

Curriculum Map

Subject: Art & Design

| Key Stage 3: | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------|--------------------------|--|--|---|---|--|--|
| Year 7 | Unit(s): | Tonal shading and drawing skills. Learning to draw from observation using simplified forms | Refining & modifying drawing and increasing confidence with a range of b&w media | Understanding colour theory and practice. Mixing colour. Using wet media with confidence | Developing confidence with colour. Collaged birds inspired by Mark Hearld | Perspectives & portraits. Perspective. An awareness of depth within images, using VP's | Perspectives & portraits. Portraiture and proportion. Drawing the human face. |
| | Key Skills: | Recording from observation Learning to sketch & shade | Building confidence with media | Expanding control of a range of media | Using artists to inspire work Experimenting with mixed media Producing a finished outcome | Recording with accuracy | Producing a finished outcome |
| | Assessment | Aggregated s/book evidence of accuracy and use of contrast. | Aggregated s/book evidence of confidence with media and control. | Evidence of colour wheel understanding and visual mixing. | S/book experiments Mark Hearld style outcome | Evidence of the use of one point perspective in drawing (ext. 2 VP's). | Aggregated s/book evidence of features and full portrait drawing. |
| | Enrichment (Link to KS2) | Spiritual – use of imagination & creativity in their learning <i>LORIC- Organisation</i> <i>The ability to choose the correct equipment and use it responsibly, incl. tidying away</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Communication</i> <i>Annotating or talking about their artwork using subject specific vocab.</i> | Link with KS2 colours <i>LORIC- Leadership</i> <i>Taking some control over the decisions being made about their work</i> | Visiting artist - collage <i>LORIC- Initiative</i> <i>Selecting elements of an artist's work to inform their own practice</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Organisation</i> <i>The ability to choose the correct equipment and use it responsibly, incl. tidying away</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Resilience</i> <i>The ability to refine and reject ideas in the pursuit of the best result</i> |
| Year 8 | Unit(s): | Art from other cultures. Using mixed media. | Art from other cultures. Contrasting Asian & Aboriginal works | Textile block design & printmaking | Textile block design & printmaking | Pop art and graphic logos | Pop art and graphic logos |
| | Key Skills: | Combining mixed media | Combining mixed media | Understanding a block repeat as a | Producing a paired finished outcome | Using artists to inspire work | Using artists to inspire work |

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| | | Drawing to create pattern & design | Drawing to create pattern & design | means of creating print | | Experimenting with mixed media | Producing a finished outcome |
| | Assessment | Aggregated s/book evidence - confidence with media & combinations of techniques. | S/book design sheets with mixed media materials. | Evidence in s/book design work | Evidence in textile banner and supporting s/book studies | Aggregated s/book evidence of confidence with media and control | Evidence of confidence with media and control. The influence of artists on student work. |
| | Enrichment (Ethos, Values and Community) | Spiritual – respecting other cultures Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. Link with RS <i>LORIC- Organisation</i> <i>The ability to select the correct equipment and use it responsibly</i> | Spiritual – respecting other cultures Sense of enjoyment & fascination in learning about themselves, others & the world around them <i>LORIC- Communication</i> <i>Annotating or talking about their artwork using subject specific vocab.</i> | Social - students to collaborate in pairs. Spiritual – use of imagination & creativity in their learning <i>LORIC- Leadership</i> <i>Taking increasing control over the decisions being made about their work</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Initiative</i> <i>Selecting elements of an artist's work to inform their own practice</i> | Spiritual – use of imagination & creativity in their learning Link with Graphics in DT <i>LORIC- Organisation</i> <i>The ability to select the correct equipment and use it responsibly</i> | Spiritual - sense of enjoyment & fascination in learning about themselves, others & the world around them <i>LORIC- Resilience</i> <i>The ability to refine and reject ideas in the pursuit of the best result</i> |
| Year 9 | Unit(s): | Drawing from observation/still life. Preparation for GCSE skills. | Refining accuracy & broadening media/techniques | Cubism and fragmented viewpoint | Drawing cakes, sweets and biscuits | 3D card construction influenced by Oldenburg | Silk painting & colour control influenced by their 3D work |
| | Key Skills: | Recording from observation | Modifying and improving the drawing quality | Drawing to create pattern & design Using artists to inspire work | Drawing to create pattern & design | Using artists to inspire work Producing a finished outcome | Designing for fabric Producing a finished outcome |
| | Assessment | Aggregated s/book evidence of accuracy and proportion. | Aggregated s/book evidence of drawing accuracy and the influence of artists. | Evidence of skilful colour manipulation to create tonal effects. | Aggregated s/book evidence of accuracy and proportion. | Aggregated working drawings and resolved 3D outcome. | Evidence of skilful media handling in textile arts. |
| | Enrichment (Careers and next steps) | Past GCSE student who has furthered their creative studies <i>LORIC- Organisation</i> <i>The ability to select the correct equipment and use it responsibly</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Communication</i> <i>Annotating or talking about their artwork using subject specific vocab.</i> | Gallery visit - Harrogate art gallery <i>LORIC- Leadership</i> <i>Taking increasing control over the decisions being made about their work</i> | Spiritual – use of imagination & creativity in their learning Link with Food <i>LORIC- Initiative</i> <i>Selecting elements of an artist's work to inform their own practice</i> | Spiritual – use of imagination & creativity in their learning Link with DT - modelling <i>LORIC- Organisation</i> <i>The ability to select the correct equipment and use it responsibly</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Resilience</i> <i>The ability to refine and reject ideas in the pursuit of the best result</i> |

