

Art Department – Curriculum Map

Year	Autumn term	Spring term	Summer term
National Curriculum			
7 KS1 KS2/L	Content: <ul style="list-style-type: none"> ● Formal Elements ● Ugly fruit 	Content: <ul style="list-style-type: none"> ● Hundertwasser ● Insects in art (bug man visit) 	Content: <ul style="list-style-type: none"> ● Beside the seaside (wkly visits) ● Living things; sculptures & collage (wkly visits)
	Skills <ul style="list-style-type: none"> ● Introduction to the formal elements of art. Line, Tone, Form, Shape, Pattern and Texture. ● Developing drawing skills and the use of dry media. ● Evaluation and analysis of artist who link to their own practice. 	Skills <ul style="list-style-type: none"> ● Exploration of artists and architects - discuss, describe and respond. ● Use soft pastels & oil pastels. ● Use a variety of coloured pen types to create a variety of lines. ● Use coloured inks. ● Use fantasy film dip. ● With coloured pencils can block colour & control depth. 	Skills <ul style="list-style-type: none"> ● Exploration of artists and architects - discuss, describe and respond. ● Use texture & collage. ● Use different grade pencils. ● Create different effects / thickness / colour mixing using watercolour paints and acrylics. ● Develop understanding of tint and shade.
	Assessment Focus <ul style="list-style-type: none"> ● Making = drawing/dry media skills. ● Ideas = use of formal elements. ● Knowledge = of formal elements. ● Evaluation = of their own and classmates' artwork. (self and peer assessment) 	Assessment Focus <ul style="list-style-type: none"> ● Making = drawing, collage and painting skills. ● Ideas = creativity and independence of design. ● Knowledge = the artists studied. ● Evaluation = of their own work and the artists studied. 	Assessment Focus <ul style="list-style-type: none"> ● Making = drawing, painting, sculpture and ceramics. ● Ideas = creative use of techniques used. ● Knowledge = the materials and equipment used throughout. ● Evaluation = of the techniques they are using.

	<p>Literacy Focus: (Key Vocabulary)</p> <p>Colour, tone, shape, pattern, textures, line, outline, shadow, highlight.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Pattern, texture, collage, painting, ink, acrylic, poster paint, watercolour, blend, brushstrokes, sponge, layer, silhouette, architects, artists names.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Ceramics, sculpture, 3-dimensional, kiln, buff clay, terracotta, sculpt, mould, attach, smooth, rough, tonal, HB, 2B, 4B, 6B, texture.</p>
<p>8 KS2/L KS2/U</p>	<p>Content:</p> <ul style="list-style-type: none"> • Formal elements stage 2. • Human form 	<p>Content:</p> <ul style="list-style-type: none"> • Prehistoric art (visit) • The blue planet (visit) 	<p>Content:</p> <ul style="list-style-type: none"> • Birds (visit) • Food art
	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • Explore facial proportions. • Record observations. • Create different affects using paints – thickness, colour mixing, texture. • Use a range of brush sizes. • Use batik as a resist process. • Use range of techniques, materials and process. 	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • With pencil can control perception of distance. • Use different grades of pencil. • Record observations. • With coloured pencil can layer colour and add tone. • Create different effects using paints. • Work with a variety of coloured pen types. • Use a range of techniques, materials and processes. • Use oil pastels, soft pastels and charcoal. 	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • Record observations and explore ideas. • Use coloured pencils to block, layer and control depth. • Use a range of printmaking techniques – lino. • Make 3D sculpture, add detail.

	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing/dry media skills / resist processes. • Ideas = use of formal elements. • Knowledge = of formal elements. • Evaluation = of their own and classmates' artwork. (self and peer assessment) 	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing, painting, pencils and pastels. • Ideas = creative use of techniques used. • Knowledge = the materials and equipment used throughout. • Evaluation = of the techniques they are using. 	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing, sculpture, painting & printmaking skills. • Ideas = creativity and independence of design. • Knowledge = the artists studied. • Evaluation = of their own work and the artists studied.
	<p>Literacy Focus: (Key Vocabulary)</p> <p>Line, outline, shadow, highlight, mid-tone, hatching, crosshatching, dimension, proportion, render, shade.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Refine, develop, analyse, evaluate, skill, charcoal, composition, annotation, photography.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Inks, lino, cutter, printmaking, Graphite, chalk, oil pastel, design, plan, colour scheme, techniques, materials, design, layout, subject matter.</p>
9	<p>Content:</p> <ul style="list-style-type: none"> • Patterns in nature • Architecture 	<p>Content:</p> <ul style="list-style-type: none"> • Photography • Make my voice heard 	<p>Content:</p> <ul style="list-style-type: none"> • Cubism still life(visit) • Op Art or Sculpture
	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • Record observations & explore ideas. • Use different grade pencils. • With pencil can control perception of distance. • Use soft pastels, oil pastels, charcoal. 	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • Record observations & explore ideas. • Create different effects, thickness, colour mixing using watercolour and acrylic. • Printmaking using heat transfer. • Make 3D sculpture and add detail. • Use coloured pencils to block and layer colour. 	<p>Skills:</p> <ul style="list-style-type: none"> • Exploration of artists and architects - discuss, describe and respond. • Record observations & explore ideas. • Use a range of techniques, materials and processes. • Create different effects, thickness, colour mixing using watercolour and acrylic. • Use coloured pencils to block and layer colour.

