

Key Stage 3 Art Curriculum Map

		Autumn Term		Spring Term	Summer Term
7	Unit Title	What is Creativity?	Portraiture and Music	Colour Theory and Painting	Cross-Curricular Arts Project
	Key Knowledge	<p>What is creativity?</p> <p>Exploring the work of Jon Burgerman and his 'doodle' style.</p> <p>How can doodling show creativity?</p> <p>Skills include: Collage Watercolour Mindful drawing Gelli printing</p> <p>Explore principles of effective composition and colour through collage and printmaking.</p>	<p>What is mark making? How can this be used to show emotion/feelings? How can it be used as a visual language to communicate something like sound?</p> <p>Explore self-portrait artworks Why do artists create self-portraits? How can music and identity be linked in Art?</p> <p>Skills include: Observational and expressive drawing Mark making techniques Watercolour Mono-printing</p>	<p>Colour wheel- what is this? How can this be used to help understand colour relationships?</p> <p>Colour mixing- How can you make tint/shades/secondary/tertiary colours?</p> <p>Paint application- how can paint be used to create different textures within a work?</p> <p>Expressive mark-making pineapple using paint.</p> <p>Responding to the artist Amy Whitehouse.</p> <p>Skills include: Observational drawing Paint mixing Paint application Expressive painting</p>	<p>How do artists explore scale and shape?</p> <p>Exploring pattern and colour in response to Jae Yong Kim.</p> <p>Working collaboratively to create oversized papier-mâché donut outcomes.</p> <p>Skills include: Papier-mâché Drawing for design Tissue paper decoration Pattern design</p>

Links to previous learning	Colour theory Creativity	Use of creativity Colour theory Composition	Colour theory Mark making Expressive drawing	Working from observation Creativity Colour theory
Key Assessment	Portraiture and Music Knowledge assessment- multiple choice	Painted pineapple Knowledge assessment- multiple choice		'Sugar' sculpture Knowledge assessment- multiple choice



