

## Subject : Art & Design

## Year 7 Curriculum Map 2022 - 2023

|                                  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|----------------------------------|---|--|--|--|--|--|
| <b>What am I learning?</b>       | We start the year learning about the Key Art Elements. We learn about the Key Element called Tone and the how to apply it to shapes to create Form.   | We look at Tone deeper by researching and exploring an Art that uses Tone I their works of Art. This half term students explore more mediums (Pencils, Colouring pencils, Digital Art...), and how to apply Tone to pieces of work inspired by the Artist. | We learn about Colour Theory and the importance of it within Art and the wider world. Students learn about Colour Theory though using Water paints and developing their Artist research skills.                              | Students develop their Colour Theory skills and more Key Art Elements through being inspired by an Artists Art work. Students explore how to adapt pieces of Artwork into their own creations.                               | Students in this Term learn about an Art Movement – Pop Art and the significant history behind the movement. Students expand their Key Art Element skills in observation pieces of Art.                                      | We end the year with students creating works of Art in response to the Art Movement- Pop Art. Students create a number of pieces using their Colour Theory skills in Water Painting and exploring Polyblock printing.        |
| <b>Why am I learning this?</b>   | These are skills that are fundamental within in Art that come up in all lessons taught.   | This is to insure students are able to apply Key Art Element terms in practice.  | This is a topic, which helps with the understanding of colour within the Art world but also in the wider world.  | This topic enables students to put into practice further understanding of colour Theory.   | This is an historic Art Movement, which has affected society for decades. An Art movement links well with the past and the present.  | This is gives students the opportunity to work on creating their own piece of Art and developing their own creative pieces.  |
| <b>How will I be supported?</b>  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                   | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  |
| <b>How will I be challenged?</b> | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson. | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson                               | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson |

## Subject : Art & Design

## Year 8 Curriculum Map 2022 - 2023

|                                  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|----------------------------------|--|--|--|--|--|--|
| <b>What am I learning?</b>       | We start the year learning reviewing Key Art Elements. We learn more about the Key Elements called Tone, Proportion and Perspective. These skills are applied to looking at the topic Portraits and facial features. Students research a Hyper-Realistic Artist who works with the 3 Key Art Elements taught this half term. | We look at Tone, Proportion and Perspective deeper by working on a full portrait. Student then start to explore portrait further into looking at how the portrait can be represented in Masks from around the world. Student's research and work on Traditional African masks. | We learn about the important elements of Traditional African Mask as well as Day of the Dead mask through Colour Theory. Students explore symbolism that is used within Day of the Dead mask and how identity has an input in Art. | Students develop their Colour Theory skills and more Key Art Elements through working on their own mask that represents their own identity. Student create a 3D mask exploring Art in a different dimension.                 | Students in this Term learn about Eco-Art and the significant story which this Art form is having, Students explore a Eco-Artist and explore how works of Art have meanings behind them.                                     | We end the year with students creating works of Art in response to Eco-Art. Students create a number of pieces using their Colour Theory skills and Mix-media skills to create a final piece.                                |
| <b>Why am I learning this?</b>   | These are skills are part of the Key Art Elements that within Art are important to see how they are transferable.  | Students are learning about how Art History has been used to represent cultures and identity over time.  | This is a topic helps with learners understand the importance of colour and symbolism.   | This topic enables students to put into practice further understanding of colour Theory and symbolism when creating a 3D Sculpture.  | This is modern Art Movement, which has is current in society and can be relatable for students. This Art movement links well with the past and the present for students to learn form.                                       | This is modern Art Movement, which has is current in society and can be relatable for students. This Art movement links well with the past and the present for students to learn form.                                       |
| <b>How will I be supported?</b>  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                        | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. Students have scaffolding questions and set tasks. Students DIRT lesson linked to Reflection Log feedback.                  |
| <b>How will I be challenged?</b> | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson.  | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson   | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson       | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson | Students will have home learning tasks set throughout the half term to challenge student's skills. Students will have differentiated task to stretch and challenge their understanding of the Key Art Elements within lesson |

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## Year 9 Curriculum Map 2022 - 2023

|                                  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|----------------------------------|---|---|---|---|---|---|
| <b>What am I learning?</b>       | Students learn about the style of GCSE Art through exploring a topic. The topic they will explore in Autumn Term is Texture. Students will Review and recap on Key Art Elements by working on their observation skills.   | Students will explore the topic 'Texture' by working on developing their Artist research skills. Students will work on creating Artist copies and interpretations, using a wide range of Mediums.   | Students learn about the style of GCSE Art through exploring a topic. The topic they will explore in Spring Term is Identity.   | Students will explore the topic 'Identity' by working on developing their Artist research skills. Students will work on creating Artist copies and interpretations, using a wide range of Mediums.  | Students learn about the style of GCSE Art through exploring a topic. The topic they will explore in Summer Term is Contrast.   | Students will explore the topic 'Contrast' by working on developing their Artist research skills. Students will work on creating Artist copies and interpretations, using a wide range of Mediums.  |
| <b>Why am I learning this?</b>   | These skills and the format of lessons are to give students the knowledge of how GCSE Art is. These skills are part of the Key Art Elements which are developed more in depth to skills are being transferred. These skills help students get prepared for Assessment objectives that are taught in GCSE Art. | These skills and techniques are taught to ensure students understand how to recreate pieces of Art using observation skills. These skills enable students to adapt their own concepts into their pieces of Art.   | These skills and the format of lessons are to give students the knowledge of how GCSE Art is. These skills are part of the Key Art Elements which are developed more in depth to skills are being transferred. These skills help students get prepared for Assessment objectives that are taught in GCSE Art. | These skills and techniques are taught to ensure students understand how to recreate pieces of Art using observation skills. These skills enable students to adapt their own concepts into their pieces of Art.   | These skills and the format of lessons are to give students the knowledge of how GCSE Art is. These skills are part of the Key Art Elements which are developed more in depth to skills are being transferred. These skills help students get prepared for Assessment objectives that are taught in GCSE Art. | These skills and techniques are taught to ensure students understand how to recreate pieces of Art using observation skills. These skills enable students to adapt their own concepts into their pieces of Art.   |
| <b>How will I be supported?</b>  | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback.                               | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback. | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback.                               | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback. | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback.                               | Students have a key word display in the classroom and in their sketchbooks to refer to in class. – This is used in their written analysis tasks. Students have scaffolding questions and set tasks. Students have DIRT lessons to work on tasks set on Reflection Log feedback. |
| <b>How will I be challenged?</b> | Students are challenged through a wider range of Key Art Element terms. Students are given time within lessons to practice out techniques and observation skills using a mixture of mediums.  | Students have to use their Key Art Element terms in written pieces of work. Student will work more on the importance of Artist research and how to take certain elements linked to Artists styles to create their own interpretations.  | Students are challenged through a wider range of Key Art Element terms. Students are given time within lessons to practice out techniques and observation skills using a mixture of mediums.  | Students are challenged through a wider range of Key Art Element terms. Student will work more on the importance of Artist research and how to take certain elements linked to Artists styles to create their own interpretations.  | Students are challenged through a wider range of Key Art Element terms. Students are given time within lessons to practice out techniques and observation skills using a mixture of mediums.  | Students have to use their Key Art Element terms in written pieces of work. Student will work more on the importance of Artist research and how to take certain elements linked to Artists styles to create their own interpretations.  |

