

# Curriculum Map

<b>Subject: Art &amp; Design</b>							
<b>Key Stage 3:</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
<b>Year 7</b>	Unit(s):	<b>Unit 1 - Colour Theory &amp; Mark Making</b>	<b>Unit 1 - David Hockney &amp; landscape painting</b>	<b>Unit 2 - Japanese culture project</b>	<b>Unit 2 - Japanese culture project</b>	<b>Unit 3 - ROA Endangered animals</b>	<b>Unit 3 - ROA Endangered animals</b>
	Key Skills and Knowledge:	Colour Theory & Watercolour techniques. Introduction of mark making techniques.	Mark making techniques and basic painting skills with oil pastels and watercolours. Contextual: David Hockney. Final piece - create a landscape painting using skills acquired	Enhancing drawing skills through observational studies of various Japanese artistic styles/ genres from Hokusai to Manga. Contextual: Japanese culture and aesthetics throughout history.	Use drawing and design skills to create a mixed media outcome inspired by Japan.	Embedding knowledge of mark making techniques and drawing skills. Contextual: Street Artist ROA / using art as a means of promoting a message.	Use drawing and design skills to create a mixed media outcome inspired by Street Artist, ROA of an endangered animal
	Assessment	(Baseline test - draw a landscape using pencil)  Knowledge test on colour theory	Holistic assessment of overall sketchbook work.  Grade final piece - landscape painting	Holistic assessment of overall sketchbook work.	Grade final piece - Mixed media artwork inspired by Japan	Holistic assessment of overall sketchbook work.	Test assessing skills and knowledge across all three projects from year 7
	Cross curriculum links (Link to KS2)	<i>Numeracy/English/Science/ DT</i>	<i>Numeracy/Science/ English/DT</i>	<i>History/Geography/ DT/ Sociology</i>	<i>History/Geography/ DT/ Sociology</i>	<i>History/Geography/ DT/ Sociology</i>	<i>History/Geography/ DT/ Sociology</i>
<b>Year 8</b>	Unit(s):	<b>Unit 1 - Day of the Dead &amp; Mexican culture</b>	<b>Unit 1 - Day of the Dead &amp; Mexican culture</b>	<b>Unit 1 - Sarah Graham sweets</b>	<b>Unit 2 - Sarah Graham sweets</b>	<b>Unit 3 - The Ocean &amp; scientific illustration</b>	<b>Unit 3 - The Ocean/ clay modeling</b>
	Key Skills and Knowledge:	Colour Theory & Watercolour techniques. Observational drawing skills and collage. Contextual: Mexican Culture and festivals	Embedding knowledge of basic skills and materials through application. Create a final mixed media outcome based on Mexican Day of the Dead	Enhancing colour theory and drawing techniques through observational studies of sweets and the introduction of using oil pastels to paint. Contextual: Contemporary artist	Create a final piece of a Quality Street sweet using oil pastels. Application of skills learnt throughout the topic. Contextual: Contemporary artist Sarah Graham/ photorealism	Embedding knowledge of basic skills and materials through application. Drawing skills through observations. Contextual: Ways art and science can	3D modeling skills using air-dry clay to create a sculpture inspired by artist Stephanie Kilgast. Contextual: Art can be a message - Human impact on the Ocean.

