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Year view Subject: Art and Design				
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 and 2	1 Drawing Styles and Techniques Learn about and explore a range of drawing techniques and approaches through the work of the Brazilian artist Vik Muniz, Leon Kossoff, Henri Matisse, David Hockney, Maggi Hambling among others	Explore a wide range of drawing styles, purposes and methods; use a range of traditional and non-traditional materials; record from direct observation, secondary sources and imagination to learn effective techniques when exploring elements such as line, tone, shape, pattern, texture and colour; evaluate their work	All homework tasks across the year are maintenance marked and written and verbal feedback is given. 2 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	An introduction to Art and Design to begin the process of developing the range of skills they need for the study of Art & Design
Spring Term 1, 2 and summer term 1	2 Portraits, Self-Portraits & Identity Record from direct observation and secondary sources to develop self-portraits using the correct proportions. Analyse the work of portrait artists including use of text	Learn about and understand the proportions of the face; Watercolour mixing, particularly flesh tones; Blending; Using tone to create form and depth; Appreciate the use of colour, light and contrast by artists to express mood or emotion in their work.	2 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	Leads towards developing the four assessment areas: AO1 Idea development & critical understanding of sources AO2 Refining work as it progresses AO3 Recording through observation AO4 Presenting a personal response
Summer Term 2	3 Geometry in Islamic Art (Year 7 into Year 8 – Part 1) Pupils use geometry to create six or twelve sided shapes with equal sides using only a pair of compasses, a sharp pencil and a ruler. They should look at intersecting lines, lines of symmetry, repeated shapes and extending lines out to see what happens. Pupils will examine the use of geometry used in Islamic religious art and why that is, as well as the religious symbolism of some of the shapes and designs used.	To explore the use of geometry and mathematics in Islamic art and design; how and where geometry is used (Historical and contextual); understand and recognise the symbolism of certain shapes and designs if relevant; design a clay tile based on geometry. (Particularly six or twelve sided shapes) ready to begin the clay work in Year 8; create a colour wheel and learn about and use complementary colours; produce a collaborative piece that is made up of separate elements; use and understand the properties of clay.	All homework tasks are maintenance marked and written and verbal feedback is given. 2 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	The geometric designs will get increasingly complex and will form the basis of a design for a clay tile. All 4 assessment objectives mentioned above completed through exploring a range of forms.

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	3 Geometry in Islamic Patterns Year 7 into Year 8 -Part 2 At the beginning of Year 8, once the design phase has been completed, pupils will select their most successful design and be shown how to make a clay tile from their preferred design. Pupils will be shown how to use, handle and clear away the clay safely.	See above	See above	See above While the clay is drying and waiting to be fired pupils will start the next scheme (Body Language and Gesture) and come back to this at a later date (dependant on how long this process takes) to paint the tiles. The painting usually only takes a single lesson.
Autumn Term 2, spring term 1 and 2	4 Body Language and Gesture Pupils are introduced to a range of artists who look at the human form. Artists include Niki de St Phalle, Antony Gormley, Elizabeth Frink, Bernini, Henry Moore and Alberto Giacometti. Pupils will produce figure drawings, learn about the proportions of the human body and how to measure accurately when drawing from direct observation leading to small-scale figurative sculpture made from wire and papier mache.	Draw and learn about the human form initially looking at the proportions of the body; understand the challenge of working from the body to show movement, expression, body language and gesture; work in a variety of media; express ideas through use of art vocabulary and discussion and analysis of others' work; produce a piece of expressive figurative sculpture using wire and papier mache; Construct a wire armature; paint with acrylics	All homework tasks are maintenance marked and written and verbal feedback is given. 2 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	This is a challenging topic and requires a degree of skill and understanding of proportion. Consequently, it revisits the measuring and proportion elements of the Year 7 Portraits, Self-Portraits and Identity Scheme. It has links to PE and Biology as we look at the human skeleton and discuss balance and movement. It explores the 4 assessment objectives (see Y7) in a different form.
