



Art, Craft and Design 2021-22: Curriculum Map

Assessment Objectives	GCSE ASSESSMENT – Component One: Portfolio 60% of final GCSE				GCSE ASSESSMENT – Component Two: Externally Set Assignment 40% of final GCSE			
	AO1 Develop and Investigate	AO2 Refine and Experiment	AO3 Record observations and insights	AO4 Present final piece and written work	AO1 Develop and Investigate	AO2 Refine and Experiment	AO3 Record observations and insights	AO4 Present final piece and written work

	Module 1	Module 2	Assessment Point	Module 3	Module 4	Module 5	Assessment Point	
Year 11	AO1,2,3,4 Close Up (2021) OR Contrasts (2022) Celebrates students journey and produces secure final project for Component 1 Grade so that other coursework is supplementary. Lessons model required content and AO links with 1:1 support to discuss student approach.		Final Piece from classroom planning over 2 days	AO1,2,3,4 Externally Set Assignment- Component Two Externally set Component 2. Paper shared January 1 st Students pick a starting point and plan a project from the starting point set by exam board. Lessons model required content and AO links with 1:1 support to discuss student approach.			Externally set exam over two days work completed by end of exam. Marked + moderated by 31st May.	
Contextual Studies	Student choice			Paper led artist and student choice				

	Module 1	Module 2	Assessment Point	Module 3	Module 4	Module 5	Module 6	Assessment Point
Year 10	AO 1/2/3/4 Identity Drawing and painting focused unit embed understanding of proportions and features. Focus on secondary sources using gridding to develop students ability to scale up work and get realistic and skilful outcomes. Second half of project will then show students how to respond to a range of artists to produce		1 Day Exam to complete final identity outcome	Surrealism AO1,2,3,4 Develops students ability to react, research and respond to the work of artists by developing work in response to Surrealism. Contextual studies work to understand Surrealism as an Art Movement including contextual links that inspired the artists. Students then to develop work through a surrealist eye learning to combine surrealist ideas, landscapes outcomes and then student develop a personal outcome inspired by surrealism to complete in their end of year examination.			AO1,2,3,4 Close Up Starting observational focus for Yr11 project. Gridding images to creates a range of larger studies to use	2 Day Exam surrealist outcome.



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	<p>their own identity-based outcome on canvas. Portrait Gallery Trip</p>			for their Yr11 Project	
Contextual Studies	<p>Da Vinci, Van Gogh, Fred Hatt, Thomas Saliot Contextual artist to support ideas: Kehinde Wiley, Juan Gallego, Brno Del Zou, Frank Aubach, Cristina Troufa, David Theron, Frida Kahlo, Dominic Beyeler, Chamo San, Gabriel Monroe + typography based examples, Marcus Cadman, Victoria Villasana, Wadsworth Jarell</p>		Surrealism. Francis Bacon. Dali, Man Ray, Miro, Magritte, Frida Kahlo	Contextual research linked to studies so student driven. Completed as homework pieces including written analysis.	
Skills + Knowledge	Monochrome, Visual elements, Acrylic paint, Oil pastels				
Transferred learning	Gridding, Proportion, Wet and dry techniques, Colour Theory, Paint mixing		Annotating work, Responding and researching artists.	Acrylic paint, Coloured pencils, Artist analysis, Annotation	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 9	<p>AO 1/2/3/4 Caricatures Students look at caricatures and character design, students explore techniques used in industry to warp and exaggerate features. Students will create their own caricature clay head that has been designed and developed throughout the project</p>		<p>AO 1/2/3/4 Architecture Student explore architecture by exploring close up. There is a focus on monochromatic in order to develop depth and tonal understanding. Work progresses into relief outcome using cardboard and collaging techniques.</p>		<p>*Natural Forms AO1,2,3 Expose students to build skills and confidence through workshop style lessons focused on revisiting a wide range of media and techniques. Prescriptive presentation for all pages to support student understanding for next two coursework projects. Mixed media outcome on unstretched canvas to explore printing, collage and textiles.</p>	
Contextual Studies	<p>Al Hirschfed, Ralph Stedman, David Levine, Takashi Murakami, Jessi Raulet, Kara Walker</p>		Gaudi		n/a	



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Skills + Knowledge	Clay, Exaggeration, Distortion, Understanding, purpose/audience, Photography and apps, Extended annotations	Relief work, Cutting, layering, Coffee staining, mixed media	Students will focus on developing skills in previously learnt techniques, Drawing techniques
Transferred learning	Proportion, Wet and dry techniques, Paint mixing and colour theory	Charcoal, Gridding, Tone, Extended annotations, acrylic	Visual elements, Wet and dry media, Printing, Responding and researching artists. ,Extended annotations

	10 Weeks		8 weeks
Year 8	<p>AO1,2,3 Leaders</p> <p>Students will be introduced to proportion skills and be taught a range of skills and techniques for recording faces including charcoal, gridding, mono-printing and finishing with a focused portrait of a modern leaders with a focus using painting skills. Leaders explore positive role models from a range of cultures, ages, genders and sexuality and link with History and English curriculum.</p>	Year 7	<p>AO1,2,3,4 Colour in Art</p> <p>Unit that focuses on colour theory to ensure that all students have a secure understanding of basic art terms. Students use wet and dry media to demonstrate key colour theory and learn some basic printing skills. Students will use food and landscapes as visual inspiration.</p> <p>Gallery Trip</p>
Contextual Studies	Pop Art, Warhol, Lichenstein, Yayomi Kusama	Contextual Studies	O'Keefe, Janielle Dimmett, Sarah Graham, Fauvism- Matisse and Derain, Alma Woodsey Thomas
Skills + Knowledge	Proportion. Pencil skills using tonal pencils, shading, blending, Gridding, mix and match books, Paint mixing including skin tones and brush techniques, Drawing techniques	Skills + Knowledge	Students have gained a basic understanding of different materials and techniques during their KS2 education, some will know colour theory elements.
Transferred learning	Colour theory- primary, secondary, tertiary, harmonious, complementary., Watercolours and block Paints, Paint mixing and brush techniques, Blending, Mono printing, aerial perspective, chalk blending.	Transferred learning	Colour theory- primary, secondary, tertiary, harmonious, complementary, Watercolours and block Paints, Paint mixing and brush techniques, Blending, Sgraffito, perspective, chalk and pastel blending.