

ART DEPARTMENT - CURRICULUM MAP

KEY STAGE 3	
TERM 1	TERM 2
Year 7	
<p style="text-align: center;"><u>Creative Creatures</u></p> <p>Imaginative animals based on Egyptian symmetrical designs and totem poles.</p> <p>Key Skills: Photomontage, drawing and printmaking.</p> <p>Key Words: Print, symmetry, tone, texture, photomontage</p> <p>Assessments: 1: Photomontage 2: Drawing 3: Print</p>	<p style="text-align: center;"><u>Billboards</u></p> <p>Large scale 'billboard' using logos from a wide range of cultures.</p> <p>Key Skills: Drawing, colour theory, painting, group work</p> <p>Key Words: Colour, shape, tint, tone, shade</p> <p>Assessments: 1: Decollage 2: Drawing 3: Painting</p>
Year 8	
<p style="text-align: center;"><u>Graffiti</u></p> <p>Relief word or phrase based on graffiti.</p> <p>Key Skills: Drawing, typography, card construction.</p> <p>Key Words: Shape, overlap, relief, form</p> <p>Assessments: 1: Photomontage 2: Drawing 3: Print</p>	<p style="text-align: center;"><u>Impossible Rooms</u></p> <p>Surreal Room containing range of drawn and adapted objects</p> <p>Key Skills: Drawing using perspective, tonal work.</p> <p>Key Words: Surreal, perspective, line, sketch, tone, colour</p> <p>Assessments: 1: Room practice 2: Drawings of objects 3: Final perspective room</p>
Year 9	
<p style="text-align: center;"><u>Sweet Dreams</u></p> <p>A creative sculpture based on food.</p> <p>Key Skills: Ceramic modelling, painting.</p> <p>Key Words: Adapt, imagination, design, form, ceramics, mould, plasticity.</p> <p>Assessments: 1: Rough designs 2: Clay sculpture</p>	<p style="text-align: center;"><u>Icons</u></p> <p>A portrait of someone influential, Doodle Art to influence designs.</p> <p>Key Skills: Mixed media with an option to work large scale.</p> <p>Key Words: Doodle. Weight, line, mixed media, stylise</p> <p>Assessments: 1: Stylised face 2: Design 3: Mixed media icon</p>

ART DEPARTMENT CULTURES EXPLORED IN THE CURRICULUM

Year 7:

Creative Creatures.

- Students study the Egyptians and their use of symmetry. Students creatures will be symmetrical and stylised like the Egyptian motifs.
- When students create their print, they will build 'totem poles' with others in their table group and will learn about the history of totem poles and their significance.
- Some students may develop their animal into a painting using Aboriginal art painting techniques.

Billboards

- Students research logos from other cultures—they bring in images of them and explain what they have discovered. These logos are used for their collage and for the larger scale painting.

Year 8

Graffiti

- Students learn about the origins of graffiti and how graffiti manifests in different cultures.

ART DEPARTMENT - CURRICULUM MAP

KEY STAGE 4 - GCSE

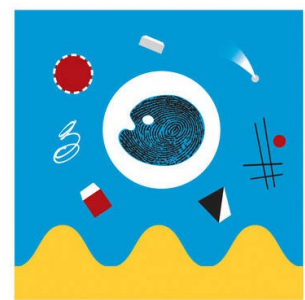
TERM 1	TERM 2	TERM 3
YEAR 10		
<p style="text-align: center;">Workshops / Big Ideas</p> <p>Students study Threshold Concepts (Big Ideas - please see graphics below) which encourage them to think about art in new ways. Practical work is completed in a range of media, materials, techniques and processes, including:</p> <p style="padding-left: 40px;">Drawing—pencil, fineliner, coloured pencil.</p> <p style="padding-left: 40px;">Painting—acrylic paints and watercolours.</p> <p style="padding-left: 40px;">Printmaking—Monoprinting, lino printing.</p> <p style="padding-left: 40px;">Ceramics—Relief tiles and 3D ceramic forms.</p> <p style="padding-left: 40px;">Mixed Media (work containing two or more media)</p>		<p style="text-align: center;">Mock Exam</p> <p>Choice of 3 starting points—students work independently following the AQA syllabus.</p>
ASSESSMENTS—BIG IDEAS 1-9		
<p>1- Drawings of complex forms</p> <p>2 - Multisensory group work</p> <p>3 - Swap shop painting</p>	<p>4 - Self portrait and Mona Lisa adaptation.</p> <p>5 - Absurd Invention</p> <p>6 - Artist of the Future poster</p>	<p>7 - Taking shape—palettes</p> <p>8 - Adaptation of iconic artwork</p> <p>9 - Art regeneration proposal</p>
YEAR 11		
<p style="text-align: center;">Mock Exam</p> <p>Choice of 3 starting points—students work independently following the AQA syllabus.</p>	<p style="text-align: center;">Component 2</p> <p>Choice of 7 starting points—students work independently following the AQA syllabus.</p>	<p style="text-align: center;">Component 2</p> <p>Choice of 7 starting points—students work independently following the AQA syllabus.</p>



