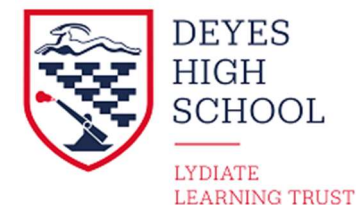


Art Curriculum Map Overview

Please note further information can be found in the Art curriculum sequencing document



Year 7	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
	<p><u>Technical drawing of shoe to track student's initial skill level.</u></p> <p>Students produce a drawing that focuses on the skills of drawing with accuracy from observation.</p> <p>Students study a unit of work that introduces cultural differences and an awareness of symbolism when communicating through art.</p> <p>Students produce a series of drawing studies utilising the Formal Elements line, tone, proportion, scale, and composition.</p> <p><i>Vincent Scarpace Drawing Techniques</i></p>	<p><u>Artist Research Page</u></p> <p>Students will be introduced to the processes required to produce a series of outcomes that will be combined and presented on an A3 page.</p> <p>Written information and analysis Students will write about the techniques and key concepts of the artist Vincent Scarpace. They will evaluate and express an opinion about the visual images of the artists' work.</p> <p>Research images collage Using examples of coloured images of the artists artwork that students have researched they will then develop the skill of presenting artwork to create a collage in an imaginative and creative way. Decorative keywords, fonts and titles will be researched, and students will explore ideas for a title page using selected art techniques.</p>	<p><u>Independent Cultural Research Page</u></p> <p>Students will build on from previous skills creating an Artist Research Page. They be introduced to cultural differences and will develop an awareness of symbolism when communicating through art. Students will identify cultural connections with the artists through research. This research will be presented independently on an A3 page.</p> <p>Written information and analysis Students will write about the cultural symbolism of fish in Japanese culture and will research the work of Hokusai as historical reference. They will evaluate and express an opinion about the visual images of the cultural work and its links with the current artist. Research images collage Using examples of coloured images of cultural connected artwork that students</p>	<p><u>Research Bug Project: Decorative Research Page</u></p> <p>For the ancient Egyptians, the Scarab beetle represented the sun and as a symbol of immortality and resurrection.</p> <p>Students will continue to research the theme of symbolism within art through the study of Bugs and arachnids.</p> <p>Students will independently select images and create a bug collage to use as a resource to work from subsequently using a range of materials and techniques.</p> <p><u>Initial Bug drawings</u> Students will produce a detailed drawing from observation/copy of a Bug image provide by the Art Department.</p> <p>Students will work independently to develop a selection of studies practising techniques: Creating Line, tone and texture with pencil, colour pencil, fine-line, or biro pens.</p> <p><u>Bug Design</u></p>		

Introduction to the work of contemporary artist Vincent Scarpace who experiments using the basic art elements of line, shape, and colour to produce abstract fish paintings.

Organic and Linear pattern designs

Students will practise techniques: Pen and Ink, Oil Pastel, Colour pencil, Shaded pencil, Block paints, Tone using collage and Pointillism. Each technique has its own skills set and expectations.

4 x Pattern fish designs

Students will develop the skill of mixing colours and applying paint to present a colour version of their Scarpace inspired development pieces and outcomes.

Formal element Colour theory is introduced, and students learn how to mix/paint/colours using various techniques

Artist copy

Students will practise techniques: Pen and Ink, Oil pastel, Colour Pencil and produce a copy of a selected image of Vincent Scarpaces work

have researched they will then develop the skill of presenting artwork to create a collage in an imaginative and creative way. **Decorative keywords, fonts and titles** will be researched, and students will explore ideas for a title page using selected art techniques

Vincent Scarpace Mixed Media inspired Outcome demonstrating the skills of mixing colours and combining paint, pen & ink, and pencil to produce a coloured Vincent Scarpace inspired final outcome.

Students will demonstrate their ability in drawing with pencil, pen, Oil pastel.

Final Outcome Bug project

Students will create two final outcomes: An A4 detailed bug drawing using pencil, coloured pencil or fine line pen.

Mixed media 2D/3D Outcome

Students will create a mixed media outcome producing a detailed insect using cardboard and relief techniques to create detail and the anatomy of an insect.

End of Year drawing task

This will be completed as an Ambitious drawing activity throughout three lessons. This outcome will reflect previous studies regarding Bugs

KS3

Year 8

Half term 1
Autumn 1

Half term 2
Autumn 2

Half term 3
Spring 1

Half
term 4
Spring
2

Half term 5
Summer 1

Half term 6
Summer 2

<p>Topic/content</p>	<p><u>Technical drawing linked to Scarpace project</u></p> <p>Students produce a drawing that focuses on the skills developed in the previous year. Focus on drawing with accuracy from observation.</p> <p><u>Technical skills drawing of 3D shape and tone</u></p> <p>Students focus on formal Elements Form, Shape and Tone.</p> <p>They learn about differences in 2D and 3D shape and how light can affect a shape/form. They produce a series of tonal drawing of 3D shapes.</p> <p><i>Introduction to the work of Jon Burgerman</i></p> <p>a graphic designer who produces graffiti, artwork,</p>	<p><u>Artist Research Page</u></p> <p>Students will produce a written response to the artist Jon Burgerman’s work which contains information and analysis of the artists’ work</p> <p>Decorative keywords, fonts and titles will be researched and used within the presentation of the research page</p> <p>Research images collage. Using newly developed presentation skills students will display artist images in a creative and experimental way.</p> <p><u>Jon Burgerman Drawing Techniques</u></p> <p>Students will experiment and produce a series of drawing techniques inspired by the artist.</p> <ul style="list-style-type: none"> ● Doodle in a doodle ● Blind Doodle ● Outline/colour 	<p><u>Independent Cultural Research Page</u></p> <p>Students will research and collate images linked to aspects of Mexican culture such as Day of the Dead and Alebrijes. They be introduced to cultural differences and will develop an awareness of symbolism when communicating through art. Students will identify historical, contextual, and meaningful cultural connections with the artists through research. This research will be presented independently on an A3 page.</p> <p><u>Independent Cultural Research Page</u></p> <p>Students will build on from previous skills creating an Artist Research Page. They be introduced to cultural differences and will develop an awareness of symbolism when communicating through art. Students will identify cultural connections with the artists</p>	<p>Decorative Mexican culture Research Page Students will research and collate images linked to aspects of Mexican culture such as Day of the Dead and Alebrijes.</p> <p>Decorative research page Students will creatively combine the images, display text and hand drawn titles in an imaginative way.</p> <p>Spirit animal design Students will work independently to select their chosen animal and fill in their design in a Alebrijes style. Their designs will be produced on black paper with oil pastel, posca pens and poster paint.</p> <p>Cultural Architecture.</p> <p>Students exploring Architectural style of Antoni Gaudi. Outcomes will make connections with Barcelona and Mexican cultures and mythical creatures within art.</p> <p>End of Year drawing task -</p> <p>This will be completed as an Ambitious drawing activity throughout three</p>
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books, and merchandise depicting his artwork.

- Colour then Outline

through research. This research will be presented independently on an A3 page.

Written information and analysis

Students will write about the cultural symbolism of fish in Japanese culture and will research the work of Hokusai as historical reference. They will evaluate and express an opinion about the visual images of the cultural work and its links with the current artist.

Research images collage Using examples of coloured images of cultural connected artwork that students have researched they will then develop the skill of presenting artwork to create a collage in an imaginative and creative way. **Decorative keywords, fonts and titles** will be researched, and students will explore ideas for a title page using selected art techniques

2D/3D Character Designs and Mixed Media Outcome

Inspired by the work of the artist Jon Burgerman combining creative ideas

lessons. This work will represent previous studies of architecture

			and influenced by Graffiti art and culture. Students will design and create their own character.	
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KS3 Year 9	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Topic/content	<p><u>Technical drawing linked to Identity project</u> Students produce a drawing that focuses on the skills of drawing with accuracy from observation.</p> <p><u>Tonal Skull Observational skill drawing</u> Art techniques reflecting formal Elements of line, shape, form and tone will be used and applied to a tonal skull drawing</p> <p><i>Introduction to the Textile artist Biza Butler</i> Students are introduced to her work and cultural</p>	<p><u>Artist Research Page</u> Students will produce a written response to the artist Biza Butlers work which contains information and analysis of the artists' work</p> <p>Decorative keywords, fonts and titles will be researched and used within the presentation of the research page</p> <p>Research images collage. Using newly developed presentation skills students will display artist images in a</p>	<p><u>Independent Cultural Research Page</u> Students will research and collate images linked to African/ Ghanaian cultures reflected in Biza Butlers Portraits. They be introduced to cultural fabrics from around the world such as Kente Cloth and Tartan as historical representations of community and identity. Students will develop an awareness of cultural identity through the formal elements of colour, pattern and texture. Students will recognise and compare historical, contextual, and meaningful cultural connections with the artists through research. This research will be presented independently on an A3 page.</p>			<p>Decorative Research page based on Islamic architecture/tiles or African Kente cloth Students will use different processes to complete a research page that incorporates the following: Written information and analysis, Decorative keywords, fonts and titles, a collage of images researched and an artist copy.</p> <p>Printed pattern outcome Students will create a printed outcome based on African Kente cloth or Islamic tiles.</p> <p>Photo Editing task Inspired by artist Melissa Falconer, students will create portrait images in a pop art style.</p>

inspirations. Students develop awareness of coolie colour, Afra Cobra Art movement and identity of historic African American communities

