



Art

VISUAL ARTS CURRICULUM MAP

BIG IDEAS: To help students produce creative work by exploring and recording their ideas through exposure to a wide range of techniques, tools and media. This is underpinned through research into historical and contextual sources that include major movements and artists from the beginning of time to the present day. The result being a proficiency in drawing, painting, sculpture and other art and design techniques and a firm grasp of key words, terminology and language of art and design.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 7 Overview Students learn how to understand and use the formal elements to explore and create works of Art. There is a base line plan that outlines what students will cover over the year, which individual teachers can adapt elements of to suit their own teaching. Students will follow various techniques to ensure that projects are not repeated should a child or teacher move to a different class. The aim is that at the end of year 7 students are equipped to move onto more personal and challenging areas of study through the year 8 'Passport to the Advance Skills' yearly outline. All projects will be strongly underpinned by literacy which will form an integral part of their learning. Knowledge organisers will also be used to support the learning taking place in class and digital resources will be available to support this process. All projects will be strongly underpinned by literacy which will form an integral part of their learning.</p>	<p>Mark Making The scheme of learning focuses on mark making skills. This is designed to build student's confidence by teaching them that art isn't always about being good at drawing. This then moves into observational studies, as an integral part of the course, using the mark making skills they have learnt. These drawings take students through a range of skills and process and form the foundation of the second scheme of work, Fabric Lenny Birds. The big idea is for students to find joy in creating art, to feel confident using a range of processes and materials, and begin to build their manual dexterity. Students explore how line and mark making can be used to realise intentions. They learn how to create marks by experimenting, reviewing and refining their use of a variety of tools and media relating back to the very first examples of art made by man. They then go on to use these marks to visually record the surface pattern and texture of shells, referencing Vincent Van Gogh's mark making as they do so. They investigate colour through the colour wheel and hue, tint, shade and tone strips. Sketch books play an important part in this project with students developing their ability to use them as working journals that show how they have reviewed and refined their work through beautifully presented pages. Books visually record and critically understand contextual references and art movements (Vincent Van Gogh) which support the work taking place in class. Personal responses demonstrate how all the techniques explored earlier in the unit of work have been refined and used as a visual language to complete their mixed media natural form.</p>			<p>Fabric Lenny This project builds directly from the mark making project, where students have studied shells, their texture and tone and how to record them using different mark making techniques alongside the basic colour theory. They take these drawings and stylise them into what will become a composition based on the artist Fabric Lenny. The big idea is to continue to build on the materials, processes and techniques explored in their mark making project and further develop colour mixing and blending skills all of which will feed into their first project in year 8 which focuses on colour. For this unit students will begin by developing their visual recording skills. They will look at the contextual references of Fabric Lenny producing a double page of research on him and thus, bringing students' understanding of the history of art into the present day. They will experiment, review and refine their drawings into colourful compositions. Their personal response will show how mark making and pattern explored earlier in the year and in this unit of work can be put together into a composition using visual language skills through the application of colour through paint. They will have a critical understanding of how Fabric Lenny informed their ideas and influenced their outcomes. They will use the iPads to explore their ideas through a range of appropriate apps.</p>		

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 8 Overview Year 8 builds on the foundation skills taught in year 7. It is designed to offer students more scope for personal interpretation and development of ideas. Students will follow the two projects in order they appear below, to ensure that projects are not repeated should a child or teacher move to a different class. The aim is that by the end of year 8 all students will have had a rounded and varied experience of the arts and that those students who have opted to take an arts subject at GCSE level, will have the skills necessary to succeed on the course. Students will continue to develop their sketchbook skills both at home and in school. All projects will be strongly underpinned by literacy which will form an integral part of their learning.</p>	<p>Hundertwasser sculptures This unit will build on the basic introduction to colour mixing and blending that students explored in year 7. Students will explore observational drawing through timed drawing studies of the Brighton Pavilion in a range of media. From these they will develop a set of two to three stylised drawings of basic shapes that will be joined together to make a simple but effective Hundertwasser style sculpture. They will look at his use of colour and how he uses pattern to create his compositions, applying these principles to their own work. The shapes will then be combined together to create simple building or tree shapes, transferred to cardboard, cut out and painted using the patterns they explored in their books. All the sculptures will be presented together as a collaborative piece of work to create a Hundertwasser style town. Students will have a critical understanding of how Hundertwasser has informed their ideas and influenced their personal responses.