

Art Curriculum Map 2020-2021

		Term 1 (Aug-Oct)		Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)	Term 6 (May-July)
Year 7	Unit title	Baseline Visual Elements	Assessment task(s)/title(s)	Baseline Visual Elements	Patterns Through Time		Aboriginal Art	
	Personalised Learning Checklist	<p>I understand the what the visual elements are in art</p> <p>I can use pencil to accurately show shape.</p> <p>I can create varied tones to show form (3d) with a pencil.</p> <p>I can describe visual elements in writing and identify their features in artwork.</p> <p>I can create effective line drawings with control</p> <p>I can use my imagination to create an unusual picture</p> <p>I can blend and use coloured pencils with control.</p> <p>I understand the basics of colour theory and can identify primary, secondary and complementary colours</p> <p>I can mix paint and apply it with control</p> <p>I can create a colour wheel</p>	Key knowledge	<p>Colour theory, shape, abstraction, observation & recording, develop techniques, mixed media, experimentation</p> <p>Cross-curricular: Science & cells</p>	<p>Egyptian patterns, Klimt's pattern work, repeating patterns – man made and in nature,</p> <p>Cross-curricular: music, design, Photography</p>		<p>Aboriginal Art, observation & recording, visual elements, pointillism,</p> <p>Cross-curricular: Geography – Australia project</p>	
	Further learning	Extension tasks or projects provided to those that show existing flair and those seeking extra challenges	Vocabulary instruction	Draw, experiment, research, develop, respond, develop ideas, create a personal response	Draw, experiment, research, contextual understanding, respond, develop ideas, create a personal response		Draw, experiment, research, contextual understanding, respond, develop ideas, create a personal response	
	Other information	Introduction to the course, baselining existing skill and proving knowledge of the fundamental elements of understanding and making Art	Subject-specific strand	<p style="text-align: center;">Generating Ideas Knowledge Making Evaluating</p>				
Year 8	Unit title	Cultures From Around The World	Assessment task(s)/title(s)	Cultures From Around The World	The Vanitas		Reptiles	

	Personalised Learning Checklist	I can identify the features and traditions of Mehndi I can identify the features and traditions of Moko I can use cultural masks as inspiration for designs. I can produce an effective title page. I can research the tradition of Maori tattooing I can present information effectively.	Key knowledge	Mehndi, Moko body art, Observation & recording, cultural understanding, artist's use of line Cross-curricular knowledge: RE Hinduism	Symbolism, historical references- 17 th century Dutch painting, Mexican Day of the Dead festival, pattern, colour & line Cross-curricular knowledge: RE Death & the Afterlife	Connections to selected Artists, observational drawing in a range of media, experiment with materials, developing a range of ideas Science- reptiles as a type of animal
	Further learning	Extension tasks or projects provided to those that show existing flair and those seeking extra challenges	Vocabulary instruction	Draw, research, contextual understanding, develop ideas, create a personal response	Draw, research, contextual understanding, develop ideas, create a personal response	Draw, experiment, research, respond, develop ideas, create a personal response
	Other information	Developing skills from previous year to a higher standard as detailed on the learning journey	Subject-specific strand	Generating Ideas Knowledge Making Evaluating		
Year 9	Unit title	Abstract	Assessment task(s)/title(s)	Abstract	Portraits	Street Art
	Personalised Learning Checklist	I can understand what Abstract means in Art I know how to research abstract art and present information. I understand what makes an effective research page. I understand how Picasso used abstraction in his Las Meninas piece. I can experiment and create abstracted imagery. I understand the art movement Fauvism and how it relates to Abstraction. I can identify the principle features of Henri Matisse's work I can use Matisse's style as inspiration to create abstracted card pictures	Key knowledge	Connections to selected artists, Surrealism, observation and recording, perspective, fore/mid/background Cross-curricular knowledge: Psychology Theories of Freud	Proportion, scale, observation and recording, lighting effects in portraiture, abstraction, Picasso's portraits links to yr8 War topic	Types & history of Graffiti, research on selected artists, experimenting with colour (links to yr7 colour theory) design process,
	Further learning	Extension tasks or projects provided to those that show existing flair and those seeking extra challenges	Vocabulary instruction	Draw, research, experiment with media, contextual understanding, develop ideas, create a personal response	Draw, research, experiment with media, contextual understanding, develop ideas, create a personal response	Draw, research, experiment with media, contextual understanding, develop ideas, create a personal response

	Other information	Developing skills from previous year to a higher standard as detailed on the learning journey	Subject-specific strand	Generating Ideas Knowledge Making Evaluating			
Year 10	Unit title	Food Project	Assessment task(s)/title(s)	Food Project	Food Project		Food Project
	Personalised Learning Checklist	I understand the requirements of the GCSE course I understand the assessment objectives I understand what the purpose of a mind map & mood board is and their purpose. I can develop visual recording skills/accuracy using pencil. I can develop visual recording skills/accuracy using biro. I can use pen and wash with control and accuracy.	Key knowledge	Technical skills: Watercolour Wire drawing Oil pastel Coloured pencil Clay	Analysing the work of artists Developing drawing	Developing work into 3d Paper sculptures Personal idea development Develop ideas	
	Further learning	Developing skills from previous year to a higher standard as detailed on the learning journey	Vocabulary instruction	Observational recording, refine select, generate, experiment, develop ideas	Contextual links, refine, select, generate, experiment, develop ideas, realise intentions		Contextual links, refine, select, generate, experiment, develop ideas, explore media
	Other information	https://www.youtube.com/watch?v=PIWYBMZgt8E grade 9 portfolio https://www.youtube.com/watch?v=LWQR_d8EAOk time-lapse pencil tone apple https://www.youtube.com/watch?v=eNx5aeMPT3s biro techniques	Subject-specific strand	Explore ideas & experiment (AO2) Record ideas (AO3)	Develop ideas (AO1) Explore ideas & experiment (AO2) Present a personal and meaningful response (AO4)		Develop ideas (AO1) Explore ideas & experiment (AO2)
Year 11	Unit title	Food Project	Assessment task(s)/title(s)	Food Project	ESA	ESA	ESA
	Personalised Learning Checklist	AO1 I can give my own opinions on artist's work, and critically analyse that work. AO1 I can select relevant images of artist's work. AO1 I know how to identify relevant features of artist's work, analyse that work, and present it in a clear, informative way.	Key knowledge	Resolving ideas into a final piece Making decisions	Understand exam paper Develop ideas	Record and refine	Plan final piece Complete final piece

	<p>A01 I can make connections between artists and relate these to my own work, and can explain and demonstrate this.</p> <p>A02 I can experiment with a range of 3D media (papier mâché, clay)</p> <p>A02 I can produce an ideas mind map, and extend my ideas from it.</p> <p>A02 I can create three of my own ideas, and develop personal responses relating to my studies of artists and contexts.</p> <p>A02 My ideas show skill using a range of relevant techniques and media.</p> <p>A02 I can select from the best of my ideas, and develop them into a final piece.</p> <p>A03 I can take my own photographs, in the style of my chosen artist(s), and use them to draw from</p> <p>A03 I can use a range of drawing media to create observational based studies.</p> <p>A03 I know how to annotate my work and identify areas to improve.</p> <p>A03 I can use paint to create a range of observational based studies.</p> <p>A03 I can use subject specific language and keywords when discussing my own work and the work of artists.</p> <p>I understand the requirements of unit 1 (Portfolio) and the deadlines set for me.</p>					
Further learning	Developing skills and ideas from earlier on in the course, to a higher standard as detailed on the learning journey	Vocabulary instruction	Refine and select, show connections, artist links, develop ideas, present a response	refine, select, generate, experiment, develop ideas, record	Contextual links, refine, select, generate, experiment, develop ideas, realise intentions	Contextual links, refine, select, generate, experiment, develop ideas, realise intentions
Other information	<p>https://www.youtube.com/watch?v=mB9fbXZOLtU 'Sweet Dreams' Time-lapse</p> <p>https://www.youtube.com/watch?v=i5xD7LvAJeo developing ideas</p> <p>https://www.youtube.com/watch?v=gdUIz8dD7S8 generating sculptural ideas</p>	Subject-specific strand	Develop ideas (AO1) Present a personal and meaningful response (AO4)	Explore ideas & experiment (AO2) Record ideas (AO3)	Develop ideas (AO1) Explore ideas & experiment (AO2)	Develop ideas (AO1) Present a personal and meaningful

						Record ideas (A03)	response (A04)
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