

Curriculum map for 2018/19

Subject: Art years 7 – 11

	KS3 Curriculum content summary	Assessment details
Year 7 Rotation 1	KLE for Natural World Assessment 1 Elements of Art and techniques, mark making and formal studies of drapes and shells Record ideas (drawings and writing) to show skill and understanding	
	Introduction to Line and Pencil. Controlling Pencil for Tonal Scale. Rhythmic Line Drawings. Learning from the Great Masters. Preparation for Record, drawing practice Task for Assessment 1 Using examples of tonal curve studies of shells, create an A5 study of a shell. <i>Advanced work – choose complex shell to demonstrate understanding of more complex form. General choice – choose simple shell. Less confident – choose a simplified image to work from.</i>	Assessment 1 Grade 1 Attempt to record thoughts, facts and what is seen. Begin to explore relevant subject matter. Care is shown in presentation of work. Grade 2 Record simple ideas, observations and facts. Make use of appropriate subject matter. Take pride taken over presentation of work which is clearly organised. Grade 3 Record ideas, experiences, observations and knowledge. Select and use relevant subject matter. Present work neatly and with enthusiasm.
	KLE for Natural World Assessment 2 Critical Study on Angie Lewin Develop ideas by discussing key elements of an artists' work - Learn about the artist. Discuss the work with a partner, teacher and class. - Draft a written piece using this sheet.	
	Describe what you see: Try to use key art words. Explain her techniques: What do you know about how she has made it? Analyse the work: Look at the elements of art, how was the design arranged or composed? Interpret it: How does it make you feel? Relate it: What does it remind you of? Evaluate it: What do you think is good, not good about it? Task for Assessment 2 Write an extended piece about the work of Angie Lewin	Assessment 2 Grade 1 Attempt to describe what is noticed. Copy and complete sentence starters. Give brief answers. Write or state one word answers or short phrases in response to questions. Grade 2 Describe and explain what you see. Use a writing frame to give answers using full sentences. Articulate simple ideas when answering questions. Use research to get new ideas. Grade 3 Use what you see to inspire work. Use a writing frame to help you explore ideas in detail. Answer questions in depth. Articulate an understanding of sources, with a view to developing further ideas.
Rotation 2	KLE for Portraits Assessment 1 Clay slab techniques explored. Paint, pastel, block, relief and mono printmaking, collage, frottage, and mixed media explored and experimented with. Review and refine ideas with media.	
	Students will be introduced to the work of Kate Reynolds and will be shown how to make a standing slab form with clay using a template. Students will also experiment with collage, frottage, and block print. Students will be asked to evaluate their outcomes.	Assessment 1 Grade 1 Attempt to explore techniques in relation to reference materials. Begin to experiment with a range of given media. Pride is shown in presentation of work. Grade 2