</p>			<p>German Expressionism printed portraiture This unit will focus students on contextual studies and their role in helping to develop ideas through the materials, techniques and processes used by other artists and designers. They will explore portraiture, learning the technical skills required to create an accurate portrait. They will refine them in the style of the German Expressionists, developing their understanding of composition. They will have a critical understanding of how German Expressionism has informed their ideas and influenced their outcomes. Through refining their ideas, they will produce experiments that realise the German Expressionists intentions and help to inform the development towards their personal response. The unit will realise intentions with students producing a German Expressionist style printed portrait using the method of Collograph. Students will decide on a colour scheme, moving away from the traditional colours if they choose. They will explore collage through the creation of backgrounds on which they will print. The unit will culminate with students mounting all their prints for display.</p>		
<p>Wider Super Curriculum</p>	<ul style="list-style-type: none"> ● KS3 Remembrance club ● KS3 Photography club ● Super curricular ● Art and Action (enrichment week) ● Harry Potter studio tour ● Carnival CLub 					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>GCSE Art Overview</p> <p>We aim to continue the exploration of materials, techniques and processes through more advanced media and processes. They will learn about the idea of a ‘concept’; producing work to a theme or brief, learning about the development of a body of work in order to inform a final outcome. They will learn to use historical references to develop their own emerging practice through exploring how other artists, designers and crafts people have used, media, processes, techniques, composition etc to create their work and apply these concepts to their own. They will use advancing critical language, supported through writing frames and key words to analyse and evaluate the work of other artists. they will also use literacy to annotate their own work, explaining thoughts, ideas, processes, successes and failures as their work progresses.</p>	<p>The course runs over both intensive and extended therefore the project length varies over terms, but all groups are taught the same by the end of the course.</p> <p>Skills based induction</p> <p>The first project is a skills-based introduction. This initial project is observational drawing based and takes students through a range of media techniques and processes. This allows us to work out the level at which students are working and then place them on the correct learning path for the next project.</p> <p>The next project is the main body of work students produce and one of two most likely to be submitted for assessment. They will continue to use all of the techniques explored at KS3 alongside more advanced processes and materials such as oil paints, sculpture and printing. They will build on the foundation of historical sources and movements they explored in year 7 and 8. They will then either move onto Personal Landscape or Develop and Explore, the latter of which is designed for lower ability/disengaged boys.</p> <p>Personal landscape</p> <p>This is a combination of two previously taught projects ‘Identity’ and ‘Landscape’ and was brought in when the specification changed. This project is lengthy and allows students ample opportunity to explore the concept from the starting point through to the final outcome. The title allows us to cover portraiture and landscape, two main themes in art.</p> <p>work is planned to fully cover the 4 assessment objectives through a logical development of ideas. Initially students’ learning is guided by the teacher with specific tasks for each lesson that gives students an extensive body of initial drawings and ideas. About mid-way through ownership is given over to the students and they decide how to take the project further. They are required to source their own artists to inform their progress and select which of the many avenues we have introduced, they want to take further. At this stage every student is following a different, individual path and this continues through to the end of the project.</p> <p>Develop and explore</p> <p>This is a newly designed scheme of learning aimed at students on lower ability/boys. It explores art through a focus on the formal elements of pattern, colour, texture, form and shape and relies less on laborious observational studies that this group of students find disengaging. In this scheme learning is heavily teacher lead with only the very last weeks given over to individual exploration by the student. Artists are prescribed by the teacher based on what is happening within the scheme of learning. Students are taught how to analyse effectively and with meaning in preparation for the more independent mock exam.</p> <p>Mock exam</p> <p>For the final coursework project we use a past exam theme. The purpose of this is to demonstrate to students what to expect for the final exam, most importantly, how to produce a body of work in the same time frame the exam board give. The first few weeks of this project are teacher led before all students take complete ownership through to the final outcome.</p>					