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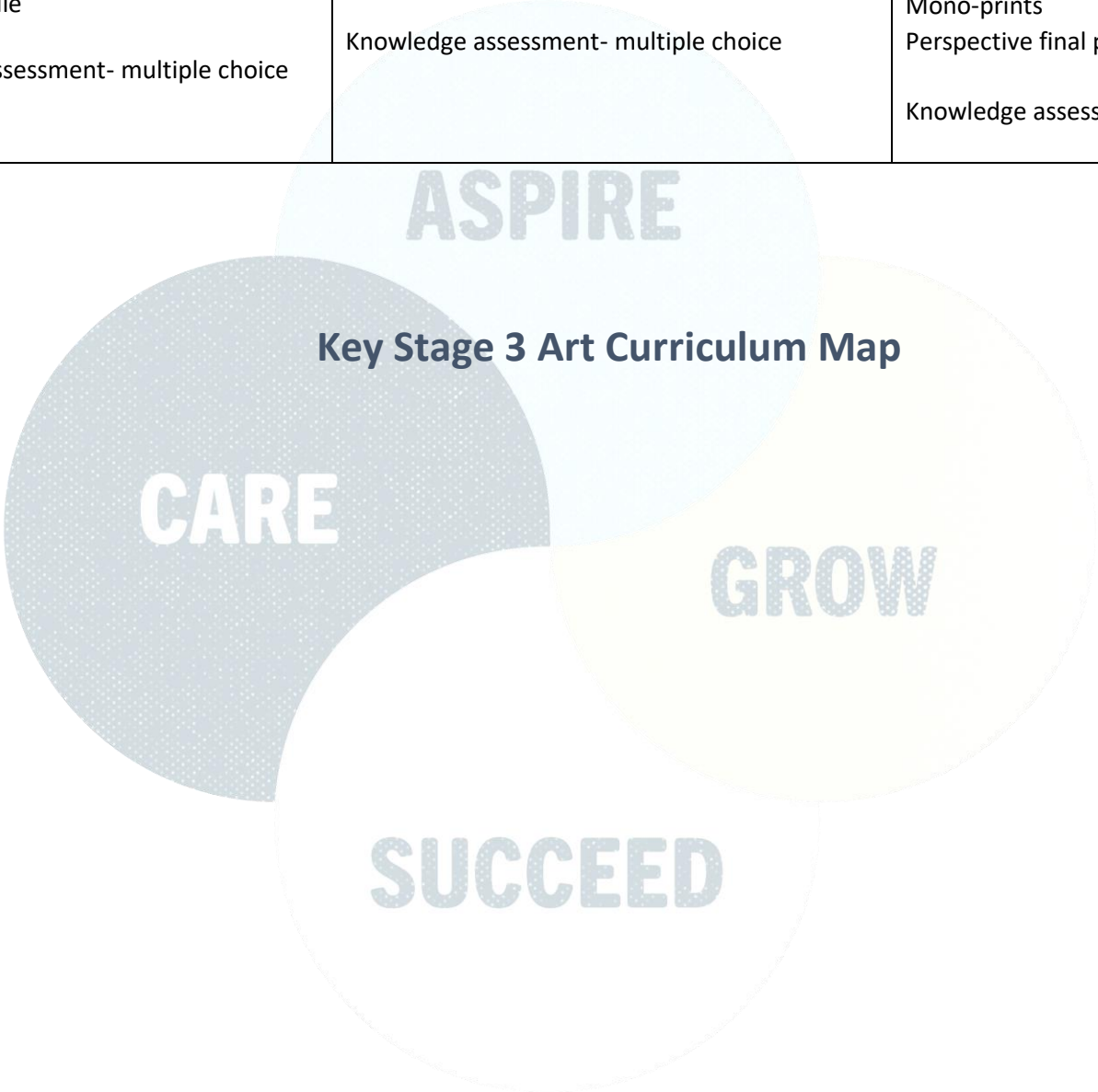
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		Autumn Term	Spring Term	Summer Term
8	Unit Title	Dragons	Pattern and Still Life	Location
	Key Knowledge	<p>What techniques can be used in observational drawing?</p> <p>What is mixed media? How can different media be combined and used together effectively?</p> <p>Explore the history and references to Dragons in different cultures and media.</p> <p>Learn clay techniques to construct a 3-D dragon eye. Skills include: Pinch pot Score, slip and smooth Carving Pressing Adding colour/tone</p>	<p>What is pattern? How can it be used in graphic design?</p> <p>What is still life? Continue to develop observational drawing skills.</p> <p>Explore the work of a range of artists and craftspeople including Jules Mckeown and Orla Keilly.</p> <p>What is the deconstruct/re-construct process within collage?</p> <p>How can composition be explored within collage and poster design? Skills include: Pattern design Collage Observational drawing Collograph printing</p>	<p>How can you respond to the theme 'location' in Art?</p> <p>Explore a range of artists including Clare Caulfield, Ian Murphy and Sunga Park.</p> <p>Understand how to use expressive drawing techniques to represent architecture.</p> <p>What is mono-printing? How do you create a mono-print?</p> <p>Skills include: Technical drawing skills e.g., 2-point perspective. Tonal colour Watercolour Print-making Observational drawing Layering mixed media</p>
	Links to previous learning	<p>Colour theory Tone</p>	<p>Collage Observational Drawing Colour theory Mark Making Print-making</p>	<p>Colour theory Tone Drawing from observation</p>

	Key Assessment	Mixed media Dragon eye Dragon clay tile Knowledge assessment- multiple choice	Guistonbury poster design Knowledge assessment- multiple choice	Expressive skyline Mono-prints Perspective final piece Knowledge assessment- multiple choice
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		Autumn Term/Spring	Spring/Summer Term
9	Unit Title	Portraiture and Protest	Science in Art
	Key Knowledge	<p>How to accurately draw the proportions of the face.</p> <p>Why do artists create portraits? How do artists create portraits which show mood/emotion?</p> <p>Explore the work of portraiture artists including Guy Denning and Alberto Giacometti.</p> <p>How do you create an expressive portrait?</p> <p>Skills include:</p> <ul style="list-style-type: none"> - Expressive drawing styles e.g. continuous line - Observational drawing - Mono-printing - Collage - Mixed media surfaces <p>What is Protest Art? How can protest influence Art?</p> <p>Explore the work of Protest artists including Banksy and Bob and Roberta Smith.</p> <p>How can a message be communicated through portraiture?</p>	<p>How are Science and Art linked? Why has this been the case throughout history?</p> <p>How do Science and Art link today?</p> <p>How can artists take inspiration from a scientific topic?</p> <p>Explore the work of artists inspired by Science including Erin McIntosh, Levon Biss, Maria Sibylla Merian and Philip Taffe.</p> <p>Use of observational drawing which reference anatomical sources to create own responses.</p> <p>Develop personal ideas using a range of scientific sources as inspiration.</p> <p>Skills include:</p> <ul style="list-style-type: none"> - Observational drawing - Stencils - Mixed media - Painting - Pattern - 3-D Sculpture (wire, mod-roc and tissue paper) <p>How do you refine an idea and outcome? How can this lead to a successful personal final piece?</p>
	Links to previous learning	<p>Proportion and scale</p> <p>Observational drawing</p> <p>Colour theory</p> <p>Print-making</p>	<p>Composition</p> <p>Observational drawing</p> <p>Painting</p> <p>Pattern</p>

