

ART CURRICULUM MAP 2024/25

| | |
|--|--|
| <p>INTENT:</p> <ul style="list-style-type: none">• To inspire students to appreciate Art in its many forms• To explore and express creative ideas• Learn by active engagement with media, materials and techniques• Experiment, explore and refine, develop confidence and perseverance• Evaluate quality; develop a critical eye, and the ability to give constructive feedback and to be self-critical• Learn about Art and the many disciplines which fit into it• To learn and understand about not only our own cultural heritage but that of others | <p>BIG THEMES:</p> <p>ART IS UBIQUITOUS! (Present, appearing or found everywhere)</p> <p>IDEAS: The world of Art. Exploring and communicating ideas. Analyse ideas and meaning. Understanding themes and the ideas of others and being able to make connections with them.</p> <p>DRAWING: For planning, communication, design and as a discipline in its own right. To observe and record what we see.</p> <p>MEDIA AND TECHNIQUES: Explore, experiment and refine skills with a range of media and techniques across multiple disciplines.</p> <p>OUTCOMES: To respond visually to artists, themes and ideas. To create a personal response to a theme or idea.</p> |
|--|--|

Key stage 2 – this should be the prior knowledge students have been taught at KS2 before they reach us.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

| | | | |
|-------------------------------|---|---|---|
| <p>Year 7 Projects</p> | <p>Natural Forms project. <i>Observing and Recording, understanding how texture can play an integral part in art.</i></p> <p>Drawing and design skills. Shape / proportion - look / check / adjust</p> <p>Recording tone</p> <p>Making connections and learning from the world of art.</p> <p>Understanding that artists make choices about materials and techniques to reflect the qualities they see in objects.</p> <p>Texture, mark-making, pencil drawing, pen and ink, watercolour or ink wash</p> <p>Print making techniques (mono printing, collagraph printing)</p> <p>Building on developing skills learnt at KS2</p> <p>Responding to a theme / Researching / Combining imagery</p> <p>Creating prints inspired by the artists and techniques they have been taught</p> | <p>Painting project. <i>Learning from artists and employing their skills and techniques in our own work.</i></p> <p>Colour theory and colour mixing.</p> <p>Primary, secondary, tertiary colours</p> <p>Painting skills, different brush techniques</p> <p>Impressionist and post-impressionist painters and their styles, learning how to copy and develop</p> <p>Drawing from observation objects/places that link with the impressionist subject matter (still life/landscapes/places)</p> <p>Reinforce shape / proportion / mark making for textures.</p> <p>Create their own painting, developing the style and techniques of one or more of the artists covered.</p> | <p>African Art Project <i>Develop appreciation of the richness of Art and Crafts from another culture.</i></p> <p>Discovering different approaches to making art though exploration of African sculpture, masks and artefacts. Noticing similarity and difference.</p> <p>Understanding how cultures and traditions differ from our own</p> <p>Learning about pattern, embellishment and symbolism.</p> <p>Looking and noticing, drawing from observation to analyse; Including building on use of tone and mark making to describe pattern and surface.</p> <p>Learning print and stencil techniques connecting with Adinkra fabrics.</p> <p>Learning to dye fabric using a tie dye process.</p> <p>Drawing to design and plan personal symbolism.</p> <p>Making a printed / stencil textile that features students’ own symbolic pattern – using repeat pattern and embellishing techniques.</p> |
|-------------------------------|---|---|---|

| | | | |
|--|---|--|---|
| | Key Artists: Georgia O’Keeffe Observing and recording Selecting – viewfinders Peter Randall Page Understanding texture Mark making Angie Lewin Contemporary art, commercial art, combining and layering images, printmaking Aimee Mac Contemporary artist, modern, currently working in UK, Etsy seller | Key artists: Claude Monet Impressionist movement, ‘plein air painting’ Vincent Van Gogh Life story and context Major works and artistic innovations Georges Seurat Pointillism, planning and developing a piece of work, layering colours | Key artists/artefacts: Looking at, studying and handling our own collection of African Art and artefacts: Masks (Nigeria and Kenya) / Gourds (Kenya) Carved figures (Congo) Ironwood head (Zambia) combs (Mali) Ibeji Figures (Mali) Bowl (Senegal) Adinkra Fabrice from Ghana Understanding symbols/shapes/marks used to represent meaning/words |
| Prior Knowledge | <ul style="list-style-type: none"> Drawing Awareness of artistic media Some understanding of different artists and styles | <ul style="list-style-type: none"> Drawing Awareness of artistic media Some understanding of different artists and styles | <ul style="list-style-type: none"> Drawing from observation. Recording tone and surface texture – applying the learning from the Natural Forms project. Compare and contrast Western tradition art with African art. |
| Metacognition and self-regulation | <ul style="list-style-type: none"> Make choices about how they respond to artists, interpreting and applying techniques in their own work. Choice given in regards to applying specific printing/textural marks and techniques to their work | <ul style="list-style-type: none"> Students make choices about how they apply techniques in their work, selecting the best techniques for each part of their picture. Choice when drawing for their final outcome and the colours that they use | <ul style="list-style-type: none"> Students select between alternative techniques to choose the most suitable approach for their symbolic pattern. Choice in how students apply Tie dye approach to their work. |
| Disciplinary literacy | <ul style="list-style-type: none"> Discussion about artists styles and techniques Discussion about media and observational drawing as a key art skill <p>Descriptive words: natural nature textured smooth bumpy wild sharp soft spiral layered flat detailed colour segmented seed flower shell leaves skull sections pattern repeated thorny irregular coarse directional spiky printed drawn organic</p> <p>Techniques and key terms: observational drawing pencil tonal texture printing mono printing collagraph printing collage materials textures sculptural observing close up viewfinder composition relief intaglio depth roller printing inks printing press printing plate</p> | <ul style="list-style-type: none"> Discussions about artists and their work Discussions and quiz like questions on colour mixing and brush strokes, recall knowledge <p>Descriptive words: colour primary secondary complimentary gradient hue light dark tint shade tone shadow highlight strokes dots layered style direction brush strokes dashes pointillism washes impasto mood perspective scale loose stippling bright flicks landscape portrait texture movement sunny swirls focus composition</p> <p>Techniques and key terms: observational drawing shape form line tone sketching shading painting mixing blending secondary (two primary colours) tertiary (add primary to secondary) combining pointillism impasto washes tints (white) shades (black) tones (grey) gradient (scale of colour)</p> | <ul style="list-style-type: none"> Discussion about the visual and technical qualities of African artefacts. Students use annotation to analyse / explain and evaluate. <p>Descriptive words: pattern textured layered Carved embellished historical contemporary culture artefact sculpture functional mask expressive symbolic tribal decorative ceremonial</p> <p>Techniques and key terms: tie dyeing printing embroidery beading stencil printing block printing embellishing designing Pattern repeat rotate decorate</p> |
| | | | |
| Year 8 Projects | Animals and Expressionism. <i>Observing and recording, creating a personal response based on a theme, artist and their own personal research.</i> Learning to draw animals and understand processes to support with this and build independence Looking at texture and colour and developing skills in mark making to represent different animal textures. | Portrait project. <i>Observing and recording, refining ideas and skills in observing and recording.</i> Learning to scale and proportion the face correctly. Observational drawing skills. Pencil and tonal development. | 3D Forms Project. <i>Learning from artists, experimenting with a range of media and techniques, understanding 3D forms.</i> Learning about artists approaches to sculpture and abstraction. Learning to draw 3D objects and designing for sculpture. Students to work on developing skills in different media suitable for 3D forms. |