Summer Term 1 and 2	5 Colour, Expression and Mark-making: Pupils will explore the expressive qualities of certain colours and colour relationships; explore a wide range of mark-making techniques and experiment with media to learn about the inherent qualities of each. Pupils will respond to a wide range of stimuli including music, words, concepts, actions and their own experimentation to produce a range of non-representational outcomes. These will be presented in books that the students make. They will explore work by artists who have worked in similar ways such as Wassily Kandinsky, Fiona Rae, Jackson Pollock, Lucio Fontana	Explore the expressive qualities of colour and colour relationships and a wide range of mark making techniques; experiment with a wide range of materials to develop a better understanding of materials used in art making; make connections to the work of artists who use colour and mark-making to inform their work; explore a range of working methods to produce abstract or non-pictorial or representational artwork; modify and refine work; express ideas and opinions using appropriate art vocabulary; book making	All homework tasks are maintenance marked and written and verbal feedback is given. 2 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	This scheme builds on and revisits the mark-making and colour work completed in the Year 7 (Drawing Styles and Techniques) and it will be revisited again in Year 9. It also revisits the Year 7 colour theory work (Geometry in Islamic Patterns) It is intended to be non-representational so that pupils understand that the study of Art & Design encompasses a much wider range of skills than simply the ability to draw accurately.

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Year view Subject: Art and Design				
Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 and 2 and spring 1	1 Making a Mark Pupils will experiment with media in order to learn about the inherent qualities of each. They will respond to a wide range of stimuli including first hand observation, secondary sources, their own experimentation and the work of artists/designers and craftspeople who have worked in similar ways such as David Hockney, Maggi Hambling, Kurt Jackson, Janet Fish, Van Gogh. Water/glass/smoke/mechanical and natural forms	Build on prior learning in relation to mark-making in Year 7 and 8. Further develop observational drawing and making skills. Explore the expressive qualities of a wide range of mark making techniques. Experiment with a wide range of materials including observation, printmaking, relief work, paint. Make connections to the work of craftspeople who use mark-making to inform their work. Make or modify own mark-making tools. Modify and refine work and express ideas through the use of appropriate art vocabulary	All homework tasks are maintenance marked and written and verbal feedback is given. 2-3 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	This scheme is a skill building introduction to the GCSE course. It is intended to build upon prior learning in Years 7 & 8 with the aim of extending pupil skills and knowledge. The range of subject matters have been chosen for their level of challenge; things that are notoriously difficult to draw or paint!
Spring Term 2 and summer 1 and 2	2 Art & Architecture – Building Structures Pupils will explore a range of design methods and alternative ways of developing ideas, looking at different approaches to problem-solving. This includes the particular challenges of architectural design. They will look at existing examples, test forces and experiment with different materials. This will be documented through drawing, research and use of digital photography. Pupils will use maquettes to explore ideas/problem-solve before starting a larger more refined architectural model that addresses the particular requirements of the location.	Explore the connection between Art & Architecture with the aim of designing and building an architectural model using a variety of model-making techniques. Examine the context, scale, form and function of a range of different types of structure possibly including bridges. Explore a range of observational drawing, painting, research and 3D making techniques. Use digital photography and observational drawing to record and document their work as it progresses. Examine and acquire an understanding of the design process through the work of artists and architects, making connections with their own work. Modify and refine work expressing ideas through the use of art vocabulary. Use direct observation, photography and the internet/art library to inform their work.	All homework tasks are maintenance marked and written and verbal feedback is given. 2-3 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.	It is designed to follow on from the previous scheme as another stepping-stone towards developing the skills needed for the study of Art and Design and when completed pupils will have covered all four of the assessment areas in some form or another. AO1 Idea development & critical understanding of sources AO2 Refining work as it progresses AO3 Recording through observation AO4 Presenting a personal response

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Year view Subject: Art and Design				
Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 and 2	<p>Natural Forms (Year 10/11)</p> <p>Pupils are introduced to work by artists or designers who take Natural Forms as their subject matter. Artwork studied will include work in 2 and 3 dimensions. Students will develop their own preparatory work around the theme of natural objects in relation to the Assessment Objectives for GCSE Art & Design .After a period of recording ideas, developing ideas, refining and exploring ideas pupils will produce a personal response in 2 or 3 dimensions or both.</p>	<p>Students will produce observational studies from primary and secondary sources related to Natural Forms using a wide range of methods including drawing, painting, photography and printmaking from common starting points. Annotations will be made about the thought process and the decisions made</p>	<p>All homework tasks are maintenance marked. Written and verbal feedback is given. 2-3 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given. A whole group critique completed to identify areas for improvement.</p>	<p>This scheme is intended to start with skill building exercises from common sources and starting points to diversifying later to create more individually tailored outcomes informed by the self-directed 'mini project' and will be continued into Year 11</p>
Spring Term 1	See above	<p>Pupils will develop their own ideas through a personalised 'mini project' showing links to both critical studies work and observational work. Annotations made about the thought process and the decisions made</p>	See above	<p>This is intended to build upon the skills and knowledge acquired earlier in the scheme.</p>
Spring Term 2	See above	<p>See above. Pupils will each continue to develop work for their chosen individual 'mini project' Relevant observational work and experimentation. Annotations made about the thought process and decisions made.</p>	See above	See above
Summer Term 1 and 2	See above	<p>Pupils will begin to experiment and refine work using a wide variety of materials to produce relevant final outcomes whilst continuing to make connections to the work of other artists. Annotations made about the thought process and the decisions made.</p>	See above	See above

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Year view Subject: Art and Design				
Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1 and 2	<p>Natural Forms (Year 10/11)</p> <p>Pupils are introduced to work by artists/designers/crafts people who take Natural Forms as their subject matter. This will include work in 2 and 3 dimensions. Pupils will develop their own preparatory work around the theme of natural objects in relation to the They will realise a final outcome/s in either 2 or 3 dimensions.</p>	<p>Skills used might include drawing, painting, digital, printmaking, sculpture and photography; Relevant experimentation will continue throughout; Annotations made about the thought process and the decisions made; Making connections between their own work and of relevant artists and designers. Assessment Objectives: Recording ideas/developing ideas/refining and exploring ideas/personal response</p>	<p>All homework tasks are maintenance marked and written and verbal feedback is given.</p> <p>2-3 in depth sketchbook reviews per term, work is assessed in line with the 4 assessment objectives for GCSE and A level; written feedback given; whole group critique; work presented and discussed as a group-verbal and written feedback</p>	<p>This is the most individual work pupils have made so far.</p> <p>It should also incorporate the range of skills they have been refining throughout their study of the subject in line with the assessment criteria.</p> <p>AO1 Idea development & critical understanding of sources AO2 Refining work as it progresses AO3 Recording through observation AO4 Presenting a personal response</p> <p>Pupils should be aiming to complete the final outcome/s before the Christmas holiday.</p>
Spring Term 1 and 2	<p>Whole group workshop type lessons related to 'Structure' exploring techniques such as painting, photography, printmaking. Students could choose to relate this to the architecture work which they completed at the end of Year 9. Alternatively, they might choose to relate it to other types of structure. No final outcome is necessary Finishing off incomplete work from the past two/three years ensuring that they have covered all four of the assessment objectives for the subject. Pupils will receive the Externally Set Task 1st Jan or as close as possible</p>	<p>Skills used might include among other things drawing, painting, printmaking, sculpture and photography. Relevant experimentation will continue throughout Annotations made about the thought process and the decisions made Making connections between their own work and the work of relevant artists, designers and craftspeople. Pupils will choose a single 'starting point' from the exam paper and will begin work on the externally set task.</p>	<p>All homework tasks are maintenance marked and written and verbal feedback is given.</p> <p>One in depth sketchbook reviews per half term, work is assessed in line with the 4 assessment objectives for GCSE and A level Art and Design. Written feedback given.</p> <p>Finally assessed in May using exam board criteria with centre marks submitted to the exam board (AQA)</p>	<p>AO1 Idea development & critical understanding of sources AO2 Refining work as it progresses AO3 Recording through observation AO4 Presenting a personal response</p>
Summer Term 1	See above (up until study leave)	See above (up until study leave)	See above (up until study leave)	See above (up until study leave)

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Year view Subject: Art and Design				
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	<p>Students are introduced to work by artists or designers who explore the idea of 'Layering' in their work. After a period of workshop style lessons where students are introduced to new techniques materials and ways of working, they will begin to develop their own preparatory work around the theme of 'Layering' in relation to the Assessment Objectives for A level Art & Design.</p> <p>Preparatory work will include observational studies, critical studies, media experimentation in 2D and 3D and most importantly idea development. The work will culminate in the production of a single or multiple outcomes.</p>	<p>Students are supported in the development of their work through practical workshop style sessions with the Art teacher. The initial focus will be on introducing new skills and techniques with an emphasis on good quality observational work using a wide range of media.</p> <p>Students will experiment with a wide range of materials and working methods, including digital photography, printmaking, sculpture, video and installation, alongside other more traditional art practices.</p>	<p>Students will regularly have the opportunity to discuss work on a one to one basis with the teacher. They will also have a formal critique of their work involving teacher and classmates as it progresses. This is intended to help identify areas for improvement in line with the Assessment Objectives.</p>	<p>This builds on skills acquired at KS3 and KS4 and introduces new skills and working methods.</p> <p>This is intended as a 'way in' to the theme for the Personal Investigation. Students will start to think about the starting point for their investigation and begin work on this in the Spring term.</p>
Autumn Term 2				
Spring Term 1				
Spring Term 2	<p>Start the preparatory stages of the Personal Investigation based on an idea, issue, concept or theme.</p> <p>The starting point for this major project is chosen by each individual student, in discussion with the teacher for further exploration through practical artwork and a written report of between 1000-3000 words</p>	<p>Students will begin to investigate their chosen starting point with individual support through one-to-one tutorials or group discussion in the form of critiques. The work will incorporate a range of appropriate working methods, experimentation, critical studies and annotation.</p>	<p>Students will regularly have the opportunity to discuss work on a one-to- one basis with the teacher. They will also have a formal critique of their work involving teacher and peers as it progresses. This is intended to help identify areas for improvement in line with the Assessment Objectives.</p>	<p>Students are encouraged to relate the theme of their Personal Investigation to their chosen degree course or career. This will be useful for them in terms of writing a personal statement for UCAS and in producing a relevant portfolio of work if called for interview.</p>
Summer Term 1				
Summer Term 2				

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Year view Subject: Art and Design				
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Move on from the preparatory stages of the Personal Investigation based on an idea, issue, concept or theme. The written report should reflect the pupils own working methods and influences.	Students will use the skills developed in Y12 and incorporate exploratory work from the first year. They may work in any medium the Art Department is able to provide and support.	Students will regularly have the opportunity to discuss work on a one-to-one basis with the teacher. They will also have a formal critique of their work involving teacher and classmates as it progresses. This is intended to help identify areas for improvement in line with the four Assessment Objectives. The written report is read and returned for further refinement by the student. The written report is assessed using the same exam board criteria as the practical work	Students are encouraged to relate the theme of their Personal Investigation to their chosen degree course or career. This will be useful for them in terms of writing a personal statement for UCAS and in producing a relevant portfolio of work if called for interview.
Autumn Term 2	Complete the practical element of the Personal Investigation. Write up the 1000-3000 words critique.	Finalise the written report and bibliography/webography	Finalise the written critique as above. The finished Personal Investigation is formally assessed, standardised and externally moderated in April.	
Spring Term 1	Begin the preparatory work for the Externally set Assignment	A wide variety of art-making techniques. Assessment criteria: AO1 Idea development & critical understanding of sources AO2 Refining work as it progresses AO3 Recording through observation AO4 Presenting a personal response	This work may be critiqued by teacher and peers if time allows. This work will be internally assessed, standardised and externally moderated by the exam board.	This is the most individual work pupils have produced so far. It should also incorporate the range of skills they have been refining throughout their study of the subject in line with the assessment criteria (see skills)
Spring Term 2	Complete the preparatory work for the Externally Assessed Assignment. Complete 15 hours of unaided, supervised finished pieces		The Externally Assessed Assignment will be marked as a whole by the centre and moderated by AQA during a visit in June.	
Summer Term 1 and 2	STUDY LEAVE	STUDY LEAVE	STUDY LEAVE	STUDY LEAVE