

# Department Curriculum Map 2014-15



**Department** Art

## Skills required in Year 11

### AO1

Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

### AO2

Explore and refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

### AO3

Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

### AO4

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## Assessment Criteria To achieve A\*-C

### AO1

Undertakes a range of purposeful investigations that provide appropriate and meaningful links to the development of independent and imaginative ideas  
Demonstrates a strong and consistent understanding of a wide variety of source material used for research and shows strong cultural understanding through personal and independent responses

### AO2

Shows purposeful and considered refinement of ideas  
Demonstrates strong and consistent ability to experiment with a wide range of media, materials, techniques and processes  
Selects resources independently and thoughtfully; choice of resources is appropriate

### AO3

Demonstrates a strong and consistent ability to record observations and insights  
Demonstrates strong understanding through considered and meaningful observations and insights that show purposeful connections to intentions

### AO4

Demonstrates a strong and consistent ability to present an informed and meaningful personal response, showing thoughtful and consistent critical and analytical understanding  
Demonstrates a strong and imaginative realisation of intentions  
Makes considered and meaningful connections between visual, written, oral and other elements

| Year                        | AUT1  | AUT2   | SPR1  | SPR2   | SUM1   | SUM2   | Secured  |
|-----------------------------|---|--|---|--|--|--|--|
| 11                          | (AO1,AO2,AO3)<br><i>Developing Chosen Project Identity or Nature</i>  | (AO1,AO2,AO3)<br><i>Developing Chosen Project Identity or Nature</i>   | Exam Preparation – Independent Work   | Exam Preparation – Independent Work  | NA   | NA   | <i>Ability to think creatively, work independently, create work that is personal and meaningful.</i> |
| Theme/<br>Focus/<br>Content |   |  |   |  |  |  | <i>A well rounded individual</i><br><br><i>A*-C GCSE</i>   |
| 10                          | (AO1,AO2,AO3)<br><i>Responding to Artist work, Recording: Photography, Self-Portraiture, Proportion Grid Drawing – Drawing from Photographs Tonal pencil Drawing.</i> | (AO1,AO2,AO3,AO4)<br>Responding to Artist work techniques. Acrylic painting Refining a theme – (AO1)Development of ideas based on personal feelings (AO2) Gaining the understanding how to develop an idea – advanced mindmapping. (AO2,AO3) Collage, Photoshop compositing. | (AO1,AO2,AO3)<br><i>Responding to Artist work, Recording: Photography, Still Life, Proportion Grid Drawing – Drawing from Photographs Tonal pencil Drawing.</i> | (AO1,AO2,AO3,AO4)<br>Responding to Artist work techniques. Acrylic painting Refining a theme – (AO1)Development of ideas based on personal feelings (AO2) Gaining the understanding how to develop an idea – advanced mind mapping. (AO3, A01)Collage with Meaning | (AO1,AO2) Working independently – Choosing appropriate mediums | (AO4)<br>Understanding composition construction of developed linked final piece. | Ability to create a GCSE project fulfilling all the assessment criteria.                             |
| Theme/<br>Focus/<br>Content | <i>Identity project theme Artists: David Hockney, Chuck Close, Lucian Freud</i>   | Development of Identity – Online, Secret, gender or Cultural. Artists – Marion Bolognesi, David Bray, Josie McCoy,   | Nature Project. Artists – <b>Student choice</b> , Todd M Duym,  | Nature Project Developed. Independent learning.  | Nature Project   | Nature Project   |  |

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|--------------------------------|---|--|--|--|---|--|--|
| <p>9</p> <p>Skills Covered</p> | <p><b>N.C - become proficient in drawing, painting,</b></p> <p><i>Drawing from Observation – Tonal<br/>Drawing Still life.<br/>Photography.<br/>Introduction to Acrylic Painting.<br/>Watercolour painting, Oil pastels</i></p> | <p><b>N.C -become proficient in drawing, painting,</b></p> <p><i>Drawing from Observation – Tonal<br/>Drawing Still life.<br/>Photography.<br/>Introduction to Acrylic Painting.</i></p> | <p>N.C – become proficient in drawing, painting, GCSE structured project – based around the theme ICONS. Pupils develop portrait skills. Proportion, likeness. Range of Artist techniques.</p> | <p><b>N.C – become proficient in drawing, painting,</b></p> <p><b>Produce creative work, based on their research.</b></p> <p>Choosing one of their Artist techniques to produce a portrait of their chosen ICON.</p> | <p><b>N.C – become proficient in drawing, painting,</b></p> <p><b>produce creative work, exploring their ideas and recording their experiences</b></p> <p><b>Creating a final piece using selected Artist technique. Portraiture proportion character creation based on stereotype. Figure Drawing - Proportion</b></p> | <p><b>N.C - evaluate and analyse creative works</b></p> <p><b>Matching Artist techniques, Watercolours, Acrylics. Drawing from own photographs. 1 Point, 2 Point and 3 Point perspective.</b></p>                                  | <p>Drawing from observations skills improved – increased range of tone and shading within drawings, Accurate proportion, Use of Acrylics, Watercolour paint skills improved</p> <p>Knowledge and ability to apply 1, 2 and 3 point perspective.</p> <p>Understanding of Portraiture.</p> |
| <p>Theme/ Focus/ Content</p>   | <p><i>Still Life – Observational drawing, Tonal Drawing</i></p>   | <p><i>Still Life – Observational drawing, Tonal Drawing</i></p>  | <p>Icons – Portraiture – Pupils develop their independent research. Creating their own response to their chosen Icon.</p>  | <p>Icons – Portraiture – Pupils develop their independent research. Creