Class of 2021/2022 Curriculum Map

Art and Design

	1	2	3	4	5	6	7	8	9	10	11	12	13	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	Pupils are equipped with a range of skills that will allow them to continue a creative curriculum at post 16 study. They are able to use a wide range of materials, look at and critically analyse artists and other sources. They are also able to develop a project and refine their ideas as it develops. They are able to produce a final product/workof ar tthat encapsulates a thorough and well planned process.																																						
Year 11	Coursework - Independent Project Continued														Exam Project - Issued by AQA																									
	Can you develop your own ideas and use influences from external sources to creat a body of work?				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 present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.				Can you respond to a starting point?		Canny you create a number of recordings linked to the exam paper?			Can you introduce an artist(s) that clearly influences your work?		Can you develop your work in response to critical sources? Can you reflect and document your journey?		Can you reflect on the assessment criteria?		Can you develop and plan a final in response to your ppoject?	Can you produce a final piece?									
	A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.				A01 - Demonstrating critical understanding of sources.		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.				A01/A03 Develop ideas through investigations, demonstrating critical understanding of sources. Record ideas, observations and insights relevant to intentions as work progresses.							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.														
Year 10	Identity Part 1 - Teacher Led														Identity Part 2 - Student Led											Coursework - Independent Project												
	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 theme of 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?											Can you investigate and respond to a selected theme?		Can you investigate the work of others?					Can you demonstrate and evaluate different materials.						Can you find and analyse an artist(s) that relates to your work?		Can you replicate the work of artists in your book?
	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 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.											A01 - Develop ideas through investigations, demonstrating 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.		
Year 9	Landscape																	Nature and Texture into Landscapes												Surrealism Landscapes								
	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 respond 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 perspective, layering acrylic paint developed .								A01 - Develop ideas through investigations, demonstrating critical understanding of sources. Using techniques learnt to produce a response to Hockney's landscapes. A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.								A01/A03 - Develop ideas through investigations, demonstrating critical understanding of sources. Record ideas, observations and insights relevant to intentions as work progresses.							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.			
Pre-secondary	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 sketchbooks, journals and other media as a basis for exploring their ideas ☐ to use a range of techniques and media, including painting ☐ to increase their proficiency in the handling of different materials ☐ to analyse and evaluate their own work, and that of others, 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.

Curriculum Principles

Balanced – Promotes intellectual, moral, spiritual, creative, emotional, and physical development as equally important.
Rigorous – Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.
Coherent – Makes explicit connections and links between the different subjects/experiences encountered.
Progression Model – Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at a subject means (knowing and remember more)
Appropriate – Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.
Focussed – Seeks to keep the curriculum manageable by teaching the most important knowledge, identifies the big ideas or key concepts within a subject.
Relevant – Seeks to connect the valued outcomes of the curriculum to the students being taught it; provides opportunities for students to make informed choices.

What is **colour** theory?
How do artists use colour?