

#### Art - Year 7 Long Term Curriculum Map

Following a basic skills baseline assessment during the first half term, pupils then develop an understanding of more contemporary art through the Exploration of the theme of bugs. Research and investigation leads to drawing and painting based outcomes inspired by the theme, considering the shapes, forms, colours and textures of bugs.

#### Art - Year 8 Long Term Curriculum Map

Pupils gain a strong understanding of the cultural and spiritual event, Day of the Dead. Pupils creatively develop their ideas in response to this theme exploring a range of skills such as ceramics, printmaking, drawing and painting and digital media. Pupils then progress on to a Street Art unit which asks challenging questions about art, its function, its purpose and value. Opinions are shaped and formed into personal graffiti based outcomes using 2D media.

#### Art - Year 9 Long Term Curriculum Map

The introduction to the GCSE course allows pupils the opportunity to explore a variety of materials, techniques and processes in order to uncover their strengths and broaden their visual language. Pupils explore the theme of sealife through a variety of sources and creative techniques. Following a period of experimentation with a range of materials, pupils reflect personally on the theme and produce a relevant personal response.

#### Art - Year 10 Long Term Curriculum Map

**A reflection of you:** What are your earliest memories? How can we express memory through creative processes? Who are you and what do you stand for? What are your values? How can you express this? Would colour/ shape/ image etc. help to show different emotions and feelings? Questions such as these shape the Year 10 project which seeks to build confidence in young people by offering opportunities to experiment, explore ideas, take risks and discover new ways to express themselves. Year 10 also offers the opportunity to follow an early entry pathway in either Art or Photography, this course is studied during Year 10, typically with excellent results for our young people.

#### Art - Year 11 Long Term Curriculum Map

This year focuses on consolidating learning and the mastering of skills learned in order to produce work which is mature, thoughtful and highly developed. The main project is based on a theme of Identity in which a range of sources are used to initiate a journey of experimentation, development of ideas, independent study and a firm understanding of pupils own strengths and opinions. From January, pupils begin their externally set task which provides a number of starting points for a journey of discovery to begin, this culminates with a 2 day (10hour) exam which tests pupils understanding of the key elements of their GCSE.

| <b>AO1 - Develop</b><br><b>Develop</b> their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding  | <b>AO2 - Refine</b><br><b>Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.   | <b>AO3 - Record</b><br><b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms.   | <b>AO4 - Present</b><br><b>Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> I have at least 2 artist research pages</li> <li><input type="checkbox"/> I have included my own writing about the work – this can be keywords or more extended writing.</li> <li><input type="checkbox"/> I have created artwork in the style of the artists or designers</li> <li><input type="checkbox"/> I have illustrated my ideas by including images eg/ if you are looking at fashion have pages full of fashion related imagery.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I have experimented with two ideas using a range of different materials.</li> <li><input type="checkbox"/> I refine my ideas by experimenting again using different materials</li> <li><input type="checkbox"/> I have photographed my work during the stages to document the journey.</li> <li><input type="checkbox"/> I have used Photoshop to extend an idea</li> <li><input type="checkbox"/> I have mixed the styles of different artists together to create something new</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I have a visual mind map which records my initial ideas</li> <li><input type="checkbox"/> I have some evidence of drawing which can be design based, drawing on top of copies, drawing to explore ideas etc</li> <li><input type="checkbox"/> I have recorded my ideas and intentions through some annotations</li> <li><input type="checkbox"/> I have used a camera and Photoshop to record some ideas and how they develop over time</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I have created mini versions of my personal response</li> <li><input type="checkbox"/> I have written a statement of intent for what I would like to produce</li> <li><input type="checkbox"/> My personal response shows clear links to my sources eg/ artist/ designer etc</li> <li><input type="checkbox"/> My personal response answers one of the questions from the paper</li> </ul> |