| | | | |
|--|---|--|--|
| | <p>Gathering primary and secondary research to build on their tools for creating a final outcome.</p> <p>Designing and understanding composition/scale/perspective</p> <p>Refining composition and colour schemes. Emotive colour and layering for depth.</p> <p>Creating a final piece featuring an animal.</p> <p>Building their outcome from primary and secondary research that links to their chosen animal and its habitat.</p> <p>Characterisation and colour symbolism to be developed.</p> <p>Key artists: Franz Marc Using abstract shapes and colour to represent the character of the animals. Key artist to inspire the use of oil pastels and colour in the final outcome.</p> <p>Other potential artists to explore: Henry Rousseau - Working from second hand research/imagery and a more realistic approach to drawing outcomes Laura Yager – collage artist, getting students to think about breaking animals down into simplified shapes Marc Allante – dramatic watercolour/ink paintings, getting students to think about the use of colour Barbara Franc – creates 3D sculptures of animals using recycled materials, to support students in understanding shape and form Mark Hearld – British artist, uses paint and collage to create images of animals in their habitats</p> | <p>Learning about personal symbolism and abstraction through the work of a selection of artists.</p> <p>Creating mini outcomes in the styles of different artists.</p> <p>Understanding a variety of mark making skills through different media.</p> <p>Creating a self-portrait final outcome focusing on their accuracy of shape/proportion/scale and using tonal shading. Extension opportunity for students to explore either using an abstract drawing technique or symbolism within a copy of their final portrait.</p> <p>Key artists: Portraiture traditions – a variety of historical examples. Frida Kahlo Looking at her use of symbolism in her work, her back story and context behind her creative choices. Why art was an important part of her life. Pablo Picasso Being able to understand the term ‘abstract’ art and how Picasso was part of the ‘Cubist’ art movement</p> <p>Contemporary examples of experimental portraiture: Mike Edens, Vince Lowe, Lui Ferreyra, Luke Dixon Understanding a variety of media and techniques that modern day artists use to create portraiture</p> | <p>Working collaboratively to design and create a 3D form/s linked to an artist or an object. Group refinement and development of design. Problem solving and team work.</p> <p>Creating mini outcomes throughout the project to understand techniques for building 3D forms.</p> <p>Creating a sculpture using mixed media techniques potentially including cardboard, papier-mâché, wire, string and found materials.</p> <p>Key artists: Dale Chihuly Looking at his use of glass, shape and colour to create 3D sculpture inspired by natural forms Barbara Hepworth British artist – looking at her use of form and negative space in her work</p> <p>Other potential artists/techniques to explore: Richard Deacon – British artist, studied across the road at BTC (Somerset College of Arts & technology) Andy Goldsworthy – works with natural forms Origami artists – understanding folding techniques and accuracy Using nets to create shapes – understanding the process of creating shape from 2D to 3D Henry Moore - Looking at his use of form and abstract ways of representing the human form Tony Cragg – abstract shapes and forms, getting students to understand not all art is realistic Richard Sweeney – modern artist, paper folding</p> |
| Prior Knowledge | <ul style="list-style-type: none"> Observational drawing Tone Mark making Making connections to the work of artists | <ul style="list-style-type: none"> Colour mixing – harmonious and complimentary Mark making Surface texture Composition Designing, planning and evaluating | <ul style="list-style-type: none"> Observing and recording Using tone Mark making Making connections to the work of artists Exploring ideas and alternatives |
| Metacognition & Self-regulation | <ul style="list-style-type: none"> Making choices about the research carried out and how they use it Reflecting on strengths and weaknesses of their own work | <ul style="list-style-type: none"> Independent research (primary or secondary) Evaluating work as they progress | <ul style="list-style-type: none"> Working in a group Making choices about materials Plan, monitoring evaluating through discussion Exploring how to refine your work based on the above |
| Literacy | <ul style="list-style-type: none"> Introducing them to analysing an artist’s work Describing work out loud and through the use of key descriptive vocabulary <p>Descriptive words: likeness eye nose mouth pupil iris lips eyebrow jaw scale proportion construction media realistic abstract bold linear continuous pointillism</p> | <ul style="list-style-type: none"> Harmonious, complimentary, colour, expressionism, texture, abstract, realism, composition Introducing them to analysing an artist’s works and comparing and contrasting them using key descriptive language <p>Descriptive words: texture print fur scales skin abstract realistic tactile pattern colourful contrasting habitat natural environment shapely movement fluid angular positioned composition</p> | <ul style="list-style-type: none"> Sculpture, dimension, maquette, construct, weave, design, form, abstract, realism Class discussion about abstract and realism and the context behind artists’ work <p>Descriptive words: 3D sculptural formed moulded clay plastic twisted stacked layered positive space pleated folded negative space</p> |