	Collage Tone Lettering	Colour theory Tone
Key Assessment	A3 Portraiture and Protest mixed media final piece Knowledge assessment- multiple choice	Natural forms sculpture Stencil & Observational final piece Knowledge assessment-multiple choice



GCSE Art Craft and Design Curriculum Map

		Autumn Term	Spring Term	Summer Term
10	Unit Title	Creative Workshops Introduction	Creative Workshops Introduction	Final Major Projects – Inside/Outside
	Key Knowledge	<p>The focus of this unit is to allow students to explore a very wide range of art techniques including:</p> <ul style="list-style-type: none"> • Painting • Sculpture • Ceramics • Printmaking • Observational drawing • Sketchbook work • Upcycling • Reading about Art • Researching artists designers and craftspeople <p>There is no theme to tie these workshops together, it is about exploring and becoming confident in using a wide range of techniques in Art.</p>	<p>This unit continues until Easter.</p> <p>The focus of this unit is to allow students to explore a very wide range of art techniques including:</p> <ul style="list-style-type: none"> • Painting • Sculpture • Ceramics • Printmaking • Observational drawing • Sketchbook work • Upcycling • Reading about Art • Researching artists designers and craftspeople <p>There is no theme to tie these workshops together, it is about exploring and becoming confident in using a wide range of techniques in Art.</p>	<p>In this unit students will learn how to respond in a personal and meaningful way from the starting point “Inside/Outside.”</p> <p>Students can choose what they would like to explore in this project, making it very independently led and divergent in outcome.</p> <p>Students will study the assessment objectives and improve their confidence with knowing how they are marked in Art. Students will find their own artists to use to inspire their work and will engage with the content/context and meaning of artists work to influence their own responses.</p> <p>This project will continue into Year 11 until January.</p> <p>The aim of this unit is to have a divergent, student led, personal and meaningful outcome.</p>

	<p>Links to previous learning</p>	<p>Students will draw upon practical, theoretical and disciplinary knowledge from their Key Stage 3 Art lessons. They will recap the formal elements of Art such as texture and colour. Some techniques studied in Key Stage 3 will be revisited, for example monoprinting, painting, ceramics, and expressive drawing techniques. Students will frequently make links to the work of artists, craftspeople and designers but in much more depth than in Key Stage 3.</p>	<p>Students will draw upon practical, theoretical and disciplinary knowledge from their Key Stage 3 Art lessons. They will recap the formal elements of Art such as texture and colour. Some techniques studied in Key Stage 3 will be revisited, for example monoprinting, painting, ceramics, and expressive drawing techniques. Students will frequently make links to the work of artists, craftspeople and designers but in much more depth than in Key Stage 3.</p>	<p>For this unit students will need to draw upon their choice of techniques covered in Year 10 Fine Art. Students could choose to specialise in ceramics, printmaking, drawing etc. But their artists decisions will be led by themselves. Practical knowledge gained over the course so far will be applied to their outcomes, and theoretical and disciplinary will have to be applied to get meaningful outcomes.</p>
	<p>Key Assessment</p>	<p>Portfolio marked against AQA GCSE assessment objectives at data collection points.</p>	<p>Portfolio marked against AQA GCSE assessment objectives at data collection points.</p>	<p>Portfolio marked against assessment objectives. Divergent outcome used to mark AO4.</p>

