

## Art & Design Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	<p>'Drawing for purpose' To clear their minds and organize their ideas, artists will often start projects by drawing sketches.</p> <p><b>MARK-MAKING</b> (no theme) A selection of drawing techniques Line drawing Tonal drawing Positive/negative Collage Biro (Completed on paper and in a folder then presented into a concertina book) <b>Ref- ABC of drawing sheet</b> <b>Reading opportunities- Definitions</b></p> <p>Mixed Media Introduction to a personal theme, message or common phrase/idiom. (A quote referencing how we live our life)( A piece of cake, Back to square one)</p> <p><b>This project introduces basic techniques KS4 students use and reflects the many aspects of practical 2D working.</b> Collage and Typography- Teesha Moore/ Edourdo Recife/ Angela Moll/ Sarah Fishburn,</p> <p>Students to produce an image/text piece relating to Artist and layering methods. (Image transfer cellotape/ PVA/ emulsion. Stencilling, Collaging, Acetate layering, Photocopying)</p> <p>(A5 sketchbook given out) <b>Reading opportunities-Artist research/theme based on a quote.</b></p>	<p>Painting (Colours, mixing and mark making)</p> <p><b>Pick 1 or 2 Artists or a movement focusing on technique. (Less is more)</b> Workshops based on different Art movements, 1800-1925: Impressionism 1870-1900 Monet/Degas Post impressionism 1880-1905 Seurat/Cezanne Fauvism 1905-1907 Matisse/Derain Cubism 1907-1925 Picasso/Braque</p> <p><b>Birth of Abstract Painting- Kandinsky painting to music!</b> <b>Reading opportunities-Artist research. Reading out loud</b> <b>Explaining what you have learnt.</b></p> <p>Print making Workshops based on: Poly board prints inspired by Indian Textiles and Culture. -Research Indian Pattern focus on characteristic and colour -Plan and produce print <b>Reading opportunities-Culture research/instructions for method. Reading out loud</b> <b>Explaining what you have learnt.</b></p>	<p>Full project 1 Full term (Ideas/development/ outcome) Journey</p> <p>BUGS (Elizabeth Berrien, Louise Bourgeois, Helen Shapley, Rachel Ducker, Jaina Minton) Wire/cardboard sculpture outcome</p> <p><b>Reading opportunities-Artist research/Assessment criteria</b></p>

'Drawing for purpose'

To clear their minds and organize their ideas, artists will often start projects by drawing sketches.

**THEME BASED** (Natural form)

A selection of drawing techniques (ref Ian Murphy workshop)

Line drawing

Ink & stick

Positive/negative

Collage

Bleeding

(Completed on paper and in a folder then presented into a concertina book)

**Ref- ABC of drawing sheet**

**Reading opportunities- Definitions**

Mixed Media

Introduction to a personal theme, message or common phrase/idiom.

(A quote referencing how we live our life)( A piece of cake, Back to square one)

**This project introduces basic techniques KS4 students use and reflects the many aspects of practical 2D working.**

Collage and Typography-

Charlie Holt/ Shaun Kardinal/ Cur3es/ Stephen Dixon.

Students to produce an image/text piece relating to Artist and layering methods.

(Image transfer-celotape/ PVA/ emulsion.

Stencilling,

Collaging,

Acetate layering,

Photocopying)

(A5 sketchbook given out)

**Reading opportunities-Artist research/theme based on a quote.**

Painting

(Colours, mixing and mark making)

**Pick 1 or 2 Artists or a movement focusing on technique. (Less is more)**

Workshops based on different Art movements:

Abstract Expressionism 1940s-1950s Pollock/Kline

workshop looking at Chinese calligraphy

Pop Art 1950s-1960s Warhol/Lichtenstein

Neo-Expressionism & Graffiti Art 1970s-1980s

Haring/Basquiat/Banksy

**British Painting- Ayers/Bacon/Freud/Saville**

**Reading opportunities-Artist research. Reading out loud Explaining what you have learnt.**

Print making

Workshop based on 2 colour poly print and the reduction method using

African pattern as a stimulus.

-Research African Pattern focus on characteristic and colour

-Plan and produce print

**Reading opportunities-Culture research/instructions for method Reading out loud**

**Explaining what you have learnt.**

Full project

1 Full term (Ideas/development/outcome)

Journey

CITYSCAPE (Liam Spencer)

