

Art Curriculum Map

Primary Phase – Early Years to Key Stage 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	Autumn collage linked to Literacy Self portraits	Make Wintery paintings and collage linked to seasons Bake cake, make birthday cards and presents			Make sea life collages, paintings and beach role-play	
R	Family collages and self-portraits – linking to PSHE	Observations of fireworks looking at colours and colour mixing and texture.	Looking at maps of different places and creating our own maps and treasure maps.	Detailed drawings of plants and things that grow.	Designing and creating superhero costumes.	Building transport using crates and blocks – linked to outdoor provision and resources.
1	Make pirate ships. (Plan and evaluate)	Christmas crafts.	Create a home for a dinosaur.	Artist- Henry Rousseau Jungle themed art	Animal moving pictures	Observational plant sketches.
2	Pattern and line mark making Colouring skills		Sculpting and drawing patterns. Weaving using natural/ man made materials.		Portrait of the Queen	Andy Goldsworthy- materials.
3	Cave paintings and line drawings	Character drawings in the style of Quentin Blake – look at illustration	Chinese artist- Trees			
4	Research develop and design Ancient Greek pottery.	Make the Greek pottery using a range of tools and equipment.		Sketching and painting Roman landscape with accuracy.		

5	Research Viking weaving/ uses of materials. Why/ how they made items. Create own weaves using a variety of materials. Create a Viking weave.	Sketching – castle designs. Research designs.	Water- colour planets Learn how to mix colours to improve.	Cityscapes inks and wax.	Poppies – sculpture using a variety of materials.	Study Georgia O'Keoffe- recreate paintings. Observe, record and review their work.
6	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] – looking at Japanese paintings which show representations of water.	Create sketch books to record their observations and use them to review and revisit ideas ; to improve their mastery of art and design techniques, including- Henri Rousseau and tigers in art.	Learn about great artists, architects and designers in history: Studying symbolism in Tudor art.		Learn about great artists, architects and designers in history: Banksy	

Secondary Phase – Year 7 to Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 PACE Skills	<u>Foundation Skills – Line, Tone, shape</u> Students express their personality and interests through exploring foundation	<u>Foundation Skills – Colour Theory Colour Understanding</u> Students develop their skills of colour through	<u>Foundation Skills – Colour Project Colour Understanding</u> Students develop their skill in colour & shape by	<u>Foundation Skills – Colour Project Colour Understanding</u> Students develop their skill in colour & shape by	<u>Foundation Skills – Pattern and symbols Project</u> Students develop their skill in Shape and pattern applying previous	<u>Foundation Skills – Pattern and symbols Project</u> Students develop their skill in Shape and pattern applying previous

	<p>skills. line, tone & form and mark making. Assessment: Observational drawing.</p>	<p>researching an artist/culture and experiment with media. Assessment: Progress to date holistic overview</p>	<p>applying previous knowledge through a project based on colour where the students experiment with mixed media. Project Examples</p> <ul style="list-style-type: none"> • Fauvism landscapes • Hockney landscapes • O'Keeffe gigantic flowers • Emotion monsters • Colour identity • Matisse paper collage • Hunderwasser buildings 	<p>applying previous knowledge through a project based on colour where the students experiment with mixed media. Project Examples</p> <ul style="list-style-type: none"> • Fauvism landscapes • Hockney landscapes • O'Keeffe gigantic flowers • Emotion monsters • Colour identity • Matisse paper collage • Hunderwasser buildings 	<p>knowledge through a project based on a culture/artist. Project Examples</p> <ul style="list-style-type: none"> • Aboriginal boomerangs • Asian- fans • Klimt bookmarks 	<p>knowledge through a project based on a culture/artist. Project Examples</p> <ul style="list-style-type: none"> • Aboriginal boomerangs • Asian- fans • Klimt bookmarks
Knowledge	Students then develop their understanding of the formal elements through Research, Techniques & Observations	Students develop their understanding of colour theory, colour wheel, colour mixing and colour groups through research, Materials & Techniques & drawing.	Students develop their knowledge of colour mixing through understanding artists work and how they use colour and practical application	Students develop their knowledge of colour mixing through understanding artists work and how they use colour and practical application	Students develop their knowledge of symbolism in art	Students develop their knowledge of symbolism in art
8 PACE Skills	Construction Project: Students develop skills in constructing and using 3D techniques within their art work.	Construction Project: Students develop skills in constructing and using 3D techniques within their art work.	Observational Drawing Project – Students build on their skills form Year 7 and extend their ability to create accurate	Observational Drawing Project – Students build on their skills form Year 7 and extend their ability to create accurate	Perspective and distortion Project – Using continuous line and pattern students experiment with how to produce	Perspective and distortion Project – Using continuous line and pattern students experiment with how to produce

