



ART & DESIGN (FINE ART) Curriculum Map

Intent-

GCSE in Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive program of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of this curriculum map is to nurture an enthusiasm for Art and to develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts in the visual arts.

Key Knowledge & Skills to be mastered by students

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	Learning Period 1 Autumn Term 7 weeks	Learning Period 2 Spring Term 7 weeks	Learning Period 3 Summer Term 7 weeks/ end of term	NOTES
Year 7 Cross curricular Science				
Topic/s	Formal Elements of Art Introduction to Line and Tone	Looking at colour theory and the colour wheel.	Pop art movement/ How to research artists & create a project	
Knowledge	<ul style="list-style-type: none"> • Know how to use a pencil using pressure to create a wide range of different tones. • understand how tone can be used to create form using line. • Understand how hatching, cross hatching and pointillism can create 	<ul style="list-style-type: none"> • Understand how to create the colour wheel using only the three primary colours. • be able to identify primary, secondary and tertiary colours. • Know what complementary colours are. • Understand split 	<ul style="list-style-type: none"> • learn about the Pop Art movement and understand its impact on the art world now • know who Jean Michel Basquiat, Keith Haring and Andy Warhol are. • Use colour theory to develop work using complementary colours. 	

	different textures.	complementary colours		
Skills	<ul style="list-style-type: none"> • Be able to accurately draw tones using a pencil • know how to use continuous line, mark-making, cross hatching, expressive line, natural form and observational drawing. • know how to apply tone, tonal shading techniques and how to use them on a 3D form, how to apply tone to 	<ul style="list-style-type: none"> • be able to accurately use a paintbrush. • be able to develop their painting skills further. • be able to spot the difference between the primary, secondary and tertiary colours. 	<ul style="list-style-type: none"> • be able to adapt Warhol's Pop Art style to create own pop art piece. • To accurately use design skills to develop own ideas to be enlarged • be able to mix primary colours from the colour wheel. <p>*How to create an artist's Project</p>	

	<p>natural form and to observational drawing.</p> <ul style="list-style-type: none">• know how to give feedback to their peers in a form of critique.	<ul style="list-style-type: none">• be able to mix primary colours to create all the 12 colours from the colour wheel		
Assessment Focus	<p>9-3 Exceptional Progress 2- Mastery 1-Secure 0- Developing 0- Emerging</p>	<ul style="list-style-type: none">•		

**Year 8
Cross curricular
History
(Carousel 9 weeks)**

Topic/s	Day of the Dead &			
Knowledge	<ul style="list-style-type: none">• understand the history of the day of the dead festival.• know how to use different symbols to represent different feelings and emotions.• know how to use different materials to create 3D relief skull.			

Skills	<ul style="list-style-type: none"> • know how to design and create a symmetrical skull design • know how to apply different tones of colours to the design. • be able to mix colours to produce colours appropriate for the skulls 			
Assessment Focus	9-6 Exceptional Progress 4-3 Mastery 2-Secure 1- Developing 0- Emerging			
Year 9 Art & Photography Cross curricular History (Carousel 9 weeks)				
Topic/s	Introduction to artist David Hockney and format of GCSE Art and Design & Photography. Carousel 10 weeks (20 lessons)			

Knowledge	<ul style="list-style-type: none">• to gain an insight into techniques used to measure accurately• knowledge of exploring a range of drawing skills.• developing ideas and intentions with creating artwork.• recording the artistic process, including success and creative mistakes.• learning from mistakes and building resilience.• Understand the structure of GCSE art and design through a mini project studying David Hockney			
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Skills	<ul style="list-style-type: none">• Know how to researching & analyse artwork by David Hockney• To be able to use various methods to copy artwork and recreate.• To be able to use different apps to create photographic experiments and digital art. Know how to neatly present all work			
Assessment Focus	9-7 Exceptional Progress 6-5 Mastery 4-Secure 3-2 Developing 1- Emerging			

**Year 10
Cross curricular
HUmanities**

Skills	Content: last years exam paper	Content: Question development	Content: Final piece – introduction to Yr 11 theme...
	<ul style="list-style-type: none"> • Exploring a range of drawing, painting and colour theory skills. • Independent research (spaced Learning from KS3) • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Skilful recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Exploring a range of making, digital technology and drawing skills. • Independent research. • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Skilful recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Production of a final outcome with skillful links to the project. • Exploring a range of sculptural and ceramic skills. • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Skilful recording of the artistic process, including success and creative mistakes.
Assessment Focus	<p>AO1/AO2/AO3/AO4: AO1: Develop ideas through investigation, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses</p>	<p>AO1/AO2/AO3/AO4: AO1: Develop ideas through investigation, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>AO1/AO2/AO3/AO4: AO1: Develop ideas through investigation, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>

Literacy Focus

<p>9- Exceptional Progress 7-8-Mastery 6 -Secure 4- Developing 2-3- Emerging</p>	<p>9- Exceptional Progress 7-8-Mastery 6 -Secure 4- Developing 2-3- Emerging.</p>	<p>9- Exceptional Progress 7-8-Mastery 6 -Secure 4- Developing 2-3- Emerging</p>
<p>(Key Vocabulary) See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>	<p>(Key Vocabulary) See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>	<p>(Key Vocabulary) See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>

**Year 11
Cross curricular
English**

Skills	<p>Content: last years exam paper</p>	<p>EST: Question development</p>	<p>Content: Final piece – introduction to Yr 11 theme...</p>
	<ul style="list-style-type: none"> • Exploring a range of drawing, painting and colour theory skills. • Independent research. • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Skilful recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Independent research. • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Production of a final outcome with skillful links to the project. • Exploring a range of sculptural and ceramic skills. • Contextual links informing artistic practice. • Refinement of ideas and intentions with creating artwork. • Skilful recording of the artistic process, including success and creative mistakes.
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Literacy Focus

Important note-

4- Developing 2-3- Emerging	Progress 7-8-Mastery 6 -Secure 4- Developing 2-3- Emerging	
(Key Vocabulary) See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.	(Key Vocabulary) See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.	(Key Vocabulary) Annotation guide See-Knowledge organisers Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practice. Reflective Recording – the ability to analyse and evaluate their own artistic journey.
-	-	January the EST will come out for students.

