



## **Curriculum Map 2019-20**

Subject: **Art and Design**

### **End Game:**

- To record accurately, using a range of materials with the emphasis on the formal elements.
- To develop original work using own ideas and concepts.
- To respond to the work of artists, both historical and contemporary, and be able to analyse and critique their work, both written and verbal.

**Challenge: Students are given tasks that challenge individual skills. All homework tasks have extension tasks.**

### **Skills Developed:**

**Drawing and recording in a range of materials.**

**Written analysis about artists and other practitioners.**

**Annotation about practical work using specialist vocabulary.**

**The design process with reference to own ideas and concepts**

**Outcomes that embrace innovation that link to artists.**



	AP1	AP2	AP3	AP4
	Colour		Cells and Science	Botanicals
Seven	<p>Students learn about the colour wheel and basic colour theory.</p> <p>They are introduced to <b>primary, secondary and tertiary colours</b>.</p> <p>Students investigate a range of <b>historical and contemporary</b> artists, linked to colour.</p> <p>Students learn how to <b>analyse the work of artists</b>.</p> <p>Students learn how to use a range of <b>materials, tools and processes</b>, linked to the theme.</p> <p>Students investigate colour through experiments with colour mixing</p> <p>Students <b>annotate</b> their practical work using <b>key words</b>, and <b>evaluate</b> their work, and that of others.</p>	<p>Students learn about the genre <b>Fauvism</b>.</p> <p>They look at artists such as <b>Matisse</b>.</p> <p>They investigate the styles of artwork through the use of a range of materials.</p> <p>Students write about the work of Matisse and other Fauvist artists and develop pieces of their own, inspired by his work.</p> <p>Students plan and further develop their ideas, and make outcomes that reflect their understanding of colour.</p> <p>Students annotate their practical, explaining what they are doing, and how it links with artists.</p>	<p>Students learn about <b>cells</b> through Art and Design. This underpins what they have been taught in <b>science</b>, and encourages them to make <b>links between different subject areas</b>.</p> <p>They look at the <b>plant cell</b> and learn each part. They use art materials to make creative pieces that are inspired by the shapes and patterns.</p> <p>Students collect images of cells and investigate them in a range of materials.</p> <p>They analyse the work of artists who use cells as a starting point for their work.</p> <p>They use Google and PINTEREST to find Science based artists.</p>	<p>Students <b>record from direct observation, and from secondary resources</b>. They collect images of flowers and leaves and some take photos.</p> <p>They analyse the work of a range of artists who use botanicals as a starting point.</p> <p>They use PINTEREST to find a range of artists and designers.</p> <p>Students investigate the shapes through the use of materials such as collage, print and ICT.</p> <p>They annotate their practical work explaining what they are doing, why, and how it links with artists.</p>



**The outcomes are made using mixed media and show a strong connection to Science.**

They annotate their practical work explaining what they are doing, why, and how it links with artists.

Assessment:

Written and practical:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**LITERACY**

To be able to talk about their work using an artistic vocabulary

To record and understand the meanings of specific words

**To be able to listen to others and learn from them**

**NUMERACY**

Pupils will gain spatial awareness in compositions

Use of proportions in observational work

Students will understand about symmetry

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT: Opportunities to promote one or more of these through the project**

Pupils will learn to listen and to work with others

How artwork from other differs and their own opinions on those art works.

