



Curriculum Map 2024-25 - ART

TERM	CONTENT AND SKILLS				
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
AUTUMN	<p>Formal Elements - Tropical</p> <p>Looking at all the formal elements of art: Composition, shape/form, perspective, detail/texture, tone, colour theory.</p> <p>Students will also research rainforests and deforestation.</p> <p>Artist link- Maurice Sendak & Beatriz Milhazes.</p>	<p>Pop Art</p> <p>Students will research the Pop Art genre and experiment with the use of colour through the form of block colour, design and textiles. Students will explore and compare the Pop Art culture with the culture of today.</p> <p>Artist link - Andy Warhol, Roy Lichtenstein, Claes Oldenburg.</p>	<p>Thematic project on Current Affairs:</p> <p>Year 9 students will complete two longer projects this year and be given more independence to choose areas of interest personal to them. Each project will take a term and a half.</p> <p>Students will work through a range of practical workshops starting with 3D clay techniques as well as Critical studies and Art History. We will use Grayson Perry and current affairs as a backdrop to this term's learning.</p> <p>Artist Link - Grayson Perry & Jo Morgans</p>	<p><u>Component 1 A</u> - Thematic project focusing on primary observations and drawing interspersed with refinement of practical skills, artist research and annotation lessons.</p>	<p><u>Component 1 B</u> - Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment.</p>

<p>SPRING</p>	<p>Fish - Pattern</p> <p>Looking at surface pattern students will explore a range of media techniques such as paper manipulation and mixed media collage. Students will also research sea pollution and recycling rubbish to create art/jobs.</p> <p>Artist link - Peter Clark.</p>	<p>Expressive Portraiture</p> <p>Student's will develop and practise drawing portraits using a formal grid and other portrait techniques.</p> <p>Artist link - Hannah Hoch & Francoise Neille.</p>	<p>Current Affairs:</p> <p>Students will complete a 5 hour clay final piece as well as sketchbook work for their assessment.</p> <p>Thematic project on Identity - Students will work with Photography and Fashion for this project, giving them a wide range of techniques and skills to explore and develop.</p>	<p>Component 1 A -</p> <p>Thematic project continued, focusing on experimenting with a range of media, risk taking and final piece development. 10 hr final piece-controlled assessment.</p>	<p>Exam Component 2 -</p> <p>Externally set</p>
<p>SUMMER</p>	<p>Aboriginal Art</p> <p>Students will research Aboriginal culture and the development of the art techniques used. Students will explore the dot technique and how journeys and Dream Time influenced aboriginal artwork. Each class will create a group contemporary Dream Time journey using traditional techniques.</p>	<p>Henry Moore - Sculpture</p> <p>Researching the War drawings and wax resist techniques used by Henry Moore students will study the human figure. They will work in either wire or soap and create a 3D piece inspired by Henry Moore and Barbara Hepworth.</p>	<p>Students will work in pairs and as a class to create a large Photography 3D sculpture installation Art piece.</p> <p>Artist link - Michael Craig Martin & Alexander McQueen</p>	<p>Component 1 B -</p> <p>Thematic project focusing on primary observations and drawing interspersed with refinement of practical skills, artist research and annotation lessons.</p> <p>In preparation for YR 11's thematic project students will either visit the Sainsbury Arts Centre or complete a workshop with a visiting artist. They will include photos, sketches and</p>	

				artist research from this experience within their sketchbooks.	
Assessment	<p>Students complete a drawing test at the end of every term.</p> <p>Sketchbooks are assessed on a half-termly basis.</p>	<p>Students complete a drawing test at the end of every term.</p> <p>Sketchbooks are assessed on a half-termly basis.</p>	<p>Students complete a drawing test at the end of every term.</p> <p>Sketchbooks are assessed on a half-termly basis.</p> <p>This is marked alongside the students' sketchbooks.</p>	<p>Students complete a controlled assessment over a sustained period (5-10hrs) to complete a final piece for each term. This is marked alongside the students' sketchbooks/digital portfolios.</p> <p>Half termly assessment is completed for sketchbook/digital portfolio work.</p>	<p><u>All work completed in year 10 & 11 is worth 100% of the students overall GCSE grade.</u></p>