		<p>Explore a range of media and techniques. Consider most appropriate materials and tools. Take pride taken over presentation of work which is clearly presented.</p> <p>Grade 3 Demonstrate knowledge of techniques using a range of media. Select and use relevant materials and tools. Refine work as it develops. Present work skilfully and with care.</p>
	<p>KLE for Portraits Assessment 2 Designing and selecting final outcomes <u>Present a final 2D outcome</u></p>	
	<p>Portraits Introduce students to the work of Frida Kahlo and her self-portraits. Review drawing techniques for portraits, proportions, scale, facial features. Demonstrate mixing skin tones with paint and oil crayon. Review the techniques learnt over the year. Create a self-portrait using a combination of the techniques used over the year</p>	<p>Assessment 2 Grade 1 Attempts to create outcome using ideas from previous learning. Beginning to understand proportion. Care shown in application of media. Grade 2 Creating simple idea with care, from previous learning. Able to create a 2D piece which makes appropriate use of media. Use of media is clear and neatly applied. Grade 3 Exciting development of ideas from previous learning. Skilful handling of media. Work is presented confidently and with enthusiasm.</p>
	<p>KLE for Pop Art and Perspective Drawing Assessment 1 Use of Vanishing points, receding lines and viewpoints to draw chocolate bars <u>Record my ideas through drawings to show skill and understanding of perspective.</u></p>	
<p>Year 8 Rotation 1</p>	<p>Two and Three point perspective drawing. Recognising view points and what we see from a range of angles. Practice drawing using perspective from first hand and secondary sources. Understanding vanishing points, horizon lines, receding lines, aerial view, crating, isometric drawing, horizontal line, vertical line and parallel lines. Using tonal grading to show form and directional shadow and shading including hatching and cross hatch</p>	<p>Grade 1 Attempts to record thoughts, facts and what is seen. Beginning to explore relevant subject matter. Care shown in presentation of work. Grade 2 Recording simple ideas, observations and facts. Make use of appropriate subject matter. Pride taken over the presentation of work which is clearly organised. Grade 3 Recording ideas, experiences, observations and knowledge. Selecting and use of relevant subject matter. Work is presented neatly and with enthusiasm. Grade 4 Careful recording of ideas, experiences, observations and knowledge. Exploring, selecting and using relevant subject matter. Presentation of work is exciting.</p>
	<p>KLE for Pop Art - Critical Analysis Assessment 2 <u>Develop ideas using key elements of Wayne Thiebaud's work.</u> Learn about the. Discuss the work with a partner. Draft a written piece using this sheet. Refine the piece of writing. Revise the work. Write about the artist without support material</p>	
	<p>Describe what you see: Try to use key art words. What was the artist inspired by? Explain his techniques: What do you know about how she has made it? How has the artist explored colour? Analyse the work: Look at the elements of art, how was the design arranged or composed? Discuss viewpoints. Interpret it: How does it make you feel? Relate it: What does it remind you of?</p>	<p>Grade 1 Attempts to describe what is noticed. Copy and complete sentence starters. Give brief answers. Write or state one word answers or short phrases in response to questions Grade 2 Describe and explain what you see. Use a writing frame to give answers using full sentences. Articulate simple ideas when answering questions. Use research to get new ideas. Grade 3</p>

	<p>Evaluate it: What do you think is good, not good about it? How could you use this work to develop ideas of your own?</p> <p>Assessment 2 Write an extended piece about the work of Wayne Thiebaud</p>	<p>Use what you see to inspire your work. Use a writing frame to help you explore ideas in detail. Answer questions in depth articulating an understanding of sources. With a view to developing further ideas.</p> <p>Grade 4 Examine what you see in detail in order to explain it at length; verbally and in writing. Form opinions of the value or importance of the work. Use your findings to add value to your own developing ideas.</p>
<p>Year 8 Rotation 2</p>	<p>KLE for Cultures Assessment 1 Review and refine my ideas with media. Design and review design ideas for a sculpture.</p>	<p>Grade 1 Attempts to design ideas from what is seen. Beginning to explore relevant media and materials. Care shown in presentation of work.</p> <p>Grade 2 Developing simple design ideas, from references. Make use of appropriate media and materials. Pride taken over the presentation of work which is clearly organised.</p> <p>Grade 3 Developing and refining ideas, from a range of source materials. Selecting and use a range of media. Work is presented confidently and with enthusiasm.</p> <p>Grade 4 Developing a range of imaginative ideas, from a wide range of references. Exploring, selecting and refining relevant media and materials with flair. Presentation of work is exciting and thoughtful.</p>
	<p>Design a sculpture to be imaginative and exciting. Using knowledge, resources and reference points to inspire ideas for a sculpture.</p> <p>Using understanding of cultural patterns, shapes, colours and forms to design a sculpture. Use feedback to inform improvements. Draw ideas clearly and use correct proportions and colours. Take care over the presentation of ideas. Use tonal grading to give 3D effect to design work. Complete work and show resilience.</p>	
	<p>KLE for Cultures Assessment 2 Present a final 2D and 3D outcome Create a 3D sculpture using design work closely</p>	
	<p>Make an armature for a sculpture using suggested materials, including a recycled plastic bottle, newspaper pebbles and card. Attach parts together to form a basic model of the design created. Use brown tape to cover the form, pieces should be cut with care and placed so they follow the form of the model and are flat to form a smooth skin (covering) even in hard to reach areas. Use design work to aid the development of a sculpture. Draw the patterns on the sculpture and paint closely to original 2D design.</p>	<p>Grade 1 Attempts to create outcome using a plan. Beginning to understand structure. Care shown in application of media.</p> <p>Grade 2 Creating simple idea with care, from plan. Able to create a 3D piece which makes careful use of media. Design work is clear and neatly applied.</p> <p>Grade 3 Accurate development of idea, from plan. Skilful handling of media. Work is presented confidently and with enthusiasm.</p> <p>Grade 4 Imaginative development of idea, from plan. Media is used with full understanding of possibilities. Presentation of work is exciting and thoughtful.</p>

	KS4 Curriculum content summary	Coursework and assessment details incl. deadlines
Year 9 Autumn	<p>Foundation to GCSE ART</p> <p>Opportunity to embed knowledge, understanding and skills</p> <ul style="list-style-type: none"> • <i>Work produced during the foundation period is not submitted for the final assessment of the Personal Portfolio unless you and your student feel it evidences the creative journey the student has been on</i> • Students given the opportunity to develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> • researching contextual sources related to Layers • experimenting with montage, collage, assemblage, printmaking, paint and ceramics • purposeful annotation • drawing / mark-making • presenting and refining art work <p>Enrichment opportunity: gallery visit or workshop could be offered to students to support their learning</p> <p>Suggested contextual studies: Joseph Cornell and Georgia O’Keeffe</p>	<p><u>Half term 1</u></p> <p>Assessment 1 KLE Develop ideas through written work in response to Joseph Cornell</p> <p>Assessment 2 KLE review and refine ideas through montage, collage and assemblage</p> <p><u>Half term 2</u></p> <p>Assessment 3 KLE Record ideas in the form of a series of drawings from primary and secondary sources</p> <p>Assessment 4 KLE Present final ideas through Painting and 3D ceramics</p>
Year 9 Spring	<p>Foundation to GCSE ART continues</p> <p>Opportunity to embed knowledge, understanding and skills</p> <ul style="list-style-type: none"> • Students given the opportunity to develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> • researching contextual sources related to Layers • experimenting with a range of paint types, pastels and oil crayon • purposeful annotation • drawing and proportion • presenting and refining art work <p>Enrichment opportunity: gallery visit or workshop could be offered to students to support their learning</p> <p>Suggested contextual studies: Pablo Picasso, Cubism and Chuck Close</p> <p>Suggested contextual studies: Pablo Picasso and Cubism</p>	<p><u>Half term 1</u></p> <p>Assessment 1 KLE Develop ideas through written work in response to Pablo Picasso</p> <p>Assessment 2 KLE review and refine ideas through paint and dry colour materials</p> <p><u>Half term 2</u></p> <p>Assessment 3 KLE Record ideas in the form of a portrait drawings demonstrating an understanding of proportion</p> <p>Assessment 4 KLE Present final ideas through Painting and a range of other media</p>
Year 9 Summer	<p>Foundation to GCSE ART mock Exam</p> <p>Opportunity to embed knowledge, understanding and skills</p> <ul style="list-style-type: none"> • Students given the opportunity to develop their knowledge, understanding and skills, to include: <ul style="list-style-type: none"> • Exploring a theme (the GCSE ESA) • Mind mapping • Selecting and researching contextual sources related to Layers • drawing / mark-making • experimenting with materials and techniques • purposeful annotation • presenting and refining art work 	<p><u>Half term 1</u></p> <p>Assessment 1 KLE Develop ideas through written work in response to Exam Paper</p> <p>Assessment 2 KLE review and refine ideas through own choice of media</p> <p><u>Half term 2</u></p> <p>Assessment 3 KLE Record ideas in the form of drawings and experiments</p> <p>Assessment 4</p>

	<p>Enrichment opportunity: gallery visit or workshop could be offered to students to support their learning</p> <p>Suggested contextual studies: taken from ESA and show year 11 work.</p>	<p>KLE Present a mini final idea from selection of media</p>
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	KS4 Curriculum content summary	Coursework and assessment details incl. deadlines
<p>Year 10 Autumn</p>	<p>Component 1: thematic response project</p> <p>Fragments</p> <ul style="list-style-type: none"> • Work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio • Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: <ul style="list-style-type: none"> • Drawing should be the main focus with drive on proportion, shape, form, tone • developing and exploring ideas • researching primary and contextual sources • experimenting with media, materials, techniques and processes through pencil work, charcoal, acrylics and oil paint • presenting personal response(s) <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p>	<p><u>Half term 1</u></p> <p>Assessment 1 KLE Record ideas in the form of drawings from still life images and objects, demonstrating proficiency in use of elements of art, including from the work of Pieter Claesz and related objects.</p> <p>Assessment 2 KLE review and refine ideas through paint, acrylics and oils.</p> <p><u>Half term 2</u></p> <p>Assessment 3 KLE Develop written annotations, (analysis and evaluation) of own work</p> <p>Assessment 4 KLE assessment of overall sketch book layout for autumn term</p>
<p>Year 10 Spring</p>	<p>Component 1: thematic response project</p> <ul style="list-style-type: none"> • We would recommend that work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio • Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include: <ul style="list-style-type: none"> • developing and exploring ideas • researching primary and contextual sources • experimenting with compositions, layout and arrangement, foreground, middle and background. • presenting personal response(s) <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the theme</p>	<p><u>Half term 1</u></p> <p>Assessment 1 KLE Develop ideas through written work as a compare and contrast the work of Pieter Claesz and artist of student's choice.</p> <p>Assessment 2 KLE Record ideas in the form of planning and composition drawings for a final outcome.</p> <p><u>Half term 2</u></p> <p>Assessment 3 KLE review and refine ideas for a final outcome. Present completed draft.</p> <p>Assessment 4 KLE Present final outcome – a development of the draft</p>

<p>Year 10 Summer</p>	<p>Component 1: mock exam assignment (Preparation Period)</p> <ul style="list-style-type: none"> We would recommend that work produced during this project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or the Sample Assessment Materials (SAMs) available on the Edexcel website, to include: <ul style="list-style-type: none"> developing and exploring ideas researching primary and contextual sources experimenting with media, materials, techniques and processes presenting personal response(s) <p>Students given the opportunity to improve their mock exam assignment in light of feedback from teacher</p>	<p>Half term 1</p> <p>Assessment 1 KLE Develop ideas through written work in response to Exam Paper</p> <p>Assessment 2 KLE review and refine ideas through own choice of media. Show 3 different outcomes</p> <p>Half term 2</p> <p>Assessment 3 KLE Record ideas in the form of drawings to explain development of ideas</p> <p>Assessment 4 KLE Present a response to an artist's work from exam paper.</p>
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	KS4 Curriculum content summary	Coursework and assessment details incl. deadlines
<p>Year 11 Autumn</p>	<p>Component 1 continued: mock exam assignment (including a period of sustained focus)</p> <ul style="list-style-type: none"> We would recommend that work produced during this project is submitted for the final assessment of the Personal Portfolio Students given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or the Sample Assessment Materials (SAMs) available on the Edexcel website, to include: <ul style="list-style-type: none"> developing and exploring ideas researching primary and contextual sources experimenting with media, materials, techniques and processes presenting personal response(s) <p>Students given the opportunity to improve their mock exam assignment in light of feedback from teacher</p>	<p>Half term 1</p> <p>Assessment 1 KLE Develop ideas through written work as a compare and contrast the work of 2 artists work.</p> <p>Assessment 2 KLE Record ideas in the form of planning and composition drawings for a final outcome.</p> <p>Half term 2</p> <p>Assessment 3 KLE review and refine ideas for a final outcome. Present completed draft.</p> <p>Assessment 4 KLE Present final outcome – a development of the draft</p>
<p>Year 11 Spring</p>	<p>Component 2: Externally Set Assignment</p> <ul style="list-style-type: none"> Paper released 2 January Preparatory period begins in January and students start work on their preparatory studies in response to the theme <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the ESA theme</p> <ul style="list-style-type: none"> Students complete all preparatory studies before the start of the period of sustained focus 	<p>Half term 1</p> <p>Assessment 1 KLE Develop ideas from theme and range of artists</p> <p>Assessment 2 KLE Record ideas in the form of sketches, plans and composition drawings for a final outcome.</p> <p>Half term 2</p> <p>Assessment 3</p>

	The 10-hour period of sustained focus during which students produce their final response(s) to the theme	KLE review and refine a range of ideas for a final outcome/s. Present completed mini drafts. Assessment 4 KLE Present final draft
Year 11 Summer	GCSE ART COURSE COMPLETED ON LAST DAY OF EXAMS Students free to revise for Core subjects after this date.	Examination window after Easter (2 weeks)

Spec Code	Details of GCSEs: (specification and exam board)
1FA0	Pearson Edexcel GCSE (9-1) in Fine Art