| | | | |
|------------------------|--|--|--|
| | <p>sketchy loose scribbles colour expressive symbolism distorted cubist mood angular unique emotion culture</p> <p>Techniques and key terms: portrait self-portrait drawing photograph sketch observational drawing proportion lines tonal shading directional shading mark making layering pointillist colouring collage composition continuous line drawing</p> | <p>wild domestic layered spirit character personality feathers</p> <p>Techniques and key terms: angles shapes layering positioning composition structure oil pastels pencils collage inks complimentary colours textured line drawing limbs layers features cubist angular abstract realistic tones depiction natural pose movement lines habitat features</p> | <p>cut torn woven height width dimension shapes line structure form model material location distort combine</p> <p>Techniques and key terms: pleat fold tear cut weave roll layer card string height width construct papier mâché shape nets art straws origami twisting knotting base inspiration clay manipulate design maquette (mock up) wire creating space 2D 3D coil analyse evaluate</p> |
| | | | |
| Year 9 Projects | <p>Pop Art. <i>Observing and recording. Exploring media, recording ideas and creating a personal response.</i></p> <p>Understanding the Pop art movement and learning about Popular culture and fashion iconography across the ages. Observational drawing of everyday objects, developed into a series of experimental media studies including some digital art (where possible – IT suites need to be available) Focus on pop artists and their variety of styles and techniques and make a developed study based on one artist. Carrying out their own personal research based on the themes of pop art to influence their final outcome. Designing their own final outcome through a series of drawing and developmental work. Developing textiles skills by producing a personal response to Lucy Sparrow through applique and hand sewing techniques. Students will create a final outcome inspired by the techniques of Lucy Sparrow, using felt, hand sewn applique and embroidery skills. They will have some level of choice as to what their final outcome looks like, considering the other Pop Artists they have looked at as part of their design process.</p> <p>Key artists: Roy Lichtenstein Comic style, printing methods Andy Warhol Mass production, consumerism, repetition and use of colour Lucy Sparrow 3D objects made from felt using basic hand sewing stitches Michael Craig Martin Observational drawing of every day objects, flat use of colour</p> <p>Other artists to explore: Richard Hamilton – collage Jasper Johns - collage Jeff Koons – sculpture Eduardo Paolozzi – collage</p> | <p>Hyper-realism. <i>Exploring themes and artist ideas, refining skills, creating work that is personal to them.</i></p> <p>Please note this project is work in progress so some details and artists studied may change.</p> <p>Exploring the world of hyper-realistic art. A challenging topic but one that has many great artists, tips and tricks to help support students in becoming more confident in their observing and recording.</p> <p>Students will learnt to observe and record a range of every day items and use media such as coloured pencils and paints to try to record their colours and textures as accurately as possible.</p> <p>Creating two mini final outcomes for each half term showcasing the key skills in recording as accurately as possible in each one. One piece will be based on more ‘Pop Art’ themed imagery such as packaging, the other will be based on more ‘Urban Decay’ based imagery such as surface texture or</p> <p>Key artists: Marcello Barenghi You tube artist who draws in a hyper-realistic style Sarah Graham Specialies in painting every day objects and locations in a hyper-realistic but also bright and colourful way.</p> <p>Other artists to explore: TBC</p> | <p>Urban Decay. <i>Being able to widen the context of art through its surroundings. Exploring media and techniques used by modern day artists.</i></p> <p>Please note this project is work in progress so some details and artists studied may change.</p> <p>“Street art” and “Graffiti” what it is and how it has evolved over the years from graffiti on train cars to large scale mural commissions on the sides of buildings. Themes and ideas behind art in public spaces and the spaces they are recorded on. Stylised drawing approaches, exploring simplification. Analyse the work of artists and complete studies of their work. Understanding stencil art through exploring the techniques by looking at artists such as Banksy and Frank Sheppard-Fairey. Looking at mixed media skills, bringing in skills from the previous unit regarding recoding textures accurately. Students will design their outcome looking at combining the ideas behind street art (some connections to Pop Art here), creating meaning in their work (connections with ‘The World Today’) and demonstrating how they will use the skills of illustration and/or stencil printing.</p> <p>Key artists: Banksy Stencil printing, street art, contemporary, political issues Frank Shepard-Fairey Stencil and collage, layering colours, understanding composition Keith Haring Illustrator, started working in the NYC subway. Simple outline drawings. Daniella Gulotta Mixed media, explores the idea of abandoned buildings and expanding art beyond the frame.</p> <p>Other artists to explore: Jean-Michel Basquiat – American artist with links to Pop Art and street culture</p> |