Colour Artist Copy
Students will produce an A4 artist copy using the techniques of the work of Bisa Butler. Artist copy utilises transferable skills from the techniques developed on the tonal Skull drawing.

creative and experimental way.

Colour and Paint introduction

Students introduced to Paint media and use of cultural Coolie, warm and complimentary colour theory to represent tone

A3/A4 Portrait Outcome

Students will create a mixed media response and create a portrait of an Inspirational person. This portrait will reflect key characteristics of Butlers inspiration. Portrait outcome will incorporate cultural colours, pattern and tone and demonstrate key drawing skills

Colour and Pattern introduction

Students introduced to Kente Pattern. Students will continue to use cultural Coolie, warm and complimentary colour theory

A3/A4 Portrait Outcome continued

Students will continue to create a mixed media response and create a portrait of an Inspirational person. Outcome background will incorporate and reflect cultural inspirations to date. The outcome will continue to add develop Formal elements of patten, texture and colour through collage techniques and woven patterns

Cultural pattern designs Students will develop a series of designs that demonstrate their ability to create their own repeat pattern

Final outcome combining portrait and cultural Patterned background.

Native American Totem

Students exploring native American Culture of Totems and Spirit Guides. Outcomes will make connections with native American Identify and the identities represented by Biza Butler.

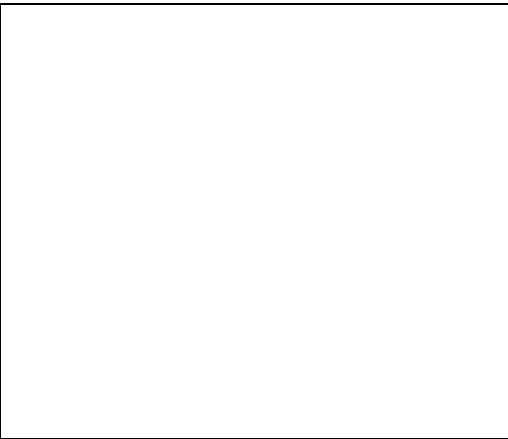
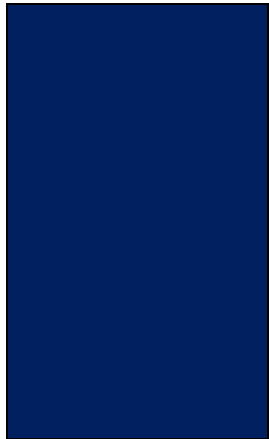
End of Year drawing task - This will be completed as an Ambitious drawing activity throughout three lessons. This outcome will represent previous studies connected with Native American Totem

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KS4 Year 10	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Topic/content	<p>Students will research the artist Liam Spencer and produce a collage of selected images of the artist’s work.</p> <p>Students will also produce an A4 copy of Liam Spencer’s artwork</p> <p>Students will produce a display of their artwork using a range of sketchbook presentation techniques</p> <p>Students will practise and Develop colour mixing and blending skills using paint, coloured pencils, and Oil pastels</p> <p>Students will develop an understanding of acrylic and watercolour Painting, oil pastels through the production of an A4 Artist copy of Liam Spencer’s work</p> <p>Outcomes:</p> <p>Extended writing focusing on Liam Spencer artist research and collages in sketchbook</p> <p>1 x A4 Acrylic or Watercolour copy</p> <p>1 x A1 Oil pastel Liam Spencer outcome</p>		<p>Students will work independently using Lens-/Light-based media, Photoshop editing,</p> <p>Students will continue to explore various drawing techniques, Ink and Printmaking.</p> <p>Students will creation firsthand resources and recording of observations by the taking of own photographs relating to the theme of ‘Cityscapes’</p> <p>Students will develop drawing skills by drawing from their own photographs using either traditional drawing methods</p>	<p>Students will use photo editing techniques to improve and experiment with own photographs.</p> <p>Students will experiment with Photography apps and a variety of media to develop ideas from initial drawings.</p> <p>Outcomes:</p> <p>2 x A4 pages of own photographs in sketchbook</p> <p>2 x pages of Photoshop edits</p> <p>3x A4/A5 accurate drawings from photographs in traditional media – Shaded pencil, Fine liner, colour pencil</p>	<p>Y10 live assessment and the production of preparation pages</p> <p>Students will take a more personalised approach, choosing their own artists to research and producing work inspired by their choices.</p> <p>Development of ideas and drawings into a ‘Personal Response’ and main outcome.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> • 3x A4 pages written own choice of artist research and collages in sketchbook <p>1 X A4 artist copy</p> <p>3 x Drawings in a variety of media</p> <p>1x A3 main outcome inspired by new artist</p>	