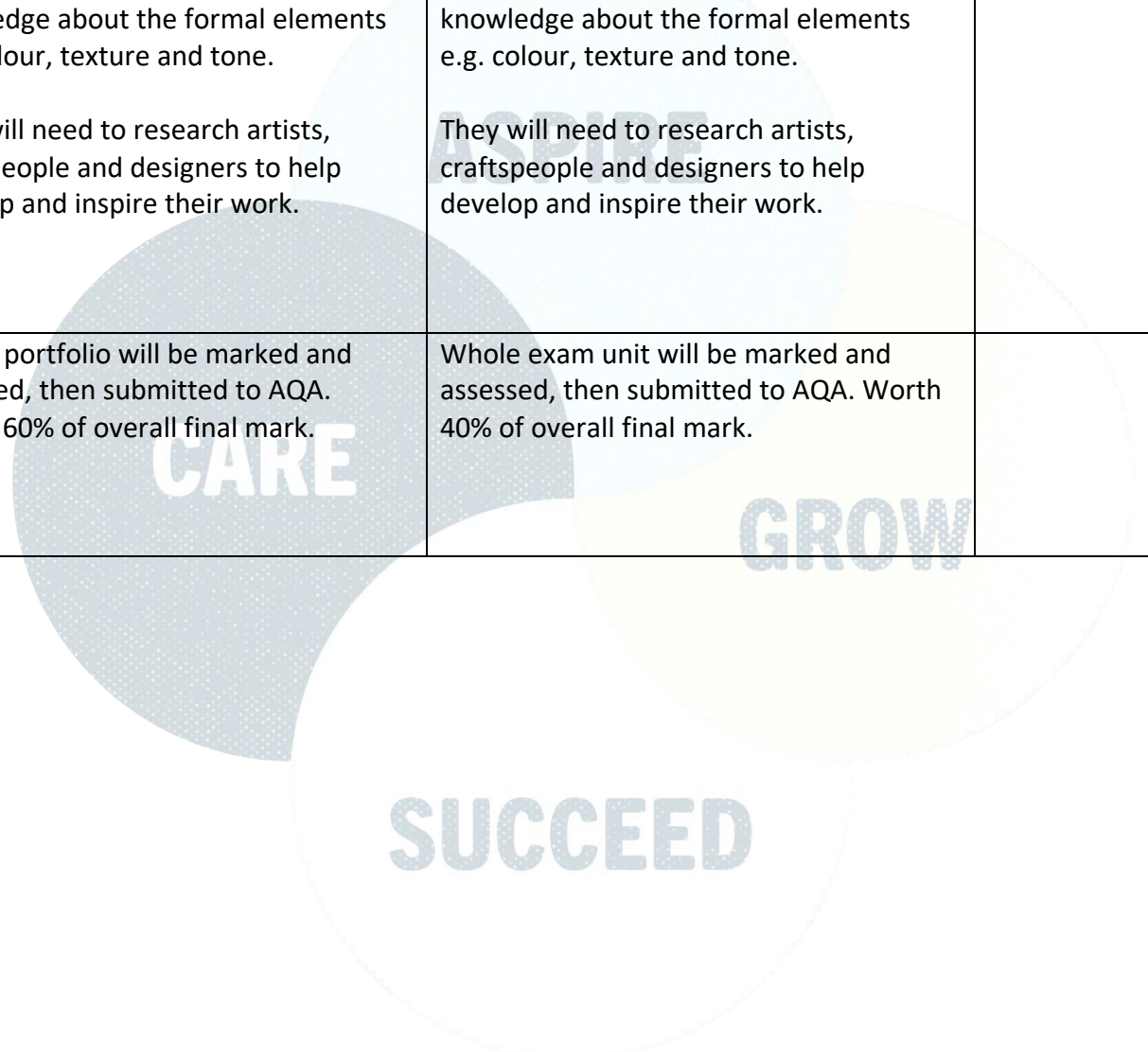
GCSE Art Craft and Design Curriculum Map



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		Autumn Term	Spring Term	Summer Term
11	Unit Title	Final Major Project – Inside/Outside	Exam Topic	N/A
	Key Knowledge	<p>Using the skills and knowledge from the creative workshop unit, students will continue to create a project based around the theme of “Inside/Outside.” As students have had lots of time to experiment and create in year 10, we want them to be as independent as possible for this unit, exploring their own ideas and creating personal and meaningful final outcomes. It is 60% of their final grade. This project must hit all 4 assessment objectives.</p> <p>Students will find their own artists to use to inspire their work and will engage with the content/context and meaning of artists work to influence their own responses.</p> <p>The aim of this unit is to have a divergent, student led, personal and meaningful outcome.</p>	<p>Students will create a project as independently led as possible for this unit, choosing a starting point from an externally set assignment paper, provided by AQA in January. It will make up 40% of their final grade. This project must hit all 4 assessment objectives.</p> <p>This project will run over 8 weeks and culminate in a 10-hour controlled assessment where students will produce a final response to the project.</p> <p>The outcomes for this project should be very divergent in nature.</p>	