SKILLS	<u>SKILL PROGRESSION</u>	<u>SKILL PROGRESSION</u>	<u>SKILL PROGRESSION</u>	<u>SKILL PROGRESSION</u>	<u>SKILL PROGRESSION</u>
	<p>Split into six levels:</p> <p>Limited ability to identify skills Basic use of skills Emerging use of skills Competent use of skills Confident use of skills Exceptional use of skills</p> <p>Each SOW builds on the following skills:</p> <p>Composition Line/shape Tone Colour theory Texture/detail Annotation Design Creativity Artist research</p> <p>These skills will increase in challenge through different media and techniques. Allowing the students to become proficient in the handling of different materials whilst reinforcing and building on their Formal Elements knowledge.</p>	<p>Split into six levels:</p> <p>Limited ability to identify skills Basic use of skills Emerging use of skills Competent use of skills Confident use of skills Exceptional use of skills</p> <p>Each SOW builds on the following skills:</p> <p>Composition Line/shape Tone Colour theory Texture/detail Annotation Design Creativity Artist research</p> <p>These skills will increase in challenge through different media and techniques. Allowing the students to become proficient in the handling of different materials whilst reinforcing and building on their Formal Elements knowledge.</p>	<p>Split into six levels:</p> <p>Limited ability to identify skills Basic use of skills Emerging use of skills Competent use of skills Confident use of skills Exceptional use of skills</p> <p>Each SOW builds on the following skills:</p> <p>Composition Line/shape Tone Colour theory Texture/detail Annotation Design Creativity Artist research</p> <p>These skills will increase in challenge through different media and techniques. Allowing the students to become proficient in the handling of different materials whilst reinforcing and building on their Formal Elements knowledge.</p> <p>Students will be introduced to the GCSE AO's throughout the year.</p>	<p>Using the GCSE AO's the students will develop their practical skills within each AO. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.</p> <p>A01 - Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these artists work and their influences. Write your own opinions about the artist's work.</p> <p>A02 - Refine your ideas through experimenting with different medias and techniques. E.g. collage, printing, oil pastels, chalk etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.</p> <p>A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.</p> <p>A04 - Bring all your research, experimenting and observations together to</p>	<p>Using the GCSE AO's the students will develop their practical skills within each AO. Each project will build on the formal element skills learnt at KS3. Students will be pushed to take more risks with ideas and materials.</p> <p>A01 - Develop your ideas through researching artists and working in their styles. Demonstrate you understand how these artists work and their influences. Write your own opinions about the artist's work.</p> <p>A02 - Refine your ideas through experimenting with different medias and techniques. E.g. collage, printing, oil pastels, chalk etc. Write what you have done and whether you are pleased with the outcome. What would you do differently next time.</p> <p>A03 - Record your ideas linked to the theme by taking photographs and observational drawing. Explain why these link to the theme.</p> <p>A04 - Bring all your research, experimenting</p>

				create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to an artist, your observations and experimentation.	and observations together to create a FINAL PIECE (10 hrs). Show a few ideas and develop them. Explain how your final piece will link to an artist, your observations and experimentation.
CAREER LINKS	<p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p>	<p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p>	<p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p> <p>End of Summer Exhibition curation and teamwork. Committee set up and students create the exhibition - Career links: Curator, PR, Graphic Designer, Marketing, Installation Team, Project Manager.</p>	<p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p> <p>Sainsbury Centre visit - link to job roles within this industry.</p>	<p><u>Career skills used in SOW</u></p> <p>Communication - Group work</p> <p>Organisation - work/H/W</p> <p>Creative thinking/problem solving throughout. Artist, illustrator, architect, designer research embedded.</p>

For further details of Personal Development within the Art department, please see the Personal Development/SMSC audit at the bottom of this document.