<p>Wider Super Curriculum</p>	<ul style="list-style-type: none"> ● GCSE catch up ● GCSE extended after school ● Super curricular club ● Kew Gardens trip 					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>GCSE Photography Overview</p> <p>The photography is identical in structure to art but with drawings and physical media, substituted with digital photoshop and InDesign based explorations. Alongside everything written above, students will learn the skills of photography as well as exploring heavily the idea of graphic design and presentation through the use of Adobe in-design.</p>	<p>The course runs over both intensive and extended therefore the project length varies over terms, but all groups are taught the same by the end of the course.</p> <p>Introduction This will be a general introduction to photographic skills and the use of the Photoshop package and other digital apps relevant to the course.</p> <p>Identity of Place Students will make a trip to Brighton or Hastings (TBC) to gather photographs that capture the identity of the town they are visiting. These photographs will form the foundation for exploring and developing their ideas through the Photoshop package, all the while using contextual references and sources to help them learn processes and techniques.</p> <p>Personal Identity This part of the course explores the self and how it has been represented by different photographers and artists, building students conceptual knowledge of artists and designers. They will take photoshoots of themselves and others to refine their photographic skills and will use contextual sources to refine their ideas using 2D and 3D methods and processes. They will continue to develop their knowledge of the Adobe in design packages building on their skills with more and more advanced techniques.</p> <p>Identity personal response Students will select an area which they want to develop into a personal outcome. They will refine their ability to work independently, making decisions about their direction they want their work to take and sourcing contextual references to inspire and inform them towards their final outcome.</p>					
<p>Wider Super Curriculum</p>	<p>KS3 Photography club Extended after school catch up Photography competition Heathfield calendar competition. Brighton Trip</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A level Art Overview This is a material, technique and process-based course supported through extensive research into contextual sources. The Art and Design title qualification is unendorsed, allowing students freedom to choose which disciplines they want to work in.	Preliminary work Students will be given a summer project to complete and this will vary from year to year but will most likely contain two sustained drawings and a small visual diary. Induction project: This project uses the information from the summer project to help bridge the gap between GCSE and A level. It encourages students to understand and explore a more conceptual route of art and design through a range of processes, materials and techniques. It is a themed project guided through skilled workshop sessions. This project is designed to build confidence in skills and to give students the ability to work through a project independently from the next project. Thematic exploration: Students then move onto a mock paper to gain an understanding of working on a thematic project in a conceptual manner in the time frame given by the exam board. Personal investigation: The final coursework project, The Personal Investigation is the most thorough project students complete. It takes them on an extended journey from an initial theme, developed into a concept and includes the illustrated Personal Study essay that will inform and sit alongside their practical explorations. Externally Set Assignment: This theme is set by the exam board and is student led with the teacher acting as a guide.					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A level Photography Overview As with the GCSE this is a digital based course, although some students will use the dark room. It is supported through extensive research into contextual sources. The qualification is endorsed so students focus will be on photographic skills, Photoshop, graphic presentation and dark room where applicable.	Students are given a Preliminary Photographic Studies project to complete. They develop this initial set of investigations alongside preliminary photographs, focussing on shutter speed, depth of field and composition, taken under guidance of teachers. A Level Photography: Preliminary Photographic Studies Students will be given a selection of photographer research and photographer responses to complete over the summer holidays prior to joining the course. They will then use this initial set of investigations alongside preliminary photographs, focussing on shutter speed, depth of field and composition, exploring 'minimalism' and 'Typology' taken under the guidance of their teachers. Concept 1: The narrative journal: Students develop a concept/idea based on their chosen theme, this concept/ideas to developed/refined and realised through a photographic/narrative journal. Students research physical photographers and physical photography techniques to help inform their practice allowing them to experiment and develop the techniques using their own photographs Concept 2: Thematic exploration 1: For their second concept students explore a style/genre of photography they are interested in, existing photographers/photographic styles are studied and researched, students then respond with a range of photo shoots and editing experiments. This idea is then developed and refined to produce a final piece of the students' choice. Concept 3: Thematic exploration 2: In concept three students select a final photographic style/genre to focus on, this can be something that they have initially investigated earlier the project or another area that they are inspired to study, again existing photographers/photographic styles are studied and researched then students respond with a range of photo shoots and editing experiments. The focus of this work will then be extended into an illustrated essay Their work is then further refined and will become the final outcome for their personal investigation, which will include detailed planning for their end of course exhibition Externally Set Assignment: This theme is set by the exam board and is student led with the teacher acting as a guide.					
Wider Super Curriculum	Extended after school catch up; Kew trip					