Art and Design Curriculum Map – Working document (subject to change)

Vision Statement

Art and Design is an important subject for pupils at the Salesian Academy of St. John Bosco. The subject will often be an opportunity for young people to express their individuality and sense of self in a safe and nurturing space. Art can help pupils grow in confidence and develop their social skills within a calm, ordered and empathic space that celebrates their individuality, creativity and independence.

The Art department aims to develop a sense of passion and awe within creative arts in combination with the celebration of our Salesian values, especially those of kindness, patience, humour, gentle strength, courage and joyful optimism.

Our teaching aims are-

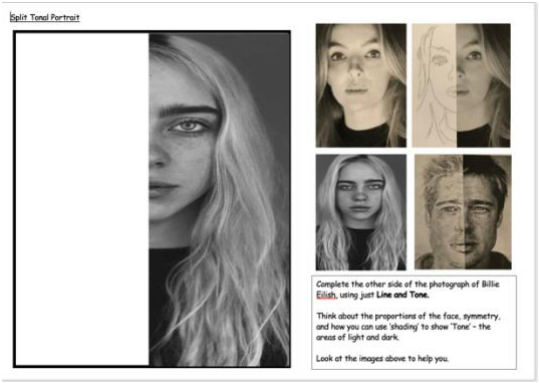
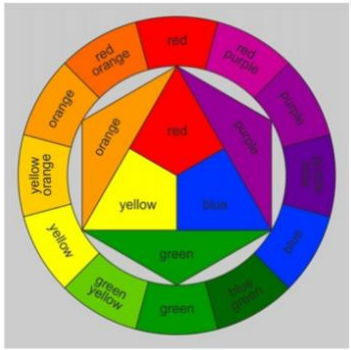
- To develop pupils' knowledge of the basic elements of art and design throughout KS3, and to introduce a variety of different artists/designers and ways of working to create intrigue and develop skills within the subject.
- To grow pupils' confidence in drawing and painting, printmaking, and 3D art.
- To encourage pupils to achieve within the subject and create opportunities for success so that pupils' may feel more confident in their creative and artistic ability. We would hope that this confidence would then not only be seen within the subject of art, but also demonstrated in other subjects as well.

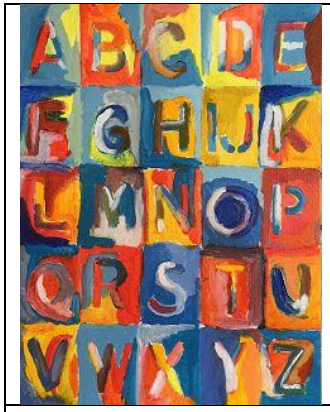
To provide a year-round curriculum offer at KS3 so that pupils that may choose the subject as an option at KS4 can be as successful as possible, ensuring that we have done our best to equip pupils with the skills and knowledge they need to achieve well and increase their attainment and love of the subject.

Year 7 Curriculum INTENT

Pupils will develop their abilities to think creatively and make connections with the wider world of Art and Design. Through the exploration of different media, they will have opportunities to develop their own ideas. They will develop the capacity to talk, write and think like artists and designers. They will have opportunities for creative self-expression through the development and realisation of final pieces of art work.