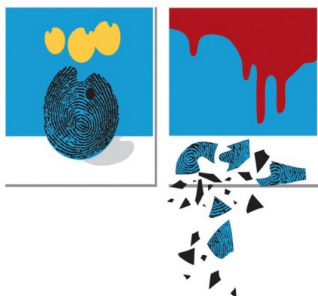
#1: Artists make marks, drawing our attention



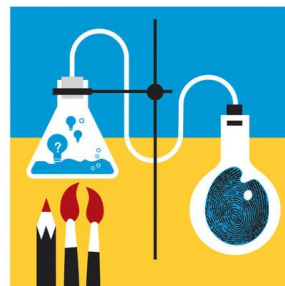
#2: Art communicates, in every sense



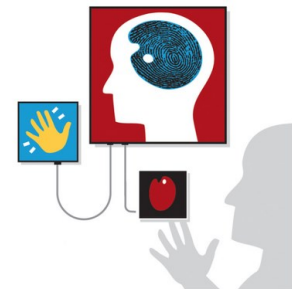
TC#3: Art has its own vocabulary, shaped across time and space



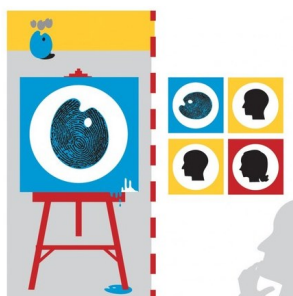
TC#4: Artists use (and abuse) traditions



TC#5: Artists play - with ideas, materials and failure



TC#6: Art engages; head, hands, heart



TC#7: Art is not fixed in meaning; context is everything



TC#8: Art has value, in unequal measures



TC#9: Art makes people powerful, for good and bad

ART DEPARTMENT - CURRICULUM MAP

KEY STAGE 5—A LEVEL

Year 12 - A Level

TERM 1	TERM 2	TERM 3
<p style="text-align: center;"><u>Workshops / Big Ideas</u></p> <p>Students continue to study the Threshold Concepts (Big Ideas)- please see graphics below) which encourage them to think about art in new ways. This is at a deeper level than at GCSE. Practical work is completed in a range of media, materials, techniques and processes, including, but not exclusively:</p> <p style="padding-left: 40px;">Drawing—pencil, fineliner, coloured pencil, oil pastel</p> <p style="padding-left: 40px;">Painting—acrylic paints, oil paints, watercolours.</p> <p style="padding-left: 40px;">Printmaking—Monoprinting, lino printing, collagraph, etching.</p> <p style="padding-left: 40px;">Ceramics—Relief tiles and 3D ceramic forms.</p> <p style="padding-left: 80px;">Mixed Media.</p> <p style="padding-left: 80px;">Plaster casting.</p> <p style="padding-left: 40px;">Art interventions—site specific sculpture.</p> <p style="padding-left: 80px;">Large scale</p>		<p style="text-align: center;">Personal Investigation</p> <p>Students work independently on a project of their choice, following the AQA syllabus.</p>

Year 13 A Level

TERM 1	TERM 2	TERM 3
<p style="text-align: center;">Personal Investigation</p> <p>Students work independently on a project of their choice, following the AQA syllabus</p>	<p style="text-align: center;">Externally Set Task</p> <p>Choice of 7 starting points—students work independently following the AQA syllabus.</p>	

Assessments for Personal Investigation and EXT:

Artist research
 Photos and recording
 Ideas
 Practice piece
 Refinement
 Holistic mark/grade