawings Extension – bird collagraph -	Landscape - painted colour Pointillism Post impressionists Fauvism Impressionists David Hockney	Architecture 3D construction Gaudi – Hundertwasser 2D transfer group piece.
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Still life - Drawing - Accurate shapes – line - Tonal blending - Mark making - High lights and shadows - Use of shading to describe form.	Graffiti Art style lettering - Knowledge about graffiti art and its history. - Taking inspiration from Graffiti Art. - Designing skills - Distortion of the lettering - Blending technique - Mark making techniques	Graffiti art – Banksy - Blending technique - Mark making techniques - Wax resist technique. - Stencil technique - Artist research – Banksy - Creative evaluation sheet	Landscape drawing - Understanding composition – foreground /middle/ ground background - Drawing techniques - Mark making / shading. - Tonal variation - Perspective and distance.	Landscape colour painting. - Taking inspiration from other artist – - Painting techniques water colour wash. - Painting techniques mark-making - Colour selection - Layering - Tonal variation	3D architecture card construction. Art gallery 3D model. 3D construction skills - Shape and form - Experimentation - Team work - Architecture Gaudi/ Hundertwasser. - Decorative techniques. - Transfer art
Key Vocabulary (School Improvement Priority)	- Still life - Inanimate object - Tonal range - Form - Compose.	- Elaborate - Urban - Exaggerate - Distort	- Stencil - Thought provoking - Humorous	- Foreground - Middle ground - Background - Landscape - Perspective	- Stippling - Layered	- Architecture - Structures - Construct - Mosaic
Extended Writing / Disciplinary Reading (School Improvement Priority)	Describe the still life image	Banksy article	Graffiti Art research sheet	Text – description of a landscape drawing.	Article Post Impressionists	Write instructions - ceramics How to make a pinch pot
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Solid shape drawing Formative assessment Class feedback Summative assessment AO 1 Drawing/ recording Solid shape drawing.	Graffiti Art lettering Formative assessment Class feedback Summative assessment AO3 Colour techniques AO4 Outcome	History of Graffiti Banksy research Creative evaluation Summative assessment AO 2 Knowledge/ artist A research sheet	Landscape drawing Formative assessment Class feedback Summative assessment AO 1 Drawing/ recording Solid shape drawing.	Painted Landscape. Formative assessment Class feedback Summative assessment Banding	3D Architecture design. Formative assessment Class feedback

Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Natural forms Mind map / drawings Selection Leaf – shells – flower O’Keeffe Mood-board.	Natural forms – colour oil pastels/ mind map. Extension/ challenge Matisse cut out collage / Yellena James patterns. Cardboard – string – tissue paper tile.	Distorted portrait drawing / printing.	Colour portrait – painting acrylics	Group work 3D portrait. – slab profile. Collage mask.	Tools – Jim Dine – Photography Mono print – photo editing Painted mark making sheet Challenge task repeat pattern.
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	<u>Natural forms drawings – Georgia O’Keeffe mood-board.</u> - Drawing - Accurate shapes – line - Tonal blending - Mark making - High lights and shadows - Use of shading to describe form and texture - Georgia O’Keeffe – written information - Reflecting the artist style. Visual information	<u>Natural form oil pastel piece.</u> - Taking inspiration from the work of O’Keeffe. - Technical skills – oil pastel - Composition and arrangement. - Blending technique - Colour theory - Harmonious colours - Contrasting colours	<u>Charcoal portrait drawing</u> - Technical skills – charcoal - Drawing technique’s - Expressive marks - High lights - Tonal variation - Proportion - Distortion techniques. - Printing skills - Line and cross hatch.	<u>Portrait colour work</u> - Painting techniques - Dry brush - Wet on wet - Sgraffio - Overlay - Blending - Stippling - Textured - Colour theory	<u>3D clay prolife portrait / collage mask</u> - Slab ceramic skills - Relief design - Texture - Moulding - Forming - Joining - Collage skills - Decorative skills	<u>Tools – Jim Dine</u> - Inspiration from Jim Dine’s tools. - Photography - focus – lighting – composition. - Mono print using photography – variety of mark making and tone. - Photo editing - Layering / cutting / filters / colours / contrast. - Technical skills - Mark making – painting
Key Vocabulary (School Improvement Priority)	- Natural forms - Organic - Flowing - Texture - Smooth	- Transition - gradient - merge - curvaceous	- expressive - highlights - variation - distortion	- Hue - Emphasis - Saturation - Faded tertiary	- relief - moulding - forming - collage - decorative	- angle - framing - cropping - picture plane - focus
Extended Writing / Disciplinary Reading (School Improvement Priority)	O’Keeffe research written information.	O’Keeffe Article	Describe the portrait piece using formal elements.	Portrait artist text – match with the images	Ceramic technique information sheet.	Top tips for photography/ photo editing.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Natural forms drawing – O’Keeffe mood-board <u>Formative assessment</u> Class feedback <u>Summative assessment</u> AO 1 Drawing/ recording AO 2 Knowledge / artist	Natural forms – colour – oil pastels. <u>Formative assessment</u> Class feedback <u>Summative assessment</u> AO3 Colour techniques AO4 Outcome	Charcoal portrait drawing. <u>Formative assessment</u> Class feedback <u>Summative assessment</u> AO 1 Drawing/ recording	Colour portrait <u>Formative assessment</u> Class feedback <u>Summative assessment</u> Banding	3D portrait <u>Formative assessment</u> Class feedback	Tools and objects Jim Dine inspired work <u>Formative assessment</u> Class feedback <u>Summative assessment</u> Banding

Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Theme selection – initial development of ideas Recording through photography.	Research – critical studies	Exploring the qualities of materials, processes and techniques.	Recording ideas Drawing – printmaking	Refining ideas and skills Composition / Colour work	Mock exam drawings 3D work / Collagraph
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Exploring ideas Mind map Title page Theme mood- board Selection / arrangement Photography skills. Photos plan Photo shoot	Mood-boards Research – critical studies. Written and visual info 2/3/4 artists. Photography boards	Technique boards linked to the artist style. Oil pastel / Black pen / black biro – mark making piece. Colour –composition experiments	Observation / line / mark making / blending / tonal variation / continual drawing. Pencil / pen / charcoal. Printmaking skills and knowledge – dry point.	Ink wash Painting techniques Colour theory Brushes and tools. Layering Making connections Theme – Artist. Refining work and ideas	Observational drawings Ceramic skills and knowledge. Joining Forming Slab Mould
Key Vocabulary (School Improvement Priority)	Exploring Investigating Inspiration Connection	Style Mood Meaning Visual language	Linear Media Apply Overlapping	Balanced Unity Contrasting Harmonious	Vivid Bold Muted Intense Dull	Joining Forming Slab Mould
Extended Writing / Disciplinary Reading (School Improvement Priority)	Written explanation of initial ideas	Read an example of artist research.	Annotation of work	Article print making	Description of the colour composition using formal elements.	Article ceramic artists
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Title page Themed mood- board Mind map <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Artist research mood-boards – photography boards <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Technique board Mark making piece Colour compositions <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Drawings Prints <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Colour composition <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	<u>Mock exam drawings</u> <u>3D work</u> <u>Formative assessment</u> Class feedback <u>Summative assessment</u>

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Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Practise final piece / canvas Large scale drawing – charcoal	Realising intentions Final piece Extension challenge task	Exam Theme selection – development of ideas	Artist research – colour developments	Final piece – exam.	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Large scale charcoal piece based on photographs – Scale – proportion – line and marks. Practise final comp – using learnt theory. Individual – to suit purpose	Using learnt theory to create refined final piece selecting from materials and techniques. Making connection with artist style and theme idea developments.	Photography skills Drawings techniques Mind map Title page Themed mood-board	Artist mood-board Technique experiments Mono prints Practise final piece / mini canvas. Final piece mind map		
Key Vocabulary (School Improvement Priority)	Sophisticated Complex Dramatic Bold	Symmetrical Ordered Chaotic Calm Juxtaposed	Connections View point Angle	Vivid Bold Muted Intense Dull		
Extended Writing / Disciplinary Reading (School Improvement Priority)	Creative evaluation	Artist explanation of the process of making art	Annotation – initial ideas	Visual literacy – selected artist.		
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Colour piece Charcoal drawing <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Final piece <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Title page Themed mood- board Mind map <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Artist research / colour work. <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Final assessment	

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Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Colour techniques linked to the artist Colour mono prints compositions Practise final piece / mini canvas	Final piece Extension – challenge piece.	Exam Theme selection – photography Drawings Mind map Title page Themed mood-board	Artist mood-board Technique experiments Mono prints Practise final piece / mini canvas. Final piece mind map	Final piece – exam.	
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Ink wash Painting techniques Colour theory Brushes and tools. Layering Making connections Theme – Artist. Refining work and ideas	Using learnt theory to create refined final piece selecting from materials and techniques. Making connection with artist style and theme idea developments.	Photography skills Drawings techniques Mind map Title page Themed mood-board	Artist mood-board Technique experiments Mono prints Practise final piece / mini canvas. Final piece mind map		
Key Vocabulary (School Improvement Priority)	Sophisticated Complex Dramatic Bold	Symmetrical Ordered Chaotic Calm Juxtaposed	Connections View point Angle	Vivid Bold Muted Intense Dull		
Extended Writing / Disciplinary Reading (School Improvement Priority)	Creative evaluation	Artist explanation of the process of making art	Annotation – initial ideas	Visual literacy – selected artist.		
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Technique board Colour compositions <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Final piece <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Title page Themed mood- board Mind map <u>Formative assessment</u> Class feedback <u>Summative assessment</u>	Artist research / colour work. <u>Formative assessment</u> Class feedback <u>Summative assessment</u>		