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
'Name (Plaque) Design/Tonal /Pattern' drawing. Example  **Apply at least one (or more) of the Formal/Basic Elements into a tonal design in your sketchbook. The pupils will be shown an exemplar that contains elements of Line, Tone, Pattern, and Typography.**	3	The aim is to build a strong foundation to the subject and bridge any gaps in knowledge for all students. The Basic/Formal Elements can be applied to all art, artists, art pieces, art movements, etc. Analyse exemplar Pupils will create a personalised tonal page in their book. They will develop their design, using tonal pencil only, incorporating line, tone and pattern. As the design develops, pupils are encouraged to incorporate personal elements using words (Typography). This is open to personal interpretation. Understand the main elements of the example – Line/Tone/Pattern/continuous lines/parallel lines/variations in tonal value, repetition of shape (pattern), using the design to formulate controlled drawing of words (typography)- using the parallel lines as a guide to drawing the words – working in between them – selecting bubble or block style writing.	Formal Elements of Art and Design – Focus Line Tone, Pattern, Introduction to drawing and Typography Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Keywords and Terminology	1	To practice and embed key terms – extension **task**	Developing Literacy across the curriculum. Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Baseline Assessment – Split Tonal Drawing 	1	<u>Baseline Assessment</u> To complete a tonal drawing in 1 hour and try to match the 'values' of gradient contained within the 'half' of the portrait they can see. Developing skills in recognising proportion, symmetry, shading/tonal value and mark making.	Formal/Basic Elements of Art and Design – Focus Line Tone, Shape, Introduction to drawing and developing drawing skills. <u>Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</u>
Colour Theory 	2-3	<u>Colour Theory</u> What is colour? The Colour Wheel Primary colours Secondary colours Tertiary colours Complimentary colours Analagous colours Warm and cold colours Colour and Mood Ratio/Proportion	The Colour Wheel Primary colours Secondary colours Tertiary colours Complimentary colours Analagous colours Warm and cold colours Colour and Mood Ratio/Proportion What is colour? <u>Use a range of techniques and media, including painting</u> <u>To increase their proficiency in the handling of different materials</u>
Jasper Johns Artist Research - double page spread.	3	Pupils will create their first 'Artist research' double page spread. They will learn about drawing a bold, colourful and eye-catching title, they will create a selection of artist copies/interpretations and they will add their 10,	<u>About the history of art, craft, design, film and architecture, including periods, styles and major movements</u>

		independently researched facts about Jasper Johns and how he influenced Pop Art.	from ancient times up to the present day.
Jasper Johns drawing assessment	2	Pupils will use their observation skills to draw letter/number designs in the style of Jasper Johns. They will also incorporate the use of tonal value, shape and contour lines and scale and proportion.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
Jasper Johns – create your own artwork in his style	1-2	Pupils will utilise their explorations of Jasper Johns' artworks to create a piece in his style at A4 size. They will use bright, vivid and vibrant colours. Pupils may choose their own medium e.g. Paint, felt-tip pen, coloured pencils.	Increase their proficiency in the handling of different materials

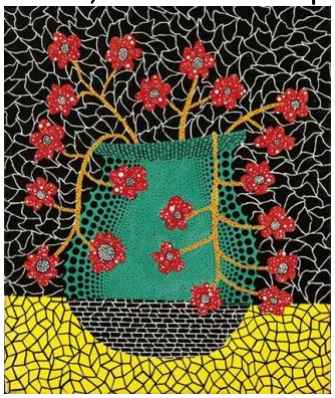
Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Warhol Pop art portraits 	3/4	Pupils will explore the artworks of Andy Warhol. They will explore Pop art as a theme and in particular his colourful printed portraits.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials
Henri Rousseau – Through the Jungle of Imagination – Naive/Primitive and Surreal	4	Pupils will be introduced to the art works of Henri Rousseau. They will analyse and draw/sketch and paint some examples	About the history of art, craft, design, film and

		of his 'jungle art works'. They will also produce their own imaginative composition in the style of Rousseau.	architecture, including periods, styles and major movements from ancient times up to the present day.

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
An introduction to 'Marine' themed Art works – Zoe Keller biodiversity prints 	4	Pupils will be introduced to the art prints of Zoe Keller that explore biodiversity and the dangers in which these marine animals are experiencing due to changes in their environment. Pupils will explore the prints through creating painted artist copies. They will also explore techniques and skills that will enable pupils to create elements of her works with accuracy and exploration.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials
Renard's Fantastical Fish 	3/4	Pupils will explore the drawings of Renard. The book depicts over 450 fish and crustacean species from the East Indies, Renard published the work without ever leaving the Netherlands. Instead, he copied drawings by other artists to create the 100 plates, representing 460 hand-coloured copper engravings, for his publication.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

Year 8 Curriculum INTENT
'To develop patient and passionate young artists, that are brave enough to take creative risks, confident in using independent skills to develop and enhance their individual artistic style, and who become culturally and socially aware of the arts in a historical and contemporary context'. Pupils will develop their skills in using materials, techniques and processes. They will learn about a variety of different artists, designers and craftsperson's. Using the Formal/Basic Elements of Art and Design pupils will explore how they are often used in combination in a variety of differing ways. Pupils will break down these elements whilst producing and practising creating work in the style of different artists. They will develop skills in colour theory, colour mixing, handling the brush, controlling paint and observation. They will also develop fine motor skills and begin their journey into managing materials and controlling them to create individual outcomes that are original. They will work in very different styles to build their knowledge and skills of differing ways of working and be encouraged to be brave and experimental whilst building core skills such as developing confidence in drawing, and experimenting with materials, techniques and processes.

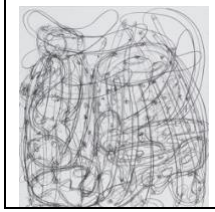
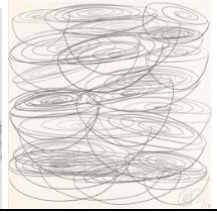
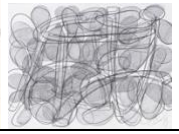
Year 8 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Illustration and Basic Elements – Fran Giffard bird illustrations – Line, Colour and Shape. 	5	Pupils will be introduced to the artwork/drawings and illustrations of Fran Giffard. They will learn about her style and the Key features of her work. Pupils will be encouraged to create accurate artist copies of her work, using some of the formal/basic elements of Art and Design. The focus for this project will be to develop observational drawing skills using secondary sources, recognising key elements such as shape, colour and line, developing skills in watercolour painting, handling a brush, colour mixing and painting accurately and neatly.	Increase their proficiency in the handling of different materials.
Sunflowers – Vincent Van Gogh – Tone	3	Pupils will be introduced to 'Sunflowers' by Vincent Van Gogh. They will explore the paintings and learn some key facts about the artist. Pupils will create a 'tonal value' artist copy.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.

			Increase their proficiency in the handling of different materials.
Illustration and Basic Elements - Jon Burgerman Doodle illustrations – Line, Colour and Shape. 	4	Pupils will be introduced to the doodle illustrations of Jon Burgerman. This style is in contrast to the previous more realistic and precise way of working of Giffard. This will encourage pupils to be more expressive and less tentative with their use of line and shape. This topic aims to encourage pupils to develop their imagination.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
Painting in the style of Yayoi Kusami – Colour, Pattern and Shape. 	3	Pupils will be introduced to the art work of Japanese contemporary artist, Yayoi Kusami. Her work predominantly uses the formal/basic element of Colour, Pattern and Shape. Pupils will analyse the Yayoi Kusami self-portrait and identify some of the key features. They will produce a colourful and vibrant painting using Watercolours or Tempera block focussing on the key elements of Colour, Pattern and Shape. They will lightly sketch their initial ideas, until they are happy with the shapes and patterns. They will then develop their use of Colour, through painting, including colour mixing, ongoing teaching of colour theory, and consistent refinement and evaluation	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.

Painting Pet Portraits – Rae Ritchie, Peter Robinson, Matea Sinkovec. Colour, Pattern and Shape 	2-3	Pupils will be introduced to the Pet Portraits of 3 different artists, Rae Ritchie, Peter Robinson, Matea Sinkovec (bold, geometric shapes and patterns and vibrant colour combinations.) . Each artist uses a different style but there are also some key similarities including the use of Colour and Pattern. Pupils will learn about each of the different artists that use this subject matter and why they might use animals in their work.	Use a range of techniques and media, including painting Increase their proficiency in the handling of different materials
Starry Night – Vincent van Gogh and the Expressionist movement. 	4	Pupils will be introduced to the painting Starry Night by Vincent van Gogh. They will analyse the key features the painting and learn about Van Gogh as an artist. They will develop their confidence in using paint and creating mark making and texture using brushstrokes. They will further develop the work using oil pastels to really enhance the painting. They will consider using tints, shades and hues.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day

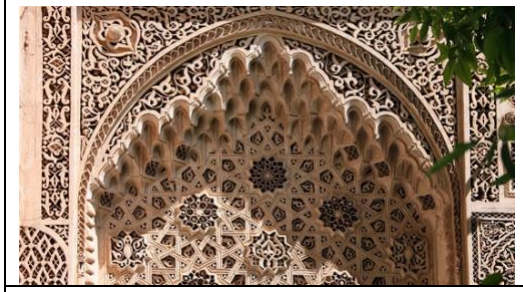
Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Graffiti/Street Art https://arthouseonlinegallery.com/who-are-the-best-british-street-artists/	3	Pupils will be introduced to the theme of Graffiti Art. They will examine through the production of Artist research and artist copies, the work of a variety of different Graffiti Art. Pupils will look at the origins of Graffiti/Street Art, from Subway Art through to more contemporary examples such as Banksy (Bristol), Faunagraphic (Sarah Yates-London), Ben Eine (London)	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