				Sarah Graham/ photorealism		connect (with focus on ocean habitats).	
	Assessment	<b>Holistic assessment of overall sketchbook work.</b>	<b>Grade final piece - Mexican DotD Sugar skull, mixed media artwork.</b>	<b>Holistic assessment of overall sketchbook work.</b>	<b>Grade final piece - Oil Pastel drawing of Quality Street sweet.</b>	<b>Holistic assessment of overall sketchbook work.</b>	<b>Test assessing skills and knowledge across all three projects from year 8</b>
	Cross curriculum links	<i>History/ Geography/ MFL - Spanish</i>	<i>History/ Geography/ MFL - Spanish</i>	<i>DT/History/ Numeracy</i>	<i>DT/ History/ Numeracy</i>	<i>History/ Geography/ Science/DT</i>	<i>History/ Geography/ Science/DT</i>
<b>Year 9</b>	Unit(s):	<b>Unit 1 - Jim Dine &amp; printmaking</b>	<b>Unit 1 - Jim Dine &amp; printmaking</b>	<b>Unit 2 - Pop Art &amp; portraiture</b>	<b>Unit 2 - Pop Art &amp; portraiture</b>	<b>Unit 3 - Yayoi Kusama</b>	<b>Unit 3 - Yayoi Kusama</b>
	Key Skills and Knowledge:	Drawing skills and application of materials - pencil & ink. Contextual learning: Artist Jim Dine and his links to Pop Art	Drawing skills and printmaking - monoprinting, poly-printing & lino printing.  Create an mixed media artwork based on style of artist Jim Dine	Drawing skills using the grid method. Contextual learning: Andy Warhol and Roy Lichtenstein - links to Pop Art and pop culture.	Create a Pop art painting of chosen celebrity based on style of artist Andy Warhol	Development of drawing, colour theory and painting skills. Contextual learning: artist Yayoi Kusama (and being a woman in the artworld).	Create a cardboard relief artwork based in the style of Yayoi Kusama.
	Assessment	<b>Holistic assessment of sketchbook</b>	<b>Grade final piece - Jim Dine mixed media artwork</b>	<b>Holistic assessment of sketchbook</b>	<b>Grade final piece Pop Art &amp; Portraiture painting</b>	<b>Holistic assessment of sketchbook</b>	<b>Test assessing skills and knowledge across all three projects from year 9</b>
	Cross curriculum links	<i>History/ English/Numeracy/ DT</i>	<i>History/ English/Numeracy/ DT</i>	<i>History/ English/Numeracy/ DT</i>	<i>History/ English/Numeracy/ DT</i>	<i>History/ Geography/English/ Numeracy/ DT</i>	<i>History/ Geography/English/ Numeracy/ DT</i>

# Curriculum Map

<b>Subject: Art &amp; Design</b>		Exam board: AQA	Qan code: 601/8088/2	Entry code: 8202	Unit codes: 8202/C,8202/X		
<b>Key Stage 4:</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	Unit(s):	<b>Portfolio Component 1 - Foundation skills in various materials. Topic: Bugs and Beetles</b>	<b>Portfolio Component 1 - Foundation skills in various materials. Topic: Bugs and Beetles</b>	<b>Portfolio Component 1 - Foundation skills in various materials. Topic: Bugs and Beetles</b>	<b>Portfolio Component 1 - Topic: Hybrids</b>	<b>Portfolio Component 1 - Topic: Hybrids</b>	<b>Portfolio Component 1 - Topic: Hybrids</b>
	Key Skills and Knowledge:	Embedding skills and building confidence using a range of materials. Observational studies, artist research, primary research and experimenting with processes. Topic: Bugs and Beetles	Embedding skills and building confidence using a range of materials. Observational studies, artist research, primary research and experimenting with processes. Topic: Bugs and Beetles	Painting and printmaking skills. Create a series of reduction prints (lino) based on topic - Bugs and Beetles  Create a mixed media final piece for Bugs and Beetles.  Further study: Workshop or Gallery visit	Embedding skills and building confidence using a range of materials. Observational studies, artist research, primary research and experimenting with processes. Topic: Hybrids	Embedding skills and building confidence using a range of materials. Observational studies, artist research, primary research and experimenting with processes. Topic: Hybrids	TBC
	Assessment	<b>Holistic assessment</b>	<b>Holistic assessment</b>	<b>Portfolio graded based on AQA framework</b>	<b>Final piece and portfolio graded based on AQA framework</b>		<b>Mock exam result. Graded based on AQA framework</b>
	Cross curriculum links	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>
<b>Year 11</b>	Unit(s):	<b>Portfolio Component 1 - Topic: Me, Myself and I</b>	<b>Portfolio Component 1 - Topic: Me, Myself and I</b>	<b>NEA Component 2</b>	<b>NEA Component 2</b>	<b>NEA Component 2 &amp; Exam</b>	
	Key Skills and Knowledge:	Self- led development of project based work. Embedding skills and	Self- led development of project based work.	Mock exam tbc.			

		confidence in delivering content and working towards a final piece. Securing their understanding of assessment objectives.	Embedding skills and confidence in delivering content and working towards a final piece.	NEA release in January.			
	Assessment	<b>Peer assessment of work from previous students</b>	<b>Portfolio graded based on AQA framework</b>	<b>Mock exam result. Graded based on AQA framework</b>		<b>Deadline &amp; exam (tbc)</b>	
	Cross curriculum links	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ DT/ Numeracy/ Science</i>	<i>History/ English/ Numeracy/ Science</i>	<i>History/ English/ Numeracy/ Science</i>	

**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**