| | | | |
|--|---|--|---|
| | Peter Blake – collage and painting Claes Oldenberg - sculpture | | Lady Pink – American artist who painted both murals and trains in NYC |
| Prior knowledge | <ul style="list-style-type: none"> Observational drawing (line) Using colour Knowledge of media from previous years Building on minimal textile & photography knowledge from previous years | <ul style="list-style-type: none"> Observational drawing Using secondary research Knowledge of media from previous years and the last projects | <ul style="list-style-type: none"> Observational drawing Artists analysis Knowledge of printing methods (covered in year 7) Building on knowledge of how to design and plan a final outcome responding to a theme |
| Metacognition & Self-Regulation | <ul style="list-style-type: none"> Selecting artists and influences with a more personal direction Research Making choices about use of media, matching media to intention | <ul style="list-style-type: none"> Learning techniques to support themselves in drawing with more accuracy Making connections with images from a range of artists Understanding expression in art through the use of imagery, media and text Interpreting imagery in new and personal ways | <ul style="list-style-type: none"> Social concepts Cultures from across the globe Understanding techniques used to express opinion within the public eye Being able to analyse and understand work and its contextual background |
| Literacy | <ul style="list-style-type: none"> Extended written work through artists analysis Extended theme research through independent homework tasks Evaluative work though self and peer critiques <p>Descriptive words: colourful repeated modern layered popular culture cartoon stylised simple overlapping logo advertising music media celebrities films bold style funny graphic product branding commercialism collaged repetition consumerism representation comic banality assemblage irony mass production</p> <p>Techniques and key terms: observational drawing shape form line outline tone scale stencil printing craft knife collage layering appliqué sewing machine stitches embroidery fabric pens text textiles imagery techniques felt digital editing Photoshop image manipulation acrylic paint 3D objects assemblage</p> | <ul style="list-style-type: none"> Introduce extended analysis structure when writing about artists and their work Learning how to write about their own work through formative and summative comments <p>Descriptive words: Hyer-realistic accurate bold bright real textured clear smooth bumpy rough detailed complex layered hyperrealism true to life naturalistic representational graphic precision</p> <p>Techniques and key terms: Observational drawing pencil pen watercolours acrylic paint coloured pencil tonal scale pressure gradient gridded grid method highlight shadow recording stippling layering pointillism cross hatching</p> | <ul style="list-style-type: none"> Written analysis of artists work following a structure they are similar to from previous units of work Learning how to use text in art to help concrete a message, understand terminology and ‘street slang’ <p>Descriptive words: Graffiti layered bold colourful bubble-writing sprayed stylised textured in context topical tag slang message meaning emotional personal advertisement legacy memory reputation illegal/legal appropriate expressive</p> <p>Techniques and key terms: Stencil printing collage layered spray paint stippling sponge typography graffiti commission textured stylised simplified caricature graphic linear bold painted mixed media bubble-writing cartoon</p> |

- KS3 classes are mixed ability groups
- Students have an hour a week in Yr7, 8 & 9 as their Art foundation, we teach the National Curriculum, with 3 projects across each year in year 7, 8 & 9.
- Projects are taught in the same order by all teachers to enable progression of skills and concepts and the curriculum builds.
- All materials are provided, families are asked for a voluntary contribution towards the cost of materials and high-quality sketchbooks. FSM/PP students have their contribution covered by funding.
- Homework is set once a half term.
- Students have a knowledge organiser for each project at the front of the work they complete in their books. This is also used for student evaluation and teacher feedback.