Curriculum Map

| Subject: Art & Design | | Exam board: AQA | Quan code: 601/8088/2 | Entry code: 8202 | Unit codes: 8202/C,8202/X | | |
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| Key Stage 4: | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 | Unit(s): | Mark making/exploring materials through natural forms & structures. | Development into drawing from primary observation. Broadening techniques and media handling. | Developing a collection of work inspired by artists & designers. | Using photography to generate source material. Architecture and man-made structure. | Printmaking techniques. Incising a plate to make marks. | Lino reduction. Experimenting with printing on different surfaces. |
| | Key Skills: | Recording Experimenting Combining | Recording Experimenting Combining Developing | Using artist references to inform & inspire Refining Modifying | Recording Broadening range of media | Recording Combining Developing | Producing a successful outcome |
| | Assessment | Aggregated class and homework tasks | Final outcome in 2D or 3D | Aggregated class and homework tasks | Aggregated class and homework tasks | Printmaking – drypoint etching outcomes | Printmaking – lino & collagraph outcomes |
| | Enrichment | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. YSP – drawing & sculpture visit <i>LORIC- Organisation</i> <i>The ability to make informed choices & select the correct media & equipment</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Communication</i> <i>Annotating & discussing their artwork using subject specific vocab.</i> <i>YSP - visit</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Leadership</i> <i>Taking control over the direction of their project theme with guidance when required</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. <i>LORIC- Initiative</i> <i>The ability to realise their ideas as work develops</i> | Spiritual – use of imagination & creativity in their learning Hester Cox – artist workshop <i>LORIC- Organisation</i> <i>The ability to begin structuring their project and use appropriate media</i> <i>DCM - printmaking workshop</i> | Spiritual – use of imagination & creativity in their learning <i>LORIC- Resilience</i> <i>The ability to refine and reject ideas in the pursuit of the most accomplished outcome</i> |
| Year 11 | Unit(s): | Mock exam project - developing a personal theme | Mock exam project – observational | Mock exam project – refining | Exam project – Obs drawing, artist refs, | Mounting & preparing work for moderation. | |

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| | | from previous AQA paper. Focus on obs drawing. | drawing & artist connections. | & modifying the theme. Planning for & producing an outcome. | confidence with media, planning & developing an idea from conception to realisation. | | |
| Key skills: | Recording Experimenting Combining | Recording Experimenting Combining Developing | Recording Experimenting Combining Developing | Refining Modifying Producing a successful outcome | Recording Experimenting Combining Developing Using artist references to inform & inspire Refining Modifying | Producing a successful outcome | |
| Assessment | Aggregated class and homework tasks | Aggregated class and homework tasks. Final 10 hr mock outcome. | Aggregated class and homework tasks | Aggregated class and homework tasks | Aggregated class and homework tasks. Unit 1 marking | Aggregated class and homework tasks. Final 10 hr outcome. | |
| Enrichment | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. Spiritual – use of imagination & creativity in their learning <i>LORIC- Organisation</i> <i>The ability to structure their self directed project and use appropriate media</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. <i>LORIC- Communication</i> <i>Annotating & discussing their artwork using subject specific vocab.</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. <i>LORIC- Leadership</i> <i>Taking control over the direction of their project theme</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. <i>LORIC- Initiative</i> <i>The ability to realise their ideas in their self directed project</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. <i>LORIC- Resilience</i> <i>The ability to refine and reject ideas in exam conditions</i> | Cultural – willingness to participate in & respond positively to artistic & cultural opportunities. | |

End of course external assessment:

Component 1 Portfolio. A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study - **assessed in centre and externally moderated 60% of final grade**

Component 2 Externally Set Assignment. Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives - **assessed in centre and externally moderated 40% of final grade**

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June