Painting outcome

**Reading opportunities-Artist research/Assessment criteria**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 9</b></p>	<p style="text-align: center;"><b>BACTERIA</b></p> <p>Experimenting/ mark making/ Painting ( John Hoyland/ Gillian Ayers) (Mark Francis/ Klari Reis)</p> <ul style="list-style-type: none"> <li>-Experimental drawing and recording.</li> <li>-Observational drawing</li> <li>-Research Artists</li> <li>-Experiment with paint and layering</li> <li>-Experiment with printmaking techniques</li> </ul>	<p style="text-align: center;"><b>BACTERIA</b></p> <p>Experimenting/ mark making/ Painting ( John Hoyland/ Gillian Ayers) (Mark Francis/ Klari Reis)</p> <ul style="list-style-type: none"> <li>-Experimental drawing and recording.</li> <li>-Observational drawing</li> <li>-Research Artists</li> <li>-Experiment with paint and layering</li> <li>-Experiment with printmaking techniques</li> </ul>	<p style="text-align: center;"><b>TELL ME A STORY</b></p> <p>Collage/ relief (Anca Gray)</p> <ul style="list-style-type: none"> <li>-Collage and layering</li> <li>-Sewing and stitching</li> <li>-Choose a theme of personal meaning to tell a story</li> <li>-Explore symbolism and meaning.</li> <li>-Research Anca Gray and other similar artists.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 10</b></p>	<p style="text-align: center;"><b>TELL ME A STORY</b></p> <p>Collage/ relief (Anca Gray)</p> <ul style="list-style-type: none"> <li>-Collage and layering</li> <li>-Sewing and stitching</li> <li>-Choose a theme of personal meaning to tell a story</li> <li>-Explore symbolism and meaning.</li> <li>-Research Anca Gray and other similar artists.</li> </ul>	<p style="text-align: center;"><b>LANDSCAPE</b></p> <p>Mixed media (John Virtue, Peter Lanyon, David Tress)</p> <ul style="list-style-type: none"> <li>-Experimental drawing and recording.</li> <li>-Observational drawing</li> <li>-Research Artists</li> <li>-Experiment with paint and layering</li> </ul>	<p style="text-align: center;"><b>LANDSCAPE</b></p> <p>Mixed media (John Virtue, Peter Lanyon, David Tress)</p> <ul style="list-style-type: none"> <li>-Experimental drawing and recording.</li> <li>-Observational drawing</li> <li>-Research Artists</li> <li>-Experiment with paint and layering</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 11</b></p>	<p style="text-align: center;">Refining projects</p> <ul style="list-style-type: none"> <li>-Consolidating ideas</li> <li>-Introduce more techniques to challenge, such as ceramics and 3D.</li> </ul>	<p style="text-align: center;"><b>EXTERNALLY SET ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>-Carry out preparatory studies for chosen question.</li> <li>-Complete preparatory studies</li> <li>-10 hour exam</li> </ul>	

Year 12	<p style="text-align: center;"><u>Foundation</u></p> <p style="text-align: center;"><b>‘STRUCTURES &amp; SURFACES’</b></p> <p style="text-align: center;">Diverse selection of Artists Drawing, Painting, print making and mixed media</p>	<p style="text-align: center;"><u>Foundation</u></p> <p style="text-align: center;"><b>‘MARK MAKING’</b></p> <p style="text-align: center;">Drawing, Painting, print making and mixed media</p>	<p style="text-align: center;"><b><u>Component 1- Personal Investigation</u></b> (60%)</p> <p style="text-align: center;"><b>‘A MESSAGE’</b></p> <p style="text-align: center;">1000 - 3000 WORD WRITTEN ASSIGNMENT Diverse selection of Artists Drawing, Painting, print making and mixed media</p>
Year 13	<p style="text-align: center;"><b><u>Component 1- Personal Investigation</u></b> <b>continued</b> (60%)</p> <p style="text-align: center;"><b>‘A MESSAGE’</b></p> <p style="text-align: center;">1000 - 3000 WORD WRITTEN ASSIGNMENT Diverse selection of Artists Drawing, Painting, print making and mixed media</p>	<p style="text-align: center;"><b><u>Component 2 (40%)</u></b></p> <p style="text-align: center;">Start- 1<sup>st</sup> Feb Deadline- Start of May</p> <p style="text-align: center;"><b>EXTERNALLY SET ASSIGNMENT</b></p> <p style="text-align: center;">EXAM 15 hours supervised time, Work produced is related to EXTERNALLY SET ASSIGNMENT.</p>	
<p><b>Useful Links</b></p> <p><a href="http://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study">www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study</a></p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a></p> <p><a href="http://www.whitworth.manchester.ac.uk">www.whitworth.manchester.ac.uk</a></p> <p><a href="http://www.tate.org.uk">www.tate.org.uk</a></p> <p><a href="http://www.moma.org">www.moma.org</a></p>			

## KS4 Specification Information

### GCSE AQA- ART, CRAFT & DESIGN

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

60% of GCSE, No time limit

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

40% of GCSE, Preparatory period followed by 10 hours of supervised time

## KS5 Specification Information

### A LEVEL AQA- ART, CRAFT & DESIGN

Students must be introduced to a variety of experiences that explore a range of two-dimensional and/or three-dimensional media, processes and techniques. They should be made aware of both traditional and new media. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work. 60% of A Level.

In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes. 40% of A Level.

## Where will this Subject take me?

## And jobs!

**Jobs where you will need good artistic or technical skills. You will usually need to go to college to develop these.**

Body Artist, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker

**Jobs where a degree or professional qualification is usually needed. You will usually need to go to University or a Specialist College.**

Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer