

Art & Design Curriculum Map						
A. Formal Curriculum Key Stage 4						
Core Content & Skills		By the end of key stage FOUR we want all students of Art & Design to know and do the following things: develop their ideas through investigations informed by selecting and critically analysing sources; apply an understanding of relevant practices in the creative and cultural industries to their work; refine their ideas as work progresses through experimenting with media, materials, techniques and processes; record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses; use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies; use drawing skills for different needs and purposes, appropriate to context; realise personal intentions through sustained application of the creative process.				
Prior Knowledge & Skills		In KS4, students of Art & Design will build on the following prior learning: knowledge of the formal elements of Art (line, shape, space, form, tone, texture, pattern, colour and composition); knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study; understanding of sources that inform their creative intentions; realization of intentions through purposeful engagement with visual language, concepts, media, materials and the application of appropriate techniques; critical reflection of their creative journey and its effectiveness in relation to the realisation of personal intentions.				
Future knowledge		The Curriculum in KS4 Art & Design will prepare students for the following future learning: how to manage time effectively and navigate an independent creative project; how to critically analyse primary and secondary sources and demonstrate knowledge in a visually exciting and relevant way, how to take risks and reflect on what they have learnt throughout their creative journey.				
Year 11	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5
		<b>Continue Component 1: Portfolio</b> <b>Project 2 – Light &amp; Dark</b>		<b>Component 2: Externally set assignment/Exam Paper</b> AQA will provide an externally set assignment with seven different starting points. Students must select and respond to one starting point. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.		



			Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own. Externally set assignments will be available to students and teachers from 2 January. A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.				
	Key assessment points	Formative: feedback during lessons, both verbal/informal, and use of learning log. Summative: use of formal feedback sheet which includes self, peer and teacher feedback and relates to assessment objectives.	Only informal feedback allowed due to this component being an externally set assignment.				
Year 10	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Component 1: Portfolio</b> <b>Project 1 – My Surroundings</b> In this project students will be introduced to contemporary still life. Exploring the works and techniques of artist Sari Shryack, students will critically analyse artwork and become reflective thinkers, developing their skills and abilities across a range of 2D materials. Students will be asked to consider what ‘my surroundings’ means to them, and create personal responses inspired by the artist’s work. Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.				<b>Component 1: Portfolio</b> <b>Project 2 – Light &amp; Dark</b> In this project students will be introduced to the theme of ‘light and dark’. Students will research various ideas and artists’ work and choose a relevant artist who personally inspires them, critically analyse their artwork and become reflective thinkers, developing their skills and abilities across a range of 2D materials. Students will be asked to consider what ‘light and dark’ means to them, and create personal responses inspired by the artist’s work. Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.	
	Key assessment points	Formative: feedback during lessons, both verbal/informal, and use of learning log. Summative: use of formal feedback sheet which includes self, peer and teacher feedback and relates to assessment objectives.					



**B. Holistic development via Enrichment/Personal Development Curriculum**

Independent learning is expected as part of the GCSE Art course – incorporating own interests/passions/hobbies within personal investigation is encouraged to help develop a personal response (relating to assessment objective 4).

Students are encouraged to visit galleries/exhibitions relevant to their personal investigation.

Trip to Royal Academy's Summer Show.

Inktober and other competitions/local initiatives are promoted, e.g. Christmas Card competition.



**KING EDWARD VI GRAMMAR SCHOOL**

HOLISTIC, ACADEMIC, EDUCATION

"Encouraging Excellence, Nurturing Talent"

Art & Design Curriculum Map							
A. Formal Curriculum Key Stage 3							
Core Content & Skills		By the end of key stage 3 we want all students of Art & Design to know and do the following things: Produce creative work, exploring their ideas and recording their experiences; Build on drawing skills using a variety of art materials; Demonstrate understanding of formal elements of art; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					
Prior Knowledge & Skills		In KS3, students of Art & Design will build on the following prior learning: use of primary and secondary sources to support the development of practical work; experimenting with two and three-dimensional materials, exploring the work of different artists, and applying their use of materials, techniques and processes to support own investigations; producing a personal response which responds to all other areas of the project; discussing and evaluating the progress of own work.					
Future knowledge		The Curriculum in KS3 Art & Design will prepare students for the following future learning: how to manage time effectively and navigate an independent creative project; how to critically analyse primary and secondary sources and demonstrate knowledge in a visually exciting and relevant way, how to take risks and reflect on what they have learnt throughout their creative journey.					
Year 9	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Landscapes Project This project introduces students to the theme of landscapes. Students will explore the work of two landscape artists, Erin Hanson and Dan Hogman, by carrying out relevant artist research, creating mimics that demonstrate understanding of the artists’ materials and techniques, and using their work as inspiration for their own through WITSOs (‘working in the style of’). Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.			Animals Project This project introduces students to the theme of Animals. Students will explore the work of three artists who focus on animals as a theme – Gary Hodges, Pixie Cold and Carrie Cook – and learn about their respective materials, styles and techniques. They will develop and refine their use of each material whilst exploring different techniques in creating figurative animal artwork. Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.		
	Key assessment points	Self-assessment in green pen – what went well (WWW) and even better if (EBI) - indicated in SOW. Verbal feedback from teacher during lessons. Take in books and mark in red pen using O/G/R/I marking scheme - indicated in SOW.					
Year 8	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Pop Art Project This project has been designed and built to develop students drawing and observation skills whilst also teaching them how to use an artist to influence their work. Within this section students will be required to observe from primary and secondary observation as well as use as variety of materials influenced by their own and others work. They will use the design cycle within their own work exploring how projects can be organised to support them in developing successful work. As the project progresses pupils will translate 2D designs into 3D sculptures relating to the explored artists.			Portraits Project This project has been designed and built to develop students drawing and observation skills with a focus on portraiture, whilst also teaching them how to use an artist to influence their work. Within this section students will be required to observe from primary and secondary observation as well as use a variety of traditional, fine art materials to develop their skills in accurate drawing of lines, shapes and proportions, and strengthen their knowledge of the formal elements of Art.		



	Key assessment points	Self-assessment in green pen – what went well (WWW) and even better if (EBI) - indicated in SOW. Verbal feedback from teacher during lessons. Take in books and mark in red pen using O/G/R/I marking scheme - indicated in SOW.					
Year 7	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Colour Project This project introduces students to the formal element of colour and develops their knowledge of primary, secondary and tertiary colours. Students will be able to accurately identify and mix colours, tints and tones through a range of tasks using various art materials such as colour pencil, oil pastel and watercolour paint. Students will learn about artists such as Kandinsky and the Fauves, using their work as inspiration for their own. Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.			Mark Making Project This project introduces students to drawing through mark making, pattern, shade and tone. Students will be able to apply a range of marks to develop their drawing skills through various tasks using different art materials such as pencil, pen and fine liner. Students will learn about artists such as Van Gogh and Rosalind Monks, using their work as inspiration for their own. Work will be presented and annotated neatly in their sketchbook demonstrating a sense of pride in their work.		
	Key assessment points	Self-assessment in green pen – what went well (WWW) and even better if (EBI) - indicated in SOW. Verbal feedback from teacher during lessons. Take in books and mark in red pen using O/G/R/I marking scheme - indicated in SOW.					
B. Holistic development via Enrichment/Personal Development Curriculum							
Inktober and other competitions/local initiatives are promoted, e.g. Christmas Card competition.							

