

Class of 2021/2022 Curriculum Map

Art and Design

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		14 15 16 17 18 19 20 21 22 23 24 25 26	27 28 29 30 31 32 33 34 35 36 37 38 39
Post 16 Study			
	Coursework - Independent Project Continued	Exam Project - Issued by AQA	
Year 11	Can you reflect on critical sources? Have you met the assessment criteria? Can you refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Can you refine work by exploring ideas, selecting and experimenting with appropriate media, understanding of visual language.	Can you respond to a Cany you create a number of Cany you reflect on the Cany	Can you develop and plan Can you a final in response to your ppoject? final piece?
	A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A01 - Demonstrating of experimenting with appropriate media, materials, techniques and processes. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, that realises intentions and demonstrates techniques and processes. Lechniques and processes.	techniques and processes.	es intentions and demonstrates
	Identity Part I - Teacher Led	Identity Part 2 - Student Led	Coursework - Independent Project
Year 10	What is physical identity? How do we create accurate portraits? Compare the works of Lea Nahon, Anette Tjaerby and Kathe Kollwitz, how have these responded to the them identity?	Can you respond to the them of identity by selecting appropriate artists to influence your work? Can you create a range of personal ideas and explore aspects of your identity?	a selected Can you investigate the Can you demonstrate and evaluate different materials.
	A03 - Record ideas, observations and insights relevant to intentions as work progresses. A01 - Develop ideas through investigations, demonstrating critical understanding of sources. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques processes.	es and	velop ideas through investigations, ng critical understanding of sources. A03 - Record ideas, observations and insights relevant to intentions as work progresses. A01 - Develop ideas through investigations, demonstrating critical understanding of sources.
	Landscape	Nature and Texture into Landscapes	Surrealism Landscapes
Year 9	What are the strengths and weaknesses of different materials? How do we select appropriate materials? How do we record for different purposes? How do you present work? What is an artist analysis? Can you explore and results analysis?	espond to the artist David Hockney using techniques learnt. Who is John Piper and how does he use texture in his work?	How can we layer mixed media recordings on larger scale landscapes? Who are the Surrealists and what are their key concepts? Who are the Surrealists? How can we respond to the work of Rene Magritte?
	A03 - Record ideas, observations and insights relevant to intentions as work progresses. Techniques such as one point response t	g critical understanding of sources. Using techniques learnt to produce a	A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	Pop Art	Figure - proportion and distortion	Gothic Art
Year 8	Baseline Tonal Pop Art Shapes to achieve Drawing Mixed Media Sweets Accurate drawings of Sweets? Can you use geometric Shapes to achieve Artist Copy Andy Warhol Watercolour Painting Artist Copy Andy Warhol Watercolour Painting Pop Art Acrylic Study Pop Art Acrylic Study	Art Clas Oldenburg response How has art captured the human figure? How do we use different materials? What is proportion? How do we use a mannequin to understand proportion? What materials and techniques can you use to explore the proportions of human figure?	How does Tim Burton show distortion in his character designs? What are the elements of Gothic Art and Architecture? Who is John Piper?
	Sweets demonstrate prior knowledge of Demonstrate an understanding of the Respond to the artist by exploring ideas,	A03 - Claes Oldenburg Food. Recordings Immostrate prior knowledge of technical skills. A03 - Students will develop their mannequin study using a variety of techniques and materials. Students will critically analyse artists the Tim Burton character that use these materials. A01 - Distortion - critical and of techniques and materials. Students will critically analyse artists the Tim Burton character that use these materials. Nightmare Before Christian and the control of techniques and materials.	cters in character designs in the style of Tim produce a critical written analysis of the buildings at that time. range of materials.
Pre- secondar	Pupils would be expected to have a range of different experiences. Most pupils would have some contectual understanding of the purpose of art and would know a handful of famous artworks. Some schools have a range of 2d and 3d experience.		
	National Curriculum and Assessment Objectives Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: □ to use a range of techniques to record their observations in selection of different materials □ to analyse ander exhibiting abning □ □ increase their proficiency in the handling of different materials □ to analyse ander solutions; in order to strengthen the visual impact or applications of their work □ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.		
	Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.		ocussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject. selevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.