KS2/U KS3	<ul style="list-style-type: none"> • Printmaking – lino. • Use inks. • 3D skills using clay. 	<ul style="list-style-type: none"> • Use a variety of coloured pens to create a variety of lines and effects. 	
	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing/dry media skills & sculpture skills. • Ideas = use of formal elements. Knowledge = of formal elements. • Evaluation = of their own and classmates' artwork. (self and peer assessment) 	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing, printmaking, painting & sculpture skills. • Ideas = creativity and independence of design. • Knowledge = the artists studied. • Evaluation = of their own work and the artists studied. 	<p>Assessment Focus:</p> <ul style="list-style-type: none"> • Making = drawing, painting, pencils. • Ideas = creative use of techniques used. • Knowledge = the materials and equipment used throughout. • Evaluation = of the techniques they are using.
	<p>Literacy Focus: (Key Vocabulary)</p> <p>Pattern, repeat, shape, texture, colour, order, regular, irregular, myth, legends, illustrate.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Key artists names, key movement features and processes.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>Key artists names, key movement features and processes.</p>
KS4 National Curriculum			
	<p>Content:</p> <ul style="list-style-type: none"> • Landscapes • Seven deadly sins 	<p>Content:</p> <ul style="list-style-type: none"> • Birds • Paradise 	<p>Content:</p> <ul style="list-style-type: none"> • Journeys • Trash/treasure
	Skills:	Skills:	Skills:

10	<p>Assessment objectives as defined by AQA GCSE Art syllabus</p> <p>AO1: Develop and research AO2: Experiment and refine. AO3: Record ideas AO4: Final outcomes</p>	<p>Assessment objectives as defined by AQA GCSE Art syllabus</p> <p>AO1: Develop and research AO2: Experiment and refine. AO3: Record ideas AO4: Final outcomes</p>	<p>Assessment objectives as defined by AQA GCSE Art syllabus</p> <p>AO1: Develop and research AO2: Experiment and refine. AO3: Record ideas AO4: Final outcomes</p>
	<p>Assessment Focus:</p> <p>AO1/AO2/AO3:</p> <ul style="list-style-type: none"> • High skilled. • Confident • Limited skill/success. • Inconsistent skill / success. 	<p>Assessment Focus:</p> <p>AO1/AO2/AO3:</p> <ul style="list-style-type: none"> • Sensitive links • Meaningful connections • Clear connections • Limited links, often confused. 	<p>Assessment Focus:</p> <p>AO1/AO2/AO3/AO4:</p> <ul style="list-style-type: none"> • Sophisticated analysis. • Thorough evaluation. • Reasonable. • Limited analysis.
	<p>Literacy Focus: (Key Vocabulary)</p> <p>AO1: Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practise. AO3: Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>AO1: Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practise. AO3: Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>	<p>Literacy Focus: (Key Vocabulary)</p> <p>AO1: Contextual links – the ability to evaluate and analyse the work of artists and ensure this informs their artistic practise. AO3: Reflective Recording – the ability to analyse and evaluate their own artistic journey.</p>
	<p>Content: Exploration</p>	<p>Content: Exam Paper (Themes released 1st January)</p>	<p>Content: Exam Paper (Themes released 1st January)</p>
	<p>Skills:</p> <ul style="list-style-type: none"> • Developing a project from start to the end. • Contextual links informing artistic practise. • Refinement of ideas and intentions with creating artwork. 	<p>Skills:</p> <ul style="list-style-type: none"> • Exploring a range of drawing, painting, textiles and printmaking skills. • Independent research. • Contextual links informing artistic practise. • Refinement of ideas and intentions with creating artwork. 	<p>Skills:</p> <ul style="list-style-type: none"> • Contextual links informing artistic practise. • Development of a project from start to end. • Production of a final outcome with skilful links to the project. • Refinement of ideas and intentions with creating artwork.

11	<ul style="list-style-type: none"> • Skilful recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Skilful recording of the artistic process, including success and creative mistakes. 	<ul style="list-style-type: none"> • Skilful recording of the artistic process, including success and creative mistakes.
	<p>Assessment Focus: AO1/AO2/AO3:</p> <ul style="list-style-type: none"> • High skilled. • Confident • Limited skill/success. • Inconsistent skill / success. 	<p>Assessment Focus: AO1/AO2/AO3:</p> <ul style="list-style-type: none"> • Sensitive links • Meaningful connections • Clear connections • Limited links, often confused. 	<p>Assessment Focus: AO1/AO2/AO3/AO4:</p> <ul style="list-style-type: none"> • Sophisticated analysis. • Thorough evaluation. • Reasonable. • Limited analysis.
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