Pupils will gain confidence in their own abilities to create artwork



**CITIZENSHIP: Opportunities to promote and develop**

Working in a team

An understanding of how to respect the views and work of their peer group

To respect and value the rules of the department



	AP1	AP2	AP3	AP4
	War Poetry	Packaging	Day of the Dead	Graffiti
<b>Eight</b>	<p>Students learn about WW1 and WW2 art imagery which is cross curriculum to English. They show their understanding through written and practical tasks.</p> <p>Students investigate a range of techniques linked to imagery, pattern and colour.</p> <p>Students learn how to analyse art work with real life meanings and subject matters and research a range of artists who use war and poppies are a theme.</p> <p>Students learn how to use a range of materials, tools and processes, linked to the theme.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students learn about the graphic artist Georgina Luck</p> <p>They investigate packaging and nets.</p> <p>They investigate typography and lettering relating to packaging.</p> <p>Students write about Georgina Luck and develop pieces of their own, inspired by her work.</p> <p>Students plan and further develop their ideas, and make outcomes that reflect their understanding of design. Their outcome is a commercially based product</p> <p>Students annotate their practical, explaining what they are doing, and how it links with artists.</p>	<p>Students learn about the Mexican festival day of the Dead. They show their understanding through written and practical tasks.</p> <p>They record from secondary resources. Students use paint, ink and 3D materials to create designs derived from the shapes and patterns. Students also source other artists who have used the celebration as inspiration for their own work.</p> <p>Outcomes are 2D and /or 3D</p> <p>Students annotate their practical work explaining what they are doing, why, and how it links with artists.</p>	<p>Students record from direct observation, and from secondary resources. They collect images of cakes and sweets and some take photos.</p> <p>They analyse the work of a range of artists who use cakes and sweets as a starting point.</p> <p>They use PINTEREST to find a range of artists and designers.</p> <p>Students investigate the shapes through the use of materials such as collage, print and ICT.</p> <p>Their outcomes are built from their observations. They could be 2D or 3D.</p> <p>Students annotate their practical work explaining what they are doing, why, and how it links with artists.</p>



Assessment:

Written and practical:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

#### **LITERACY**

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	AP1	AP2	AP3	AP4
	Natural forms 1	Natural forms 2	Natural forms 3	Natural forms 4
<b>Nine</b>	<p>Students learn to <b>record</b> from observation, and from secondary resources.</p> <p>They learn about the formal elements. Students look at a range of historical and contemporary practitioners. They learn how to use specific vocabulary, and how to analyse using speculation and their own opinions.</p> <p>Students investigate a range of techniques using 2D and 3D materials.</p> <p>They learn how to organise, select and present their work innovatively.</p> <p>Students are encouraged to develop their own ideas. Outcomes build upon their</p>	<p>Students <b>experiment</b> with materials. They investigate media including printing, weaving, ceramics, photography, ICT and mixed media.</p> <p>They use images from topic 1 to explore with. Students present their work, annotating about practical experiments.</p> <p>Students look at mark making using a range of tools and techniques. They look at artists such as Van Gogh, and more contemporary practitioners.</p> <p>They show risk taking, and learn from their mistakes</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students <b>develop and refine</b> their work. They generate exciting ideas for outcomes. They document their ideas, and explain connections with artists. Students show their ideas with working drawings.</p> <p>They use photography and ICT to further develop their ideas. Students make a visit which links with their project. They document their visit, using annotation to explain the purpose.</p> <p>They present their work on boards.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students <b>present and realise their intentions</b> with a range of outcomes, either 2D or 3D, or both.</p> <p>Working from designs and ideas, they make pieces that show excellent techniques. The pieces show very strong connections with artists.</p> <p>Students take photographs of their work, and present it using ICT.</p> <p>Students evaluate their pieces as they progress, and evaluate their work in depth.</p> <p>Students present their work to others in a visual presentation. Students are encouraged to verbally present their work.</p> <p>Students annotate their practical work using key words, and</p>



<p>strengths. Outcomes make connection with artists.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>			<p>evaluate their work, and that of others.</p>
<p>Assessment:</p> <p>Written and practical:</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences LITERACY</li><li>• To be able to talk about their work using an artistic vocabulary</li><li>• To record and understand the meanings of specific words</li><li>• To be able to listen to others and learn from them</li></ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"><li>• Pupils will gain spatial awareness in compositions</li><li>• Use of proportions in observational work</li><li>• Students will understand about symmetry</li></ul> <p><b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT:</b> Opportunities to promote one or more of these through the project</p> <ul style="list-style-type: none"><li>• Pupils will learn to listen and to work with others</li><li>• How artwork from other differs and their own opinions on those art works.</li><li>• Pupils will gain confidence in their own abilities to create artwork</li></ul> <p><b>CITIZENSHIP: Opportunities to promote and develop</b></p> <ul style="list-style-type: none"><li>• Working in a team</li><li>• An understanding of how to respect the views and work of their peer group</li></ul>			



