

ART CURRICULUM MAPPING Year 7-13

YEAR 7

LINE, MARK-MAKING, FORMAL ELEMENTS (Rotation 1)

What will be learnt?

- Students will learn how to effectively and skilfully use line and pattern to explore a range of drawing and painting techniques
- They will develop ideas by way of preliminary, and compositional drawings
- They will manipulate a range of materials and processes and be able to select appropriate materials and techniques in order to develop a final realisation

Skills Developed

- Mark making skills
- Understanding and application of colour theory
- Acquisition of different art techniques and materials (dry graphic materials, collage, painting)
- Research and information gathering
- Planning Ideas and realisation of ideas

SELF-IDENTITY PROJECT (Rotation 2)

What will be learnt?

- Students will look at the theme of self-Identity and understand how different artists both past and present have explored the theme of identity
- Students will develop drawing techniques regarding portraiture (Eg; construction techniques and proportion)
- Students will develop and acquire technical skill regarding art materials – tonal variation and painting
- Students will develop their own ideas/composition based on the theme of identity
- An independent approach will be encouraged so students are able to choose appropriate media to present their final piece/idea

Skills developed

- Portrait drawing techniques and processes
- Acquisition of different art techniques and materials (dry graphic materials, collage, painting)
- Research and information gathering
- Planning Ideas
- Realisation of ideas

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

YEAR 8 -Students will complete two of the following projects across the two rotations

GARGOYLE 3D CLAY PROJECT/ ARTIST BASED 3D PROJECT

What will be learnt?

- The history of Gargoyles.
- Explore form, tone and texture through drawing and experimenting with different media. How to combine ideas from imagination, real life and research into a design for 3D work.
- Develop original and creative designs for 3D work based on drawings, collage and photography.
- Develop clay building techniques and processes through experimentation and modelling

Skills developed

- Observational drawing skills exploring tone and texture. Drawing techniques using pencil and charcoal.
- Collage technique and accurate use of scissors and craft knives
- Clay building techniques with a focus on application of clay, modelling and refinement

URBAN ART – STREET ART PROJECT

What will be learnt?

- How contemporary artists work today in relation to Street Art and Public Art projects
- Developing 'Urban' techniques in art such as tagging and stencilling
- How to use and manipulate a range of art materials in order to convey an effective message
- Develop preliminary, annotated ideas
- Select appropriate materials and realise a final piece

Skills developed

- Acquisition of different urban art techniques and art materials (dry graphic materials, collage, stencil work, painting)
- Research and information gathering
- Planning ideas
- Realisation of ideas

- **FAUVISM PAINTING PROJECT**

What will be learnt?

- Students are introduced to the Fauvist art movement. They look at the work of the Fauvism and develop their own response in relation to the landscape. Pupils will spend the first part of the project drawing from observation, developing their ideas and material testing.
- Students then use this research to present a final realisation which is personal, meaningful and reflects the working methods of the Fauves demonstrating an understanding of visual language

Skills developed

- How to look at, analyse and appreciate the work of other artists.
- Drawing techniques which explore a range of art media.
- Developing ideas from drawings and photographs and incorporating the skills of other artists.
- How to apply the formal elements to drawings and paintings/ understanding how to use composition effectively.
- Painting techniques (acrylic, poster, watercolour), colour mixing, palette use, washes, building layers in paint.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

YEAR 9- Students will complete two of the following projects across the year

NATURAL FORM PRINT MAKING

What will be learnt?

- Observation skills using natural form as stimuli.
- Exploring drawing skills and techniques in a variety of media.
- Dry point etching and mono print to explore line and mark making.
- Use of digital zooms to help create abstraction. Painting techniques (using own natural form images) exploring acrylic paints.
- Lino printing (5-6 colour) developed from natural form paintings. Cutting and printing techniques

Skills developed

- Drawing and observation skills
- Acrylic painting techniques
- Transferring images onto lino, identifying colour cuts.
- Cutting safely and effectively.
- Printing and over printing (lining up) effectively.

CUBISM PORTRAIT SCULPTURE PROJECT

What will be learnt?

- Why Cubism began, who started it and its significance in the world of art.
- Cubist technique and style through painting exercises, printing and transcripts.
- How to develop a Cubist portrait using multiple viewpoint photographs.
- Develop clay building techniques and processes through experimentation and modelling.
- How to apply oxides and glazes to ceramic work.

Skills developed

- Acrylic painting techniques
- Mono-printing techniques
- Idea development with a focus on Cubism
- Clay building techniques with a focus on slab building, application of clay, modelling and refinement.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

EXPRESSIVE LANDSCAPE

What will be learnt?

- Introduction to the theme of Landscape Art and how artists have depicted landscape through history.
- First hand landscape drawing of local environment (school grounds).
- Practical drawing/painting skills. A variety of approaches and techniques using different artist examples.

Skills developed:

- A range of drawing and painting skills, new methods and approaches explored.
- Practical art processes and painting skills.
- Designing and realisation skills.

STYLISED/ FRAGMENTED PORTRAITS

What will be learnt?

- Introduction of artist who have worked in a stylised way, distorted the human face.
- How to prepare, gather visual resources using the internet.
- How to plan and develop a final art piece using preliminary sketches and material tests.
- How to develop a final art piece using mixed media materials and approaches.

Skills Developed:

- Research, information gathering skills.
- Various drawing and paintings skills using a broad variety of art materials.
- Designing, planning skills.
- Choice making/evaluation skills
- Independent learning
- Designing and realisation skills

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

Year 10-Students will complete two of the following projects across the year

STILL LIFE OBSERVATION/ Cubism Painting

What will be learnt?

- Introduction to observation drawing in a range of media- from first hand-encouraging students to understand GCSE assessment objectives.
- Introduction to Cubism Art Movement-Developing drawings into a Cubism painting

Skills developed:

- Recording, experimentation and composition construction. Building on existing drawing and observation skills and developing new ways of seeing and a variety of drawing techniques.
- How to develop ideas using the influence of other artists- developing composition and acrylic painting techniques onto canvas.

ISSUE BASED PROJECT- Inspired by Picasso's Guernica

What will be learnt?

- Students will understand and analyse the work of issue- based artists, including their purpose, audience, techniques, subject matter.
- They will analyse, view and represent personal beliefs, feelings, themes and/or issues about which they feel strongly.
- Students will develop a final art piece using development work and painting tests

Skills Developed

- How to effectively develop ideas from a starting point- how to use the work of other artists to inform and explore ideas- how to consider/ explore appropriate media relevant to own ideas.
- Practical art processes and painting skills.
- Designing and realisation skills.
- Visual communication skills

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING



Mock Exam Experience- (An independent project)

What will be learnt?

- Students will learn how to address GCSE A.O 1-4, selecting their own theme, mind mapping, and developing a personal response. They will complete a 10 hour mock in controlled exam conditions and mount all work reviewing and refining against the Assessment Objectives.

Skills developed:

- How to effectively develop ideas from a starting point-
- How to use the work of other artists to inform and explore ideas-
- How to consider/ explore appropriate media relevant to own ideas-how to work in controlled exam conditions to a given time frame-
- How to lay out and mount work for assessment.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING



YEAR 11

'SELF IDENTITY' personal investigation Coursework Unit

What will be learnt?

- What is identity and how have other artists approached this theme?
- Development and exploration of ideas and media based on the theme of Self-Identity.
- Building on ideas and approaches from the London Visit and from Summer transition work.
- Development and exploration of ideas and media based on the theme of Self-Identity. Realisation of the final piece.

Skills developed:

- How to effectively develop ideas from a starting point-
- How to use the work of other artists to inform and explore ideas-
- How to consider/ explore appropriate media relevant to own ideas.
- Skills and techniques will be developed on a 1-1 basis, based on students' choices.

Art Exam paper issued 1st Jan -(An independent controlled project)

What will be learnt?

- Students will address the GCSE A.O 1-4, selecting their own theme from the GCSE paper- mind mapping, and developing a personal response.

Skills developed:

- How to effectively develop ideas from a starting point- how to use the work of other artists to inform and explore ideas- how to consider/ explore appropriate media relevant to own ideas.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

Year 12 leading to Year 13

'The Urban Environment' a starting theme

What will be learnt?

- Building on the independent learning approaches that we focused on in Year 11, this is an 'open ended' theme aimed at encouraging students to make a personal response to the starting point.
- Students make decisions about the direction that they want to take the themes. The visit to Birmingham in term one will have given them opportunities to observe and record and now, students begin to develop and explore their own personal ideas.
- Work on their own personal responses to realise their own specific ideas.

Skills developed:

- -understanding and using pictorial space, composition, rhythm, scale and structure.
- -understanding and application of scale appropriate to student choices and intentions.
- - applying formal elements in relation to Fine Art
- - selecting, editing and developing ideas.
- -using appropriate visual language and terminology
- -understanding and using relevant conventions and genres in Fine Art.
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'Personal Investigation'(Practical portfolio) Year 12 into Year 13

What will be learnt?

- Students are issued with a list of possible starting themes OR devise their own specific theme to work on. They are expected to develop a personal response to this theme leading to a finished realisation(s) or outcome(s) by January Year 13.

Skills developed:

- -understanding and using pictorial space, composition, rhythm, scale and structure.
- -understanding and application of scale appropriate to student choices and intentions.
- - applying formal elements in relation to Fine Art
- - selecting, editing and developing ideas.
- -using appropriate visual language and terminology
- -understanding and using relevant conventions and genres in Fine Art.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

YEAR 13

Art Exam paper issued to all students on Feb 1st.

What will be learnt?

- The paper gives learners a choice of seven themes each with a choice of written and/ or visual starting points, briefs or stimuli. From this paper, learners are expected to choose one option for which they will generate an appropriate personal response for assessment.

Skills developed:

- -understanding and using pictorial space, composition, rhythm, scale and structure.
- -understanding and application of scale appropriate to student choices and intentions.
- - applying formal elements in relation to Fine Art
- - selecting, editing and developing ideas.
- -using appropriate visual language and terminology
- -understanding and using relevant conventions and genres in Fine Art.

DEVELOPING IDEAS, EXPLORING IDEAS, RECORDING, PRESENTING