	<p>Links to previous learning</p>	<p>This unit will require students to draw upon all previous learning in GCSE Art Craft and Design, as well as core knowledge about the formal elements e.g. colour, texture and tone.</p> <p>They will need to research artists, craftspeople and designers to help develop and inspire their work.</p>	<p>This unit will require students to draw upon all previous learning in GCSE Art Craft and Design, as well as core knowledge about the formal elements e.g. colour, texture and tone.</p> <p>They will need to research artists, craftspeople and designers to help develop and inspire their work.</p>	
	<p>Key Assessment</p>	<p>Whole portfolio will be marked and assessed, then submitted to AQA. Worth 60% of overall final mark.</p>	<p>Whole exam unit will be marked and assessed, then submitted to AQA. Worth 40% of overall final mark.</p>	



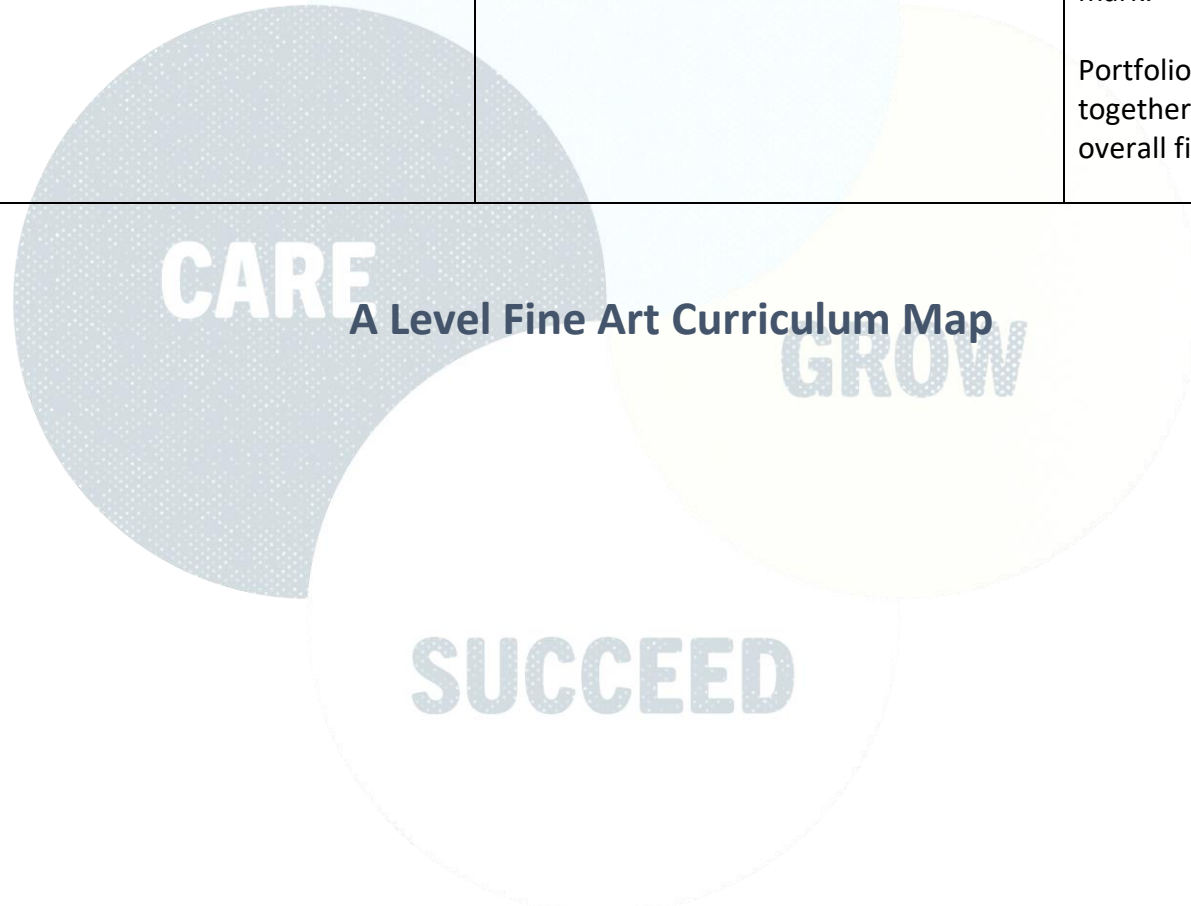
A Level Fine Art Curriculum Map

		Autumn Term	Spring Term	Summer Term
12	Unit Title	Creative Workshops in Art Building Cultural and Critical knowledge	Creative Workshops in Art Building Cultural and Critical knowledge	Personal Investigation
	Key Knowledge	<p>Students will be introduced to working in a wide variety of ways and in different media in a series of experimental workshops. Things to be covered include:</p> <ul style="list-style-type: none"> • Oil painting • Printmaking such as lino, etching • Optional life drawing lessons after school • Abstract sculpture • Making sketchbooks/journals • Mixed media <p>In addition, students will be given set reading to complete, review and share with their peers. This is to improve their subject knowledge and vocabulary in preparation for the essay that accompanies their Personal Investigation.</p>	<p>Continuation of Autumn Term Project. Students will be introduced to working in a wide variety of ways and in different media in a series of experimental workshops. Things to be covered include:</p> <ul style="list-style-type: none"> • Oil painting • Printmaking such as lino, etching • Optional life drawing lessons after school • Abstract sculpture • Making sketchbooks/journals • Mixed media <p>In addition, students will be given set reading to complete, review and share with their peers. This is to improve their subject knowledge and vocabulary in preparation for the essay that accompanies their Personal Investigation.</p>	<p>This is the major project of A-Level Fine Art. It is worth 60% of the final grade and will be worked on until February of Year 13.</p> <p>For this project students will be completely independent with their choice of subject matter and media choices, with guidance and advice from their teachers.</p> <p>They should draw on their strengths in Art, what they enjoyed working on, what they would like to investigate more, and on gallery experiences to help them decide on the subject matter for this project.</p> <p>There is an essay element of the personal investigation that is between 1000-3000 words.</p>
	Links to previous learning	There will be links to a wide range of things studied at GCSE level, and the assessment objectives are similar, although more advanced because of them being A-Level standard. Students will draw on previous	There will be links to a wide range of things studied at GCSE level, and the assessment objectives are similar, although more advanced because of them being A-Level standard. Students will draw on previous	Students will utilise the experiences of the Creative Workshops to influence their ideas for this project. At this point students should be working at the most confident

		learning such as painting, drawing, developing ideas, researching artists to influence their work, and many other ways.	learning such as painting, drawing, developing ideas, researching artists to influence their work, and many other ways.	and most ambitious level of their secondary school art experience.
	Key Assessment	Work for this unit will be marked as a full portfolio and reported on at data assessment points.	Work for this unit will be marked as a full portfolio and reported on at data assessment points.	Final portfolios for Personal Investigation marked against assessment objectives. 60% of final mark. Portfolio and essay are marked together and holistically to give the overall final mark.



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A Level Fine Art Curriculum Map

		Autumn Term	Spring Term	Summer Term
13	Unit Title	Personal Investigation	Personal Investigation/Externally set assignment	N/A
	Key Knowledge	Development of personal investigation. Students should be at the peak of their skills, stretching themselves technically and creatively. This unit must hit all 4 assessment objectives and is worth 60% of their overall mark. The personal investigation also includes a compulsory written element of 1000-3000 words about their work.	Completion of personal investigation. After this, students will get their externally set assignment. This is worth 40% of the overall mark and it will culminate in a 15-hour controlled assessment.	N/A
	Links to previous learning	Skills acquired from all past units can be utilised to the best of the student's ability here.	Skills acquired from all past units can be utilised to the best of the student's ability here.	N/A
	Key Assessment	Final portfolios for Personal Investigation marked against assessment objectives as monitoring exercise only. 60% of final mark.	Externally set assignment marked against assessment objectives. 40% of final mark.	N/A

		Portfolio and essay are marked together and holistically to give the overall final mark.		
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