- To respect and value the rules of the department
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



	AP1	AP2	AP3	AP4
	Natural forms 1	Natural forms 2	Natural forms 3	Natural forms 4
<b>Ten</b>	<p>Students learn to <b>record</b> from observation, and from secondary resources.</p> <p>They learn about the formal elements. Students look at a range of historical and contemporary practitioners. They learn how to use specific vocabulary, and how to analyse using speculation and their own opinions.</p> <p>Students investigate a range of techniques using 2D and 3D materials.</p> <p>They learn how to organise, select and present their work innovatively.</p> <p>Students are encouraged to develop their own ideas. Outcomes build upon their</p>	<p>Students <b>experiment</b> with materials. They investigate media including printing, weaving, ceramics, photography, ICT and mixed media.</p> <p>They use images from topic 1 to explore with. Students present their work, annotating about practical experiments.</p> <p>Students look at mark making using a range of tools and techniques. They look at artists such as Van Gogh, and more contemporary practitioners.</p> <p>They show risk taking, and learn from their mistakes</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students <b>develop and refine</b> their work. They generate exciting ideas for outcomes. They document their ideas, and explain connections with artists. Students show their ideas with working drawings.</p> <p>They use photography and ICT to further develop their ideas. Students make a visit which links with their project. They document their visit, using annotation to explain the purpose.</p> <p>They present their work on boards.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students <b>present and realise their intentions</b> with a range of outcomes, either 2D or 3D, or both.</p> <p>Working from designs and ideas, they make pieces that show excellent techniques. The pieces show very strong connections with artists.</p> <p>Students take photographs of their work, and present it using ICT.</p> <p>Students evaluate their pieces as they progress, and evaluate their work in depth.</p> <p>Students present their work to others in a visual presentation. Students are encouraged to verbally present their work.</p> <p>Students annotate their practical work using key words, and</p>



<p>strengths. Outcomes make connection with artists.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>			<p>evaluate their work, and that of others.</p>
<p>Assessment:</p> <p>Written and practical:</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences</li><li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• evaluate and analyse creative works using the language of art, craft and design</li><li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> <p><b>LITERACY</b></p> <p>To be able to talk about their work using an artistic vocabulary</p> <p>To record and understand the meanings of specific words</p> <p>To be able to listen to others and learn from them</p> <p><b>NUMERACY</b></p> <p>Pupils will gain spatial awareness in compositions</p> <p>Use of proportions in observational work</p>			



Students will understand about symmetry

**SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT: Opportunities to promote one or more of these through the project**

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To respect and value the rules of the department



Holmer Green Senior School

Work Hard, Be Kind

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	AP1	AP2	AP3	AP4
	Own theme- <b>record</b>	own theme <b>experiment</b>	own theme <b>refine</b>	own theme <b>present</b>
<b>Eleven</b>	<p>Students continue to improve recording from observation skills from their own starting points.</p> <p>Students look at a range of historical and contemporary practitioners that they appreciate. They further develop their skill in using specific vocabulary, and how to analyse using mature speculation and their own opinions.</p> <p>Students further investigate new techniques using 2D and 3D materials.</p> <p>They learn to combine materials and how independently construct each lesson themselves.</p> <p>Students are encouraged to fully develop their own ideas. Outcomes build upon their</p>	<p>Students experiment with new techniques including mixed media. They investigate scale. Students develop mature and confident ideas from their experiments.</p> <p>They present their ideas and concepts in a visual form.</p> <p>Students make connections with contemporary practitioners. They are encouraged to experiments in the style.</p> <p>Students explain their ideas and concepts in a verbal and visual presentation.</p> <p>They discuss ideas with their peers.</p> <p>Students develop their ideas linked to the wider world.</p>	<p>Students develop and refine their work. They generate exciting ideas for outcomes. They document their ideas, and explain connections with artists. Students show their ideas with working drawings.</p> <p>They use photography and ICT to further develop their ideas. Students make a visit which links with their project. They document their visit, using annotation to explain the purpose.</p> <p>They present their work on boards.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students present and realise their intentions with a range of outcomes, either 2D or 3D, or both.</p> <p>Working from designs and ideas, they make pieces that show excellent techniques. The pieces show very strong connections with artists.</p> <p>Students take photographs of their work, and present it using ICT.</p> <p>Students evaluate their pieces as they progress, and evaluate their work in depth.</p> <p>Students present their work to others in a visual presentation. Students are encouraged to verbally present their work.</p> <p>Students annotate their practical work using key words, and</p>



<p>strengths. Outcomes make connections with artists.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>		<p>evaluate their work, and that of others.</p>
<p>Assessment:</p> <p>Written and practical:</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences</li><li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• evaluate and analyse creative works using the language of art, craft and design</li><li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> <p><b>LITERACY</b></p> <p>To be able to talk about their work using an artistic vocabulary</p> <p>To record and understand the meanings of specific words</p> <p>To be able to listen to others and learn from them</p> <p><b>NUMERACY</b></p> <p>Pupils will gain spatial awareness in compositions</p> <p>Use of proportions in observational work</p> <p>Students will understand about symmetry</p>			



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Holmer Green Senior School

Work Hard, Be Kind

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	AP1	AP2	AP3	AP4
	Own theme- <b>record</b>	own theme <b>experiment</b>	own theme <b>refine</b>	own theme <b>present</b>
<b>12/13</b>	<p>Students record from observation skills from their own starting points that link with their essay title.</p> <p>Students make visits to galleries and exhibitions, to show independence. They look at a range of historical and contemporary practitioners of their choice. They further develop their skill in using specific vocabulary, and how to analyse using mature speculation and their own opinions.</p> <p>Students learn to combine materials and how independently construct each lesson themselves. They use an independent learning log.</p> <p>Students are encouraged to fully develop their own ideas. Outcomes build upon their</p>	<p>Students experiment with new techniques including mixed media. They investigate scale. Students develop mature and confident ideas from their experiments.</p> <p>They present their ideas and concepts in a visual form.</p> <p>Students make connections with contemporary practitioners. They are encouraged to experiment in the style.</p> <p>Students explain their ideas and concepts in a verbal and visual presentation.</p> <p>They discuss ideas with their peers.</p> <p>Students develop their ideas linked to the wider world.</p>	<p>Students develop and refine their work. They generate exciting ideas for outcomes. They document their ideas, and explain connections with artists. Students show their ideas with working drawings.</p> <p>They use photography and ICT to further develop their ideas. Students make a visit which links with their project. They document their visit, using annotation to explain the purpose.</p> <p>They present their work on boards.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students present and realise their intentions with a range of outcomes, either 2D or 3D, or both.</p> <p>Working from designs and ideas, they make pieces that show excellent techniques. The pieces show very strong connections with artists.</p> <p>Students take photographs of their work, and present it using ICT. They use exhibitions to showcase their work.</p> <p>Students evaluate their pieces as they progress, and evaluate their work in depth.</p> <p>Students present their work to others in a visual presentation. Students are encouraged to verbally present their work.</p>



<p>strengths. Outcomes strongly make connections with artists.</p> <p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>	<p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>		<p>Students annotate their practical work using key words, and evaluate their work, and that of others.</p>
<p>Assessment:</p> <p>Assessment happens every 2 weeks; self, peer and teacher assessment informs progress.</p> <p>Written and practical: Student-</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences</li><li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• evaluate and analyse creative works using the language of art, craft and design</li><li>• know about great artists, craft makers and designers, and understand the historical and cultural dev LITERACY</li><li>• To be able to talk about their work using an artistic vocabulary</li><li>• To record and understand the meanings of specific words</li><li>• To be able to listen to others and learn from them</li></ul> <p><b>NUMERACY</b></p> <ul style="list-style-type: none"><li>• Pupils will gain spatial awareness in compositions</li><li>• Use of proportions in observational work</li><li>• Students will understand about symmetry</li></ul> <p><b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT: Opportunities to promote one or more of these through the project</b></p> <ul style="list-style-type: none"><li>• <b>Pupils will learn to listen and to work with others</b></li><li>• How artwork from other differs and their own opinions on those art works.</li><li>• Pupils will gain confidence in their own abilities to create artwork</li></ul>			



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