

Curriculum Map

Art Curriculum - Overview

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>All work in the introductory unit and the 2 thematic units of Year 7 are based on developing specialist skills broadly covered at KS2 and gaining a high degree of control with materials used.</p> <p>The SOW follows the National Curriculum in terms of the skills students are required to develop.</p>	<p>All work in both thematic units in Year 8 is based on refining skills learnt in Year 7 with an introduction to the use of mixed media.</p> <p>The SOW follows the National Curriculum in terms of the skills students are required to develop.</p>	<p>In Year 9 the focus is on great artists. We study specialist skills and techniques used by these artists and produce our own work employing similar methods within the school environment. An aim is to ensure those students who are wishing to progress with art beyond Key Stage 3 are 'GCSE ready'.</p> <p>The order in which great artists are studied may vary.</p> <p>The SOW follows the National Curriculum in terms of the skills students are required to develop.</p>	<p>The GCSE course is based on the OCR syllabus for Art & Design following the 4 Assessment Objectives of: Develop, Review, Record and Present .</p> <p>Students begin by making in-depth studies of work/ images produced by the artists Kath Riley and Ernst Haeckel.</p>	<p>Students continue with their project chosen in year 10 until January when students receive their GCSE exam paper. Until Easter they produce preparatory work for their chosen title. The 10-hour exam takes place during the first week after the Easter holidays.</p> <p>Thereafter students begin to display their coursework and exam in form of an exhibition.</p>	<p>At A-Level, students choose their own topic for both years of the OCR Art & Design A'Level course.</p> <p>Progress is discussed and recorded on a one-to-one basis every lesson using the four Assessment Objectives:</p> <p>Develop Explore Record Present.</p> <p>They photograph their work from one lesson to the next and analyse/ evaluate it in a coursework power point presentation for the external moderator in year 13.</p>	<p>As in Year 12 students continue to develop their practical coursework and their Related Study by individual discussion with their teachers every lesson.</p> <p>They now have expert knowledge of their most successful methods and techniques and undertake preparatory studies covering artists' studies, material experiments, work from own, edited photographs and manipulated secondary sources.</p>

Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Autumn Term: Introductory Module: Students are shown how to measure the space on an A4 page in their sketchbooks in order to produce a nameplate of the first four letters of their names using a ruler. They are shown how to use each of the spaces effectively and how to plan out letters using sensitive outline. Students are shown how to shade and blend their letters in lead pencil going from dark to light using short strokes. Alongside they are introduced to basic colour theory</p>	<p>Autumn Term: “Mythical Creatures” This module is aimed at encouraging students to base ideas on a variety of given/ own resources as well as their imagination. Students are provided with a booklet showing images of different mythical creatures and a variety of hybrid combinations of them. Knowledge mats and artists’ work showing mythical creatures provide further inspiration. Students use oil pastels, coloured pencils and/ or water</p>	<p>Autumn Term: “Lady Pink”(Graffiti) Using a resource booklet featuring work by graffiti artist Lady Pink students are asked to make four individual letter studies showing how the letters have been abstracted. They use layers of coloured pencil, water colour and/ or oil pastels to shade the letters and their backgrounds. Using a resource booklet on trainers or their own trainers they then draw their chosen model and decorate it with their name in the style of Lady Pink.</p>	<p>Autumn Term: Students begin by making in-depth studies of work/ images produced by the artists Kath Riley and Ernst Haeckel. They then move on to study the work of artists using permanent mark-making techniques such as ballpoint pen and fine liner. Popular artists serving as an example are Peter Howson and Ian Murphy. They next study artists working in colour. Depending on personal preference and experience they choose to look at artwork executed in</p>	<p>Autumn Term: Students continue to research to research images for their chosen theme from secondary sources, which they manipulate according to their personal style. They are encouraged to take their own photographs and edit them to fit their topic. To achieve accuracy of images chosen students are given the opportunity to project their photographs onto A2 or A3 paper. In many cases themes chosen have by now become increasingly</p>	<p>Mostly following from GCSE Art and Design students develop their chosen topic based on their own edited photographs, artists’ studies and secondary sources, which they manipulate. They plan each lesson’s work under the headings of the four Assessment Objectives: Develop: Students address which aspect of their topic/ image they plan to work on each lesson. On a one-to-one basis they discuss the execution of their work and respond to</p>	<p>As in year 12 students continue to develop their practical coursework and their Related Study by individual discussion with their teachers every lesson. They now have expert knowledge of their most successful methods and techniques and after October Half Term are preparing to produce a final piece of coursework to be completed by the end of January.</p>

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<p>covering the colour wheel, primary to tertiary and complimentary colours.</p>	<p>colours to produce their own creature and background.</p>	<p>The “Artists’ Study” homework underpins work undertaken in class.</p>	<p>coloured pencils, watercolour or acrylic paint.</p>	<p>personalised and include amongst others titles such as Nature and Natural Forms, Fantasy Illustrations, Varieties of Portraits and Buildings.</p>	<p>suggestions from their teacher.</p>	
<p>Fish and Colour Module: In order to apply they knowledge of layered shading in colour students are asked to produce a detailed fish design based on two A3 resource sheets showing different types of fish in different environments. Knowledge about measuring space is retrieved by effectively using A3 space to layout their design. Students are encouraged to use sources provided and/ or their own secondary sources as well as their</p>	<p>Spring Term: “Portraiture” This module is aimed at students retrieving and expanding on their measuring skills, their understanding of proportions, analysis of existing traditional and modern portraits and as a result the production of different types of portraits.</p>	<p>“Patricia Ariel” Following the You tube lesson by Sarah Taylor on creating a facial portrait with animal decoration by Patricia Ariel students develop a female portrait step by step paying attention to proportion and detail. Using a butterfly/ insects resource sheet the decorate the top section of the head with either a butterfly or insect or a combination of both. They use fine liner/ biro to emphasize outline and use water colour/stains for colour.</p>	<p>Spring and Summer Term: From a list of project titles provided (see overview) students choose one or more aspects to develop into their personal theme. At this point they are encouraged to base their images not solely on artists and secondary sources, but to take and manipulate their own photographs relating to their chosen project. In one-to-one discussions students receive suggestions how to expand on techniques previously studied. This may</p>	<p>Spring Term: On return in January students are given their exam papers from which they choose one of eight titles. They research their titles through artists’ studies, their own photographs and experiments involving a variety of techniques. A mock exam in January forms part of preparatory studies. Preparatory work is completed by the end of the Easter holidays. On return students sit their ten hour exam during the first week back.</p>	<p>Explore: Students suggest/ discuss with their teacher whether they are going to experiment with any new or unusual materials and techniques, if applicable. Record: Recording is addressed through both practical and written work. From one lesson to the next students take step by step photographs developed both in class and at home. They present these images in power point presentation</p>	<p>On 1st February they receive their exam paper for the 15 hour practical exam. Until the second week after the Easter holidays they undertake preparatory studies covering artists’ studies, material experiments, work from own, edited photographs and manipulated secondary sources. The practical exam takes place in the second week after the Easter holidays, after which students present their work in form of separate</p>

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<p>imagination to create a suitable background design. Once work has been planned out in detail, students add colour to their design using layered shading and cross-hatching to blend. The homework piece “Fish and Colour” underpins work undertaken in class.</p>		<p>The “Patricia Ariel” homework underpins work undertaken in class.</p>	<p>include 3D modelling, the use of water-soluble oil pastels, oil paints or the use of mixed media. As in term 1, two homework pieces per half term provide the opportunity to enrich students’ knowledge about other artists and techniques.</p>	<p>They then present their coursework and their exam in the form of two separate exhibitions.</p>	<p>with critical and analytical notes for the moderator in year 13.</p>	<p>coursework and exam exhibitions.</p>
<p>Spring Term: Students are introduced to different artists using watercolour to produce fish designs such as Rosie Oldenburg and Karin Zeller. They are shown how to apply the wet in dry and wet in wet technique. Based on one of the artists’ design they produce their own water colour fish image. If appropriate students add detail</p>		<p>Spring Term: “Daniel Mackie” Following the power point presentation about the work of water colour artist Daniel Mackie and looking at a printed version of it, students choose two pieces of his work to base their own ideas on: one showing an animal with its natural habitat inside it and one with an abstracted Japanese print design.</p>			<p>Alongside their practical work students develop an essay with a title relating to their chosen topic. With their teacher they decide on next step development. Present: With their teacher students negotiate a target of how far they plan to get by the next lesson and what the work might look like.</p>	

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<p>using layered shading in coloured pencil. Independently from their fish project students are set a homework piece asking them to produce a design for the annual local Well Dressing depending on the annual theme.</p>		<p>They use water colour and layers of coloured pencils to shade (retrieval from year 8). The “Hundertwasser” homework underpins the strong colour schemes employed by the artist.</p>			<p>These points are recorded by both students and teacher. These targets function as individual homework from lesson to the next. Popular topic choices include Portraits/ Distorted Portraits, Animals and Nature, Identity and Scenarios.</p>	
<p>Summer Term: Still Life (Personal Possessions) Students are introduced to the still life work of Michael Craig Martin. They are shown examples of how to arrange a still life from objects using bold colours, black outline to emphasize shape and how to overlap objects depending on size. Based on the artist’s work and resource sheets</p>	<p>Summer Term: Students will be asked to look at traditional as well as unconventional portraits produced by different artists, which include Van Gogh, Billie Eilish and Picasso. They will be shown methods and techniques used by artists in order to create effects of realism as well as abstraction. Using techniques previously employed</p>	<p>“Van Gogh” Students are introduced to a series of Van Gogh’s landscape paintings in oils. They make four close-up studies of parts of them aiming to achieve an effect of texture using oil pastels overlapping small marks at the edges. They then compose their own landscape from secondary sources and imagination using a</p>				

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<p>featuring a wide variety of personal possession objects students produce their own still life pieces applying techniques used by Michael Craig Martin (fibre tip pens). As an extension task they may look at traditional still life work in order to produce their own composition using objects from the Department's collection or their own objects. The "Still Life" homework underpins work undertaken in class. End of term assessment completed.</p>	<p>such as coloured pencils, water colour and/ or oil pastels they will be asked to produce a self-portrait in the style of a chosen artist using a mirror.</p>	<p>similar technique to the artist.</p>				
		<p>Summer Term: "Lichtenstein" Students are introduced to a variety of Pop Art images by Roy</p>				

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		<p>Liechtenstein. They make two close-up studies employing the artist's comic strip techniques such as speech bubbles and exploding shapes around words illustrating action. Students then create their own comic image/ expression using fibre tip pens for bold colour and black outline for emphasis of shape.</p>				
		<p>"Kaws" Students are introduced to a variety of images and sculptures by the comic-style artist Brian Kaws. They make 4 close-up studies of body shapes and expressions. They study colour schemes used on some of the sculptures. For a final piece students are asked to</p>				

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		produce a drawing of three Kaws-type bodies symbolising a relationship between them. End of term assessment sheet completed.				
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