	<p>Including Research, designing, construction & collaging</p> <p>Project examples-</p> <ul style="list-style-type: none"> • African- masks • Venetian Masks • Giacometti wire figures • Hunderwasser Buildings • Sellotape hands entrapment 	<p>Including Research, designing, construction & collaging</p> <p>Project examples-</p> <ul style="list-style-type: none"> • African- masks • Venetian Masks • Giacometti wire figures • Hunderwasser Buildings • Sellotape hands entrapment 	<p>observation drawings. using drawing, developing techniques, observation & research.</p> <p>Project examples</p> <p>Manmade/everyday objects-</p> <ul style="list-style-type: none"> • Jim Dine- tools • Michael Craig Martin <p>Natural forms-</p> <ul style="list-style-type: none"> • Insects/ bugs • Haeckel- shells 	<p>observation drawings. using drawing, developing techniques, observation & research.</p> <p>Project examples</p> <p>Manmade/everyday objects-</p> <ul style="list-style-type: none"> • Jim Dine- tools • Michael Craig Martin <p>Natural forms-</p> <ul style="list-style-type: none"> • Insects/ bugs • Haeckel- shells 	<p>creative outcomes through drawing</p> <p>Project Examples</p> <ul style="list-style-type: none"> • Cubism- • Chuck Close- shapes/pattern • Jon Burgerman monsters • Zentangle- doodle patterns 	<p>creative outcomes through drawing</p> <p>Project Examples</p> <ul style="list-style-type: none"> • Cubism- • Chuck Close- shapes/pattern • Jon Burgerman monsters • Zentangle- doodle patterns
Knowledge	How to design, plan and produce a 3D model	How to design, plan and produce a 3D model	How to use various tones of pencil and line to create artwork.	How to use various tones of pencil and line to create artwork.	How to creatively use pattern, geometry and symmetry.	How to creatively use pattern, geometry and symmetry.
<p>9</p> <p>PACE</p> <p>Skills</p>	<p><u>Coursework Project 1 (Component 1):</u></p> <p>Students will develop their understanding of the assessment objectives whilst also developing their skill level.</p> <p>AO1 research/ investigating.</p> <p>AO3 – recording observations.</p> <p>Project examples</p>	<p><u>Coursework Project 1 (Component 1):</u></p> <p>Students will develop their ideas through</p> <p>AO3 – recording observations.</p> <p>AO2 refining and developing/ experimenting</p>	<p><u>Coursework Project 1 (Component 1):</u></p> <p>Students will develop their coursework project and work towards producing a final outcome.</p> <p>AO2 refining and developing/ experimenting</p> <p>AO4 – personal response/ final piece</p>	<p><u>Coursework Project 2 (Component 1):</u></p> <p>Students will build on their understanding of the assessment objectives whilst continuing to developing their skills in</p> <p>AO1 research/ investigating.</p> <p>AO3 – recording observations.</p>	<p><u>Coursework Project 2 (Component 1):</u></p> <p>Students will develop their ideas through</p> <p>AO3 – recording observations.</p> <p>AO2 refining and developing/ experimenting</p>	<p><u>Coursework Project 2 (Component 1):</u></p> <p>Students will develop their coursework project and work towards producing a final outcome.</p> <p>AO2 refining and developing/ experimenting</p> <p>AO4 – personal response/ final piece</p>

	<ul style="list-style-type: none"> • Insects • Natural forms • Mexican Day of the Dead • Italy 	<p>Project examples</p> <ul style="list-style-type: none"> • Insects • Natural forms • Mexican Day of the Dead • Italy 	<p>Project examples</p> <ul style="list-style-type: none"> • Insects • Natural forms • Mexican Day of the Dead • Italy 			
<p>10 PACE Skills</p>	<p><u>Coursework Project 3 (Component 1):</u> Personal theme, opportunity for students to select their own theme as a starting point. Build on their knowledge of the assessment objectives whilst developing independent learning.</p> <p>AO1 research/ investigating. AO3 – recording observations.</p>	<p><u>Coursework Project 3 (Component 1):</u> Students will develop their ideas through</p> <p>AO3 – recording observations. AO2 refining and developing/ experimenting</p>	<p><u>Coursework Project 3 (Component 1):</u> Students will develop their coursework project and work towards producing a final outcome.</p> <p>AO2 refining and developing/ experimenting</p>	<p><u>Coursework Project 3 (Component 1):</u> Students will develop their coursework project and work towards producing a final outcome.</p> <p>AO4 – personal response/ final piece</p>	<p><u>Mock Exam Coursework Project</u> Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1. AO1 research/ investigating. AO3 – recording observations</p>	<p><u>Mock Exam Coursework Project</u> Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1. AO3 – recording observations AO2 refining and developing/ experimenting</p>
<p>11 PACE Skills</p>	<p><u>Mock Exam Coursework Project</u> Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of</p>	<p><u>Mock Exam Coursework Project</u> Students have the opportunity to choose from previous exam themes from which they will create a</p>	<p><u>Component 2: Externally Set Task:</u> Students will receive the exam paper and choose 1 starting point, based on teacher guidance. The first three assessment</p>	<p><u>Component 2: Externally Set Task:</u> Students complete their AO1-AO3 preparation work before sitting the 10hour final exam.</p>	<p><u>Completion of component 1:</u> Students to complete coursework portfolio/ mount and present work.</p>	

	<p>their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO2 refining and developing/ experimenting</p>	<p>coursework project which can be submitted as part of their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO4 – personal response/ final piece</p>	<p>objects form the exam preparatory studies</p> <p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p>	<p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p> <p>AO4 – personal response/ final piece</p>	<p>All work assessed and moderated.</p>	
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