

KS3 Art & Design Curriculum Map

Next steps...

...GCSE Art & Design

Spring: Self-portrait

Creating Context: Synonyms, circumstances, conditions, surroundings, factors, state of affairs, situation, environment, milieu, setting, background, backdrop, scene, climate,

Carousel : 8 Weeks

- ◆ Research designs and images/logos.
- ◆ Exploring business designs the purpose and message.
- ◆ Own life research – interests and hobbies
- ◆ Exploring pointillism and artists
- ◆ Exploring a wide range of media

Summer: Aboriginal

*Artwork from an Aboriginal perspective (50,000 years)
Some of the oldest art in the world belongs to this tradition*

Autumn: Studying Art Genres

- ◆ Photo-Realism
- ◆ Impressionism
- ◆ Surrealism
- ◆ Modernism
- ◆ Romanticism

Spring: Observational

- ◆ Still -Life
- ◆ Allegorical
- ◆ Symbolism
- ◆ Composition
- ◆ Manipulate media/materials
- ◆ Distortion, refraction and reflection.
- ◆ Colour Blending - Mastery and control of media.

Carousel: 8 Weeks Drawing Skills

- ◆ Drawing Techniques
- ◆ Approaches to drawing
- ◆ Picasso upside Down Drawing
- ◆ Research designs images and logos
- ◆ Own life research
- ◆ Exploring hobbies and interests

Summer: Masks

- ◆ Mask History
- ◆ Research
- ◆ 2D mask study
- ◆ Planning a 3D mask
- ◆ Use Modroc to make 3D sculptured masks

Autumn: Portrait

*Proportions of the face
Media: Pastel, water colour and acrylics.
Composition*

Y9

Spring: Art based on Genre

Creating your own art work which could be based on

Carousel : 8 Weeks

- ◆ Identity research
- ◆ Reflecting on self
- ◆ Selecting work that relates to one's own life and interest
- ◆ Exploring /research the meaning and purpose behind artworks.

Summer: Human anatomy

- ◆ Human figure
- ◆ Graphic lettering
- ◆ Comic layout
- ◆ Creating new Comic character and the front cover.

Autumn: Formal Elements

- ◆ Line
- ◆ Pattern
- ◆ Shape
- ◆ Form
- ◆ Colour theory
- ◆ Tone
- ◆ Texture

Y7



Sequencing in GCSE Art and Design

The Art and Design course comprises two Units. Unit 1 is the coursework portfolio (CP1) and is worth 60% of the overall grade. This Unit is completed over the first year of the course and introduces students to the Assessment Objectives (AO), Marking Criteria, Expected Outcomes and Art Practise with Media and Materials, Techniques and Processes.

The course takes the form of a thematic enquiry and the umbrella topic is 'Natural Forms'.

The second Unit is the Externally Set Task (EST2) worth 40% of the overall grade and is the exam element of the course. This exam period starts in January, when students are given their exam booklets, and is completed in early May, culminating in a 10 hour exam. Year 11 will have three lessons a week to complete their coursework (CP1).

Rationale for Sequencing Year 10

Autumn term - Unit 1 CP1

Year 10 begins with students being introduced to the AO's and explaining how marks are generated as well as best practise in the subject. Past examples are shown and dissected to demonstrate expected outcomes and how the marking criteria works. A site visit to Kew Gardens occurs early in the first term. This visit is crucial in laying down a foundation for the coursework topic of Natural Forms. Students can create original photographic evidence, collect found objects/materials, produce sketches/painted studies, find information on relevant artists and generate starting points for the development of work and ideas. Students are encouraged to produce observational work based on natural form objects in order to support their work and to demonstrate their use of a variety of different media and materials. Although there is initial teacher input into the development of artist research students are encouraged to develop their own artist research in order to be more independent and less reliant on teacher-led suggestions.

Spring term

Students are encouraged from an early stage to begin thinking about their ideas for a final piece. The final piece is the synthesis of the research, recording, experimenting and evaluation that the students have undertaken. The AO's are interwoven and marks are increased when students demonstrate focused and sustained development of their work and ideas. Ideas to be supported by referencing contextual sources. Practising with different materials, trying to solve problems as well as developing ideas are the main preoccupations of students before they have to make/create/produce their final pieces.

Summer Term

The Summer term is when students are developing their ideas into a final piece outcome. Most of the time will be spent annotating or completing past work and ensuring that any materials which are needed for their final outcomes are placed on order.

Y11 -CP1

The students will have three lessons a week. An after school club will run on Fridays.

Autumn 1

Students are recovering their work and trying to complete their final design ideas. Some have already started the initial stages of their final outcomes. Deadline for CP1.

Autumn 2

Final Outcome Development. Students are focusing on AO4 (Realising intentions.)
5 hour PPE arranged to facilitate the production of the final pieces at the end of December.

Spring 1

Marking and Moderation of CP1 with results stored centrally via NC tracking sheet for KS4. Sketchbooks and Final Piece full Marking/Moderating- Rank order Applying WJEC National Standards.

Completion of practical/written tasks in accordance with teacher feedback after the marking/moderation of CP1.

Lessons and After school Club to run Fridays to focus on these areas:

AO1- Have ideas been developed through contextual investigations? Artist/contextual sources.

AO2- Is there enough evidence of extensive and relevant experimentation and refinement of ideas?

AO3 - Is there strong evidence of recording which supports ideas and is relevant to your outcomes

AO4- Is your final outcome fully supported by all of your research, investigations, experimenting and is it relevant to your intentions?

Spring 2 - Administration tasks- Labels, My Intentions Sheet, Marksheets, GDPR, Authentication Declaration.

Students ensure completion of all practical and written elements to their projects.

Next steps: *A Level*

B-Tech

Apprenticeships

Careers - UK Creative Industries