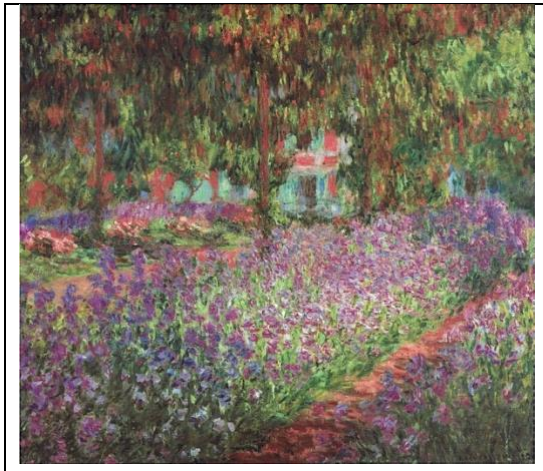
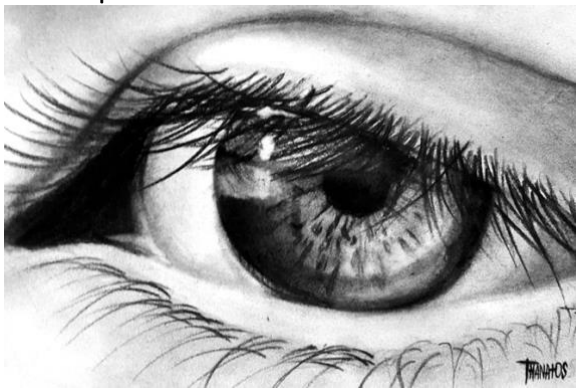
			<u>Increase their proficiency in the handling of different materials</u>

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Art History/Movements/Styles 	5	Cave paintings Aboriginal Art Birth of Venus – the Renaissance Abstract Art Fauvism – Henri Matisse – Andre Derain Futurism – Filippo Tommaso Marinetti https://magazine.artland.com/art-movements-and-styles/ Pupils will explore a small range of Art movements in History. They will learn about each of these movements and how they relate to different cultures and periods of time in art history.	
Observational drawings and Tony Cragg   	2/3	Pupils will explore the 3D style of drawing of Tony Cragg. They will use this style to explore observational drawing and build their confidence in drawing from observation.	

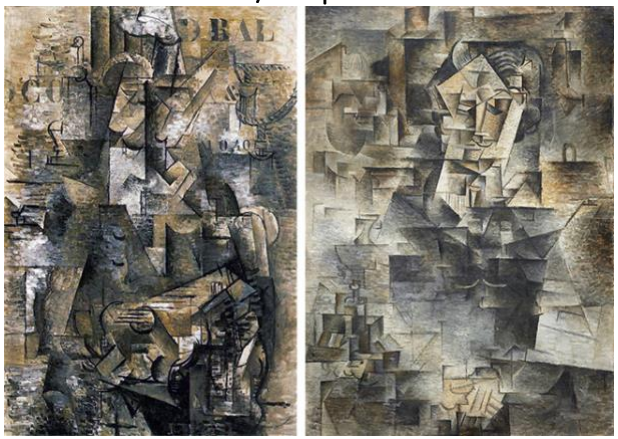
Year 9 Curriculum INTENT
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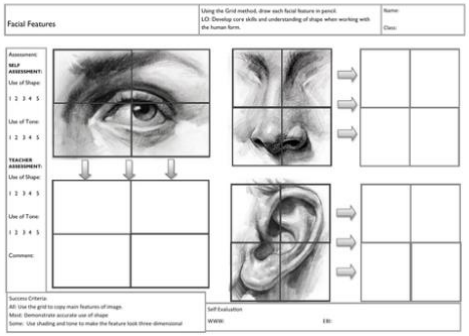
Year 9 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Francois Nielly Assessment – Colour 	4	To be introduced to the knife paintings of Francoise Nielly, famous for her vibrant and colourful close-up portraits. Pupils will analyse the art works of Nielly which are typically vibrant and detailed. Much of her work is inspired by urban life. She loves to use knives to paint her artwork as she seems to prefer thick, clean brushstrokes. She layers her paintings with bright and contrasting colour. Pupils will explore her work initially using oil pastels and over time when we develop the department, we may be able to explore working in the style of Nielly using a palette knife and paint (resource dependant) and a coat on coat-on-coat technique.	Formal Elements of Art and Design – Focus Line Tone, Pattern, Introduction to drawing and Typography Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
Michael Craig Martin – Colour and Shape.	1	The aim is for pupils to build drawing skills using observation, composition and juxtaposition, scale colour and outline.	About the history of art, craft, design, film and architecture, including periods, styles and major movements