Art Department Personal Development/SMSC Audit

Name of Department: ART		Key Stage 3			
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 6	<p><i>Year 6 transition days – We run a Zine project based on the student's local area. They reflect upon their holiday period and feeling around starting high school. They then produce a Zine collage outcome around these feelings (good & bad).</i></p>				
Year 7	<p>Students are always encouraged to work using their own feelings and emotions. Being creative allows the students to explore their inner thoughts and to be able to express these feeling through various mediums.</p>	<p>Tropical themed project – Students research rainforests and deforestation/ endangered animals.</p> <p>Fish themed project. During this project students will look at the impact of the environment on fish and why buying sustainable fish is important. Possible H/W project on recycling. TBC.</p>	<p>Tropical themed project - Students will complete work in groups therefore giving them the opportunity to practise and express their own social and democratic skills.</p> <p>Sharing of equipment and resources for all SOW will help to enhance communication and sharing skills.</p>	<p>Aboriginal themed project - Students learn about their culture and how they have developed over time. Understanding of beliefs especially their spiritual connections with nature and Dream Time state of mind.</p>	<p><i>SMSC day – Cross curricula links with English dept. Workshops around a book for world book day where students work in clay to create a 3D visual to represent a scene from the book.</i></p> <p><i>Book TBC but will link into PD (Possibly Healthy Eating)</i></p>

Year 8	Expressive Portraiture themed project - Students will explore a range of artist who create portraits based on their own spiritual interpretation. Often through a sense of self and exploration of the world around them. Students will go onto create their own expressive portraits taking into account their inner self or world around them.	Pop Art themed project - Students are encouraged to discuss areas of society that are popular today and compare them to those of the 1950-70's. Materialist objects are explored and the value of these objects discussed.	Pop art themed project - Artist Keith Haring and his graffiti work is looked at. Students explore the rights and wrongs of this art technique and the messages that are conveyed. Henry Moore themed project - WW2 is discussed through the work of Henry Moore. Students get the opportunity to see why this artist did not draw what he saw in front of the people he was drawing. Connections are made between his job and social responsibly.	Pop Art themed project - Students learn about the social differences of the 1950-70's and compare the cultures of today to then.	Pop art themed project - Students work with textiles to create 3D soft sculptures – discussion over healthy eating and food choices. Artist link – Claus Oldenburg
Year 7&8	<i>Lunch art club – KS3 students are welcome to come and attend art club once a week to work on a range of mini projects, including group work and possible links to drama staging and back drops. These will be run by SM/RF. Projects changed each Term.</i>				
Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.					

Name of Department: ART/PHOTOGRAPHY/TEXTILES		Key Stage 4			
	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 9	<p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.</p>	<p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>GCSE Artist Research</p> <p>As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p>	<p>Grayson Perry themed 3D clay project – gender links and mental health.</p>

Year 10	<p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.</p>	<p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>GCSE Artist Research</p> <p>As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> <p><i>SMSC day - Year 10 trip to the Sainsbury Centre across all endorsements OR Artist lead workshop.</i></p>	<p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>

Year 11	<p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.</p>	<p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>GCSE Artist Research</p> <p>As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p>	<p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 9, 10 & 11	<p><i>Art Café - after school GCSE students are encouraged to attend Art Café 3-4pm where they can continue to develop and refine their work in a relaxed environment. This gives disadvantaged students an opportunity to use the dept's equipment and facilities.</i></p>				
<p>Please complete this with your Department. Please enter the titles of lessons or activities from your Schemes of Work that fit each section.</p>					
Name of Department: ART/PHOTOGRAPHY				Key Stage 5	

	<p>Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p>Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p>Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p>Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p>Personal development</p> <p>Examples specifically related to:</p> <p>Healthy relationships/ friendships</p> <p>Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 12	<p>A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.</p>	<p>A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>A – Level Artist Research</p> <p>As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> <p><i>NUA – Degree show trip in the summer term.</i></p>	<p>A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues.</p> <p><i>KS – takes 6th Form students out on trips throughout the year to see Photographers and Artist's work.</i></p> <p><i>Life drawing classes. The students in Year 12/13 are encouraged to attend these sessions. This helps students overcome boundaries gain confidence within this environment.</i></p>

					<i>Whilst being a vital part of developing their observation skills.</i>
Year 13	A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.	A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message within their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	A – Level Artist Research As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.	A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal investigations. They will often explore mental health, political, abuse and relationship issues.
Possible areas for development The Grayson Perry SOW is new and will therefore be revisited next year to see how well it worked and what areas need to be tweaked.					