## Subject : Art & Design

## Year 10 Curriculum Map 2022 - 2023

|                                 | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
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| <b>What am I learning?</b>      | Students are working on their Coursework Topic and working on their experimentations, Recording ideas and concepts. This is linked to their Assessments 2, 3 and 4.   | Students are focused on their Coursework Topic and working on their planning a final piece. Students are also creating a final piece linked to their topic.   | Students are given their last coursework topic.<br><br>Students work on Assessment 1 and 2 throughout a number of investigation pieces. (Mind maps, Observation pieces and Artist research pages)   | Students explore their topic further and start working on pieces of Art linked to Assessments 1, 2 and 3. Students work on Artist research pages, Artist copies and start to experiment,  | Students explore their Exam topics further and start working on pieces of Art linked to Assessments 1, 2, 3 and 4. Students work more on observations, experimentations, and refining skills and start planning final pieces.   | Students explore their Exam topics further and start working on pieces of Art linked to Assessments 1, 2, 3 and 4. Students complete their Exam topic through work on a final piece linked to their Exam topic.   |
| <b>Why am I learning this?</b>  | Students are learning about how to experiment and refine skills to insure they have a wider range of, mediums and concepts to assist with their planning for a final piece.   | Students learn about how to take assessment 1, 2,3 pieces of work in creating a final pieces. This final piece is about student being able to take what they have researched, experimented and refined linked to a topic to create a final response.  | Students explore their last coursework topic learning how to create pieces of art linked to their Artist. Student learn this as it gives them a wider range of medium knowledge and techniques.   | Students learn more about their topic through creating pieces of art linked to their Artists. Students learn more about a wider range of mediums to ensure they meet their Assessment 2 and 3.  | Students are learning about how to experiment and refine skills to insure they have a wider range of, mediums and concepts to assist with their planning for a final piece.   | Students learn about how to take assessment 1, 2,3 pieces of work in creating a final pieces. This final piece is about student being able to take what they have researched, experimented and refined linked to a topic to create a final response.  |
| <b>How will I be supported?</b> | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks.<br>Students have scaffolding questions and set tasks.<br>Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them.<br>KS4 also have a dedicated Art club for them on Wednesday afterschool. |

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| <p><b>How will I be challenged?</b></p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> | <p>Students will have individually challenged with their Reflection Log feedback set by their teachers.<br/>Students get 1:1 within their half term to talk about students' progress and work on an area for students to challenge their skills.</p> |
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## Subject : Art & Design Year 11 Curriculum Map 2022 - 2023

|                                 | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---------------------------------|--|--|--|--|--|--|
| <b>What am I learning?</b>      | Students are working on last Coursework Topic and working on their experimentations, Recording ideas and concepts. This is linked to their Assessments 2, 3 and 4.   | Students are focused on their last Coursework Topic and working on their planning a final piece. Students are also creating a final piece linked to their topic.   | Students are given their Exam topic booklet form AQA. Students piece their own topic form the list form AQA. Students work on Assessment 1 and 2 throughout a number of investigation pieces.  | Students explore their Exam topics further and start working on pieces of Art linked to Assessments 1, 2 and 3. Students work on Artist research pages, Artist copies and start to experiment,   | Students explore their Exam topics further and start working on pieces of Art linked to Assessments 1, 2, 3 and 4. Students work more on observations, experimentations, and refining skills and start planning final pieces.  | Students explore their Exam topics further and start working on pieces of Art linked to Assessments 1, 2, 3 and 4. Students complete their Exam topic through work on a final piece linked to their Exam topic.  |
| <b>Why am I learning this?</b>  | Students are learning about how to experiment and refine skills to insure they have a wider range of, mediums and concepts to assist with their planning for a final piece.  | Students learn about how to take assessment 1, 2,3 pieces of work in creating a final pieces. This final piece is about student being able to take what they have researched, experimented and refined linked to a topic to create a final response.   | Students explore their new Exam topic and imbed what they have learnt over the GCSE course and work on creating pieces of art linked to investigations, experiment's and recording pieces of Art.  | Students explore their new Exam topic and imbed what they have learnt over the GCSE course and work on creating pieces of art linked to investigations, experiment's and recording pieces of Art.  | Students are learning about how to experiment and refine skills to insure they have a wider range of, mediums and concepts to assist with their planning for a final piece.  | Students learn about how to take assessment 1, 2,3 pieces of work in creating a final pieces. This final piece is about student being able to take what they have researched, experimented and refined linked to a topic to create a final response.   |
| <b>How will I be supported?</b> | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. | Students have a key word display in the classroom annotation guidelines to refer to assist with all written analysis tasks. Students have scaffolding questions and set tasks. Students individual targets and feedback from their teacher, Self and Peer on their Reflection Logs.<br><br>Students also have KS4 Art workshops on Mondays & Fridays for them. |
| <b>Challenged?</b>              |  |  |  |  |  |  |