		Pupils will be introduced to British conceptual art, through exploring the work of Michael Craig-Martin. As an artist Craig-Martin investigates the relationship between objects and images, and the human capacity to imagine absent forms through symbols and pictures.	from ancient times up to the present day. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
Patterns – What is Pattern? 	1	The aim is to introduce and explore different elements of pattern, types of Pattern. This includes, Repetition and Pattern, Artists/Designers that have used Pattern in their work. Pattern in Painting, Pattern in Architecture and Pattern in Fashion.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.
Colour and Shape – Henri Matisse and the Cutouts – Drawing with Scissors. 	2	The aim is to introduce the basic elements of Shape and Colour and how they can be combined in Art and Design. To understand how Henri Matisse uses Shape and Colour to make interesting 'compositions'. Pupils will explore the colourful collages of Henri Matisse. They will explore drawing with scissors and improve their knowledge shape, colour and composition.	Increase their proficiency in the handling of different materials. About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.
Colour and Paint - Claude Monet – Garden at Giverny.	2	To become confident in Painting in a Monet style.	Increase their proficiency in the handling of different materials.

		Pupils will explore the paintings of Claude Monet, his use of brushstrokes and mark making in his works and his exemplar use of colour, drawing upon analysis of colour theory.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Close ups 	1	To become confident in working at different scales. Pupils will explore the idea of 'close ups' as a theme and learn how objects (in the future when the department has a selection of Still – life) can be used to explore the Basic Elements of Art and Design. It also encourages pupils to look at the world in a different way – from different perspectives and angles. Arranging, zooming in, cropping and observing details are all part of the creative process. Artist links – Sherry Egger, Ester Curini, Robbie Honey, Brian Scott, Linnea Tobias, Sarah Graham.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials.
Hundertwasser – Colour, Pattern and Architecture 	5	To introduce the artworks, architecture and style of Friedensreich Hundertwassser Pupils will become familiar with a selection of artworks and the key features of his work including, Eyes, Organic lines, Bright colours, Complimentary Colours. Pupils will experiment with creating a painting in the style of Hundertwassser, drawing out the patterns and then painting in the colour using brushwork. Pupils will become familiar	Increase their proficiency in the handling of different materials. About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.

		with Colour theory through the painting task and the term 'loaded brush'. Pupils will build confidence in painting.	

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Cubism and Picasso/Braque 	2-3	To be introduced to the Cubism Art movement through the work of Picasso/George Braque 1907-08 Pupils will explore different views of subjects (usually objects or figures) together in the same picture. They will analyse the resulting paintings that appear fragmented and abstracted. They will also be introduced to notions of the application of multiple perspectives, the use of geometric shapes, a monochromatic colour palette and a flattened picture plane.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
Art Nouveau - Use of Pattern and Colour 	2-3	To introduce the art movement in the history of design of 'Art Nouveau' (new art). In architecture, Art Nouveau was more a kind of details that it was a style. In graphic design, the art nouveau movement helped to usher in new modernism. During the late 1800s, many European artists, graphic designers and architects rebelled against the formal, classical approaches to design. There was rage against the industrial age of machinery which was led by such writers as John Ruskin (1819-1900). Between 1890 and 1914, when new building methods flourished, designers tried to humanise the unnaturally tall, box-shaped structures using decorative motifs that suggested the natural world. They believed that the greatest beauty could be found in nature.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day.