		such as pencil or fineline pen.	3x A4 experimental drawings from previous images/drawings using textured background, pen, and ink	
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KS4 Year 11	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Topic/content	Students will complete a series of lessons/pieces including: Collage of theme ideas Mind map Artist Research 1 x 3 pages Artist Research 2 x 3 pages Photographs x 2 pages Photoshop x 2 pages 3 X Drawing Pages from own photographs 3 X Experimental Drawings Initial ideas/Development x 3 pages A4 Practice piece and Final outcome		Students will develop knowledge in preparation for Examined response to a given brief Students will demonstrate the following: Outcomes: Title Page Collage of theme ideas Mind map Artist Research 1 x 3 pages Artist Research 2 x 3 pages Photographs x 2 pages Photoshop x 2 pages			



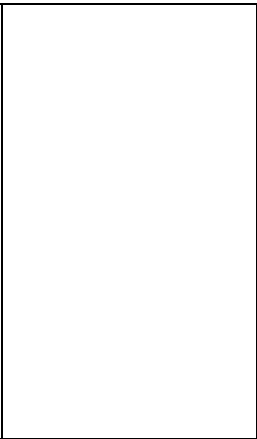
3 X Drawing Pages from own photographs

3 X Experimental Drawings

Initial ideas/Development x 3 pages

A4 Practice piece

Final outcome



KS5 Year 12	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Topic/content	<p>Students will research the artist Martin Pallottini and produce a collage of selected images of the artist's work</p> <p>Students will produce an A3 copy of Martin Pallottini's portrait work</p> <p>Students will produce a series of experimental portraits using photography techniques</p> <p>Students will practice and develop tonal recording skills using tonal pencils, blending tools and putty rubbers</p> <p>Students will produce a series of drawing studies that demonstrate an understanding of the pencil and tonal techniques used by the artist Martin Pallottini</p> <p>Students will produce a display of their artwork using a range of sketchbook presentation techniques</p>			<p>Students are introduced to the Personal Investigation of the year 13 course.</p> <p>Students will choose a personal theme/focus to research.</p> <p>Students will produce a minimum of two comprehensive artist research</p> <p>Students will produce a range of recorded images that will then be used to draw from</p> <p>Students will develop and explore new techniques producing pages of research that will be submitted for assessment</p> <p>Students will produce a written related study (minimum of 1000 words) of extended written response</p>		

KS5 Year 13	Half term 1 Autumn 1	Half term 2 Autumn 2	Half term 3 Spring 1	Half term 4 Spring 2	Half term 5 Summer 1	Half term 6 Summer 2
Topic/content	<p>Students will produce a body of work to support the Personal Investigation element of the year 13 course.</p> <p>Students will continue to independently produce visual and written research as</p>		<p>Component 02 is the Externally set task.</p> <p>The early release paper will be issued on 1 February. It will provide students with a range of themes each with written and visual starting points, a brief, and stimuli. From these, one option must be selected by the learner on which they must base their personal response.</p>			

an in-depth response to their chosen personal theme

Students will compare and contrast a minimum of two artists research

Students will produce a range of recorded images that successfully use the recording techniques used earlier in the course

Students will develop and explore new techniques producing pages of research

Students will continue to produce a comprehensive related study of extended written response in relation to their chosen theme:

Introduction
Chapter 1 Artist 1
Chapter 2 Artist 2
Chapter 3 Compare and Contrast
Conclusion

Students will produce illustrations that will be included in the presentation of the written element

The production of a completed portfolio of work in response to their chosen theme

Students are given a 10 -12 week time period, to prepare for the Externally set task by producing an independent body of work.

The A' Level culminates in a timetabled supervised 15-hour session in which they will produce a final outcome that demonstrates all of the skills acquired throughout the A' Level course.