



# Art & Design


Unlocking Creative Potential

2021/22

## CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Primary School Knowledge &amp; Skills</b>  Variable exposure to VA subjects. Some exploration of observation skills & shading. Observation and tone become core focal points as well as visual presentation and sketchbook layout.	<b>Observation Key skills</b>  SKILLS: A myth-busting start, where students learn that art skills can be taught and learnt rather than 'gifted' via natural ability, teaching receptiveness and ambition. Students are taught key techniques in observation and tone using a range of stimuli.	<b>Colour Theory Key skills</b>  SKILLS: The colour wheel and brush skills are taught to underpin future learning.  Complementary, tertiary and 'colour temperature' are then linked across to Graphical understanding and colour psychology.	<b>Colour Still life Mixed Media Observational piece</b>  RESEARCH: Learning from Terms 1-2 is applied into a designed, colourful still life.  Artists from a range of eras and backgrounds are used to support development and technique. Analysing artists is introduced.		APPLY: Students learn to use clear imagery to work from and identify tone within image and how to use a variety of techniques to create texture and depth within a larger mixed media painting.	<b>Summer Revise key skills</b>  APPLY: To act as a revision term, the theme of Summer is used to create sketchbook studies of a range of stimuli, testing learning in observation, technique, mark-making and presentation.
	<b>Prior Knowledge &amp; Skills from Year 7</b>  Presentation skills are further developed and projects have an increasing personal focus to allow some personal choice.	<b>Spirit Animal Zentangle Illustration</b>  RESEARCH: Students are introduced to a range of non-Western and historic cultures plus literary references that use the concept of Spirit Animals before identifying animal characteristics that they relate to themselves.			SKILLS: Students study the illustrative technique of zentangle and apply to personal animal designs.		<b>Portraits Proportion &amp; Expression</b>  APPLY: Students combine their observation and zentangle skills to design a 'spirit animal' artwork and apply colours that reflect further aspects of their personality.
Year 8	<b>Prior Knowledge &amp; Skills from Year 8</b>  Builds on key skills; developing understanding of visual communication, research, presentation and working collaboratively to establish ideas.	<b>DEVISING DESIGN PROCESS SKILLS P1: Towering - Illustration Pop Up</b>  <b>Plan-Do-Review. The Basic 8 Planning Steps</b> A process that leads students to create personal cityscape dioramas inspired by 20th C Expressionist Austrian artist/architect Hundertwasser and other stylised architectural artists. Students need to generate research to a set brief and display the flow of their ideas to record experiments and decisions. Students collate this evidence into a concertina sketchbook to demonstrate their devising process and reflecting on the quality and purposefulness of what they have created.  This will be a repeated (but gradually more extensive) process for students to embed habits and understanding of developmental processes.		<b>EXTENDING TECHNICAL PROCESSES P2: Frankenstein - Recycled Robot</b>  <b>Plan-Do-Review. Re-think and Re-use</b> Repeating the design process from Project 1, students explore the category of Assemblage art, collecting and re-imagining objects to form a characterful robot. Students proceed to explore and refine technical making skills, covering balance, joints and weight distribution. A sketchbook documents the journey and extends the project into character design and storytelling elements that give function and purpose to the characters.  Extension opportunities offer storyboarding and photographic settings for the characters. PLCs are introduced to encourage independent reflection against criteria.		<b>EXTENDING TECHNICAL PROCESSES P3: Miniature - Mixed Media Insect Painting</b>  <b>Plan-Do-Review. Art History</b> Inspired by Pop culture artist Paul Giovanopoulos who merges multiple art styles from across art history within one composition, this project returns to refining working with paint and mark-making. A theme of miniature animals encourages students to observe detail and texture. Sketchbooks document the journey and techniques explored. PLCs embed design processes and the 4 AO's..	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 10</b>	<b>Prior Knowledge &amp; Skills from Year 9</b>	<b>3D slotted sculpture</b> P4: Careers		<b>MOCK EXAM 1 - 5hrs - Still life Drawing</b> P5: Taste		<b>Portraits - Painting</b> P6: Reflection
	This year secures understanding of assessment criteria; builds confidence in responding to artists, developing control with media, and promoting risk-taking. Student explore their own influences/interests, allowing more independent research and input. Presentation & communication skills are developed. <b>4ppf</b>	<b>Plan-Do-Review.</b> This project specifically includes abstract art to challenge closed minds and emphasize the importance of context in interpreting art. Students cover Cubist principles regarding shape and simplification of form to core elements. <b>With a link to Work Experience planning and thinking students use careers/professions of personal interest as themes to develop ideas.</b> Students proceed to extend and refine technical making skills, covering balance and joints using a slotted construction method. Colour schemes are explored referencing branding and/or colour psychology.		<b>Plan-Do-Review.</b> Students are set a mini-mock to experience working in timed conditions and to specific deadlines. A theme of Food is used to allow first hand photography and development in mark-making and texture. Students have an 8 week preparatory period to research, plan and develop a response to the theme and practise technique, before sitting a 5 hr controlled test to create their outcome. Students then review their outcomes against their aims and act on feedback to refine both the clarity of the sketchbook journey and final pieces as necessary.		<b>Plan-Do-Review</b> A short, skills based project focusing on composition & expression, photomanipulation and colour psychology.  Drawing on basic skills covered in Y7 & 8, students work to paint a simple self portrait inspired by political Graphic artist Shepard Fairey (posterization effect) and applying colour psychology and embedding the observation of tonal fractions within images.

<b>Year 11</b>	<b>Prior Knowledge &amp; Skills from Year 10</b>	<b>MOCK EXAM 2 - 10hrs - Free choice Media</b> <b>P7: Micro:Macro</b>	<b>Unit 1 Refinement</b> DIRT	<b>Unit 2 ESA - Free choice Media</b> <b>Externally Set theme</b>	<b>Course End</b>
	This year focuses on reflection of achievements and identification of personal interests and preferred genres and techniques. Students are challenged to work more specifically to deadlines and in timed conditions in preparation for HE/FE and professional design employment. <b>4ppf</b>	<b>Plan - Do- Review.</b> Students experience a full Unit 2 MOCK. The mock exam theme is issued to all VA subjects to support students studying 2 VA and reflect the genuine experience of receiving the same theme to respond to. Students are encouraged to make independent choices about subject matter and media and apply personal interests. They have 8-10 weeks guided preparatory period before sitting a 10hr controlled test to create their designed piece.  Detailed feedback then allows students to identify strengths and areas for development to carry forward into Unit 2.	<b>Reflect:</b> Students coursework portfolio (Unit 1) is concluded at the beginning of February. Term 3 is therefore used to act on feedback and refine sketchbook journeys and final pieces to maximise success and confidence ahead of Unit 2.	<b>Apply:</b> Students receive an externally set assignment in early February. They have 8 weeks of guided learning to prepare an artwork in a free choice of media in response to the set theme.  Students then sit a 10hour controlled test across 2 days in early Term 5 to complete their designed outcome.  All work is marked internally and externally moderated.  Students then have their collected portfolio exhibited in June, when a visiting examiner will moderate the Centre assessed marks. The exhibition is then open for students, staff and parents to view.	<b>Pathways Afterwards</b>  <ul style="list-style-type: none"> <li>A Level Fine Art, Graphics or Textiles preparing students for degree level study</li> <li>BTEC Art &amp; Design (FE) focusing on technical skills &amp; processes</li> <li>Apprenticeships in commercial design &amp; creative retail industries</li> </ul>

## Extra Curricular Projects

- Set design and construction for School play (all years)
- Competition (local and national) entry (all years)
- Online Twitter gallery to celebrate achievement (all years)
- Stretch and Challenge group Term 2 (Y7-8)
- Coursework Cafe (Y11) Term 3
- Community artwork involvement