Facial Features – developing drawing and tonal value 	1-2	To introduce drawing skills, using facial features as the subject matter. https://www.artistsnetwork.com/art-mediums/drawing/beginners-guide-draw-facial-features/ Learning to draw facial features is the beginning of developing skills in 'Portraiture', one of the Universal themes of Art and Design. Beginning to develop these skills as early possible at KS3 will ensure that pupils can continue to improve their outcomes at KS4.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Surrealism – Salvador Dali, Leonora Carrington and De Chirico. 	3-4	What is Surrealism? **Surrealism The Big Ideas (Director's Cut)** https://www.youtube.com/watch?v=rp2PRA0qaD4 An introduction to Salvador Dali and his drawings/paintings An introduction to Leonora Carrington – Britain's Lost Surrealist. An introduction to De Chirico Pupils will explore the drawings and paintings of each of the chosen Surrealist artists. They will develop their knowledge and skills, learning about each of the Surrealists and their individual styles of Art. Pupils will produce copies and their own interpretations in the style of one or more of the Surrealists.	Increase their proficiency in the handling of different materials. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Architecture and Art – **Antoni Gaudi – Exploring his Architecture and art.**	3	How does Art and Architecture link?	About the history of art, craft, design, film

Giovanni Battista Piranesi - The Prisons Series by Piranesi, 1750. - 'Carceri d'invenzione' – Imaginary Prisons **Beautiful drawings by the World's most famous Architects -** **https://www.architecturaldigest.com/story/drawing-architecture-book** 		Explore the Architecture and Art of Antoni Gaudi – Art Nouveau and Modernisme. The Art works of Giovanni Battista Piranesi – in particular pupils will explore the 'Prisons Series, - Carceri d'invenzione' or 'Imaginary Prisons'. Exploring other Architects drawings-such as Frank Lloyd Wright and Frank Gehry.	and architecture, including periods, styles and major movements from ancient times up to the present day.
Illustrator Studies – Miyazaki Hayao, Maurice Sendak, Aysha Tengiz, (A Spot of Loneliness and https://www.collater.al/en/colourful-illustrations-aysha-tengiz/) **Hajime Isayama.** **https://wherecreativityworks.com/illustrator-study-hayao-miyazaki/** **https://wherecreativityworks.com/illustrator-study-hajime-isayama/** **https://penji.co/cool-illustrations/**	7	What is Illustration and for what purposes is it used as a creative medium? Pupils will explore the illustrations of Miyazaki Hayao – Studio Ghibli Maurice Sendak – Where the Wild things are. Japanese illustration - Aysha Tengiz and Hajime Isayama – pupils will produce copies and interpretations of illustrations.	About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day. Increase their proficiency in the handling of different materials.

			Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

Year 10 Curriculum INTENT

'To develop patient and passionate young artists, that are brave enough to take creative risks, confident in using independent skills to develop and enhance their individual artistic style, and who become culturally and socially aware of the arts in a historical and contemporary context'.

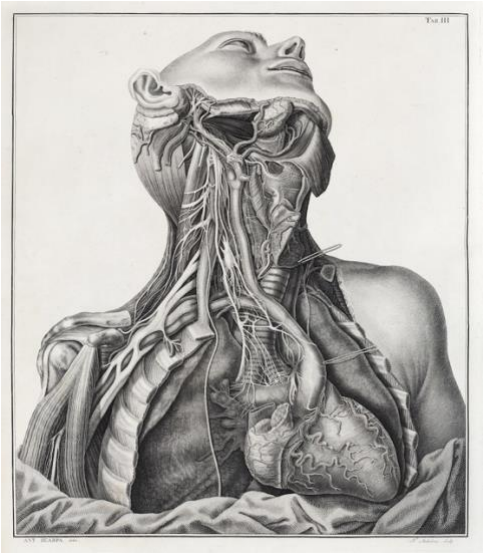
Pupils in Year 10 will continue to develop their skills in using materials, techniques, and processes. They will learn about a variety of different artists, designers and craftsperson's. Using the Formal/Basic Elements of Art and Design pupils will explore how they are often used in combination in a variety of differing ways. Pupils will be working towards developing a Portfolio of work in their sketchbooks/journals. This will be their coursework project and be 60% of their overall exam assessment. They will be expected to produce work of a high quality based around the 4 assessment objectives at GCSE (WJEC Art and Design). They will produce a major practical project/theme-based portfolio and outcome/s with integrated critical and contextual analysis. Assignments, briefs, or themes undertaken are determined by the pupil and teacher. This unit is designed to enable pupils to effectively develop an introductory foundation of core skills and encourage engagement with exciting creative experiences which build fundamental learning, knowledge, contextualisation skills and critical thinking. The time available for this unit also provides opportunities to focus on the acquisition of valuable skills (which include experimentation, risk-taking, drawing, the application of the formal elements and the ability to analyse and synthesise information and ideas) as well as to develop and refine techniques.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Marine – Exploring the theme of Marine to develop skills in drawing, and the use of materials techniques and processes and the visual elements of Art and Design 	21	Title page Artist Copy Mind map Mood Board	Increase their proficiency in the handling of different materials. About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day
Marine - Exploring the theme of Marine to develop skills in drawing, and the use of materials techniques and processes and the visual elements of Art and Design	21	Artist Research x 2 (double page spreads A3) Drawing and generating ideas from your Mood Board	Increase their proficiency in the handling of different materials. About the history of art, craft, design, film and architecture, including periods, styles and major movements from ancient times up to the present day

Year 10 Curriculum Map – Spring

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Marine – Mini project – Fantasy Fish – Renard's Fantastical Fish series. **Mock exam – January 24**	21	Develop 4 accurate artist copies - There are primarily four ways to use copying as a tool: 1. Copying to imitate and learn. As I mentioned above, a great way to learn how an artist you admire created the work. 2. Copying to steal and combine. A fun and a good way to take elements from an artist you admire and combine them with your own ideas and work to create something brand new. 3. Copying to play. Sometimes you just don't have an idea, or you're not inspired. Sit down with an artist you love and copy their work. See if their inspiration doesn't rub off on you.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Marine - Create your own Fantasy Fish or Animals	21	Developing imagination, drawing and creativity. Providing opportunities to experiment with different materials/mediums in the art kit. Refine drawing skills and use of colour.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials

Year 10 Curriculum Map – Summer

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Marine – Final piece 	4	Create a final piece design – large scale. Taking ideas from your sketchbook and the work of others to produce an A2 painting or mixed media artwork that could be used as a Design for textiles.	Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Anatomy - Mini project- Drawings 	6	Introduction to the project – analysing the work of Artists that have used Anatomy as a theme. Pupils will be expected to research this project over the Summer break and return with a selection of drawings, sketches and explorations they can continue to develop as part of the project.	

Year 11 Curriculum INTENT

'To develop patient and passionate young artists, that are brave enough to take creative risks, confident in using independent skills to develop and enhance their individual artistic style, and who become culturally and socially aware of the arts in a historical and contemporary context'.

Year 11 Art GCSE (EXAMINATION UNIT 40%) Learners will be given 15 starting points/themes set by WJEC exam board and will develop a mini project from one of the topics. Learners will tailor their projects to a 'final outcome', ready to complete in a 10-hour practical exam. No written examinations.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Anatomy - mini - project Mock exam – November 23	28	Develop a short mini – project exploring the theme of Anatomy. Include Visual mind-map, Artist research, 1 x combined artist style, outcome. 2 full days in the Art room per group – 10 hours in total.	AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Creative Making Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses. AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
January 24 - Externally Set exam – Choose from one of the 15 starting points.		**Tonal Drawing** – Artist copy **Colour drawing or painting** – Artist copy/interpretation **Working with Sources** – Secondary and Primary **The importance of Artist research** – linking directly to your theme. Drawing upon 'Ways of Working' from your chosen artists/designers. **A Personal Response** – Working as a artist to create a personal, individual response.	AO1 Critical Understanding Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights relevant to intentions as work progresses. AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
March - Mock Exam	1 day	1 day developing supporting studies – working towards GCSE 'Externally Set exam'.	AO2 Creative Making Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Reflective Recording Record ideas, observations and insights

			relevant to intentions as work progresses.
April - Externally Set exam	2 x days – 10 hours	2 x days – developing a final outcome. Utilising all supporting studies, create an original artwork(s)	AO4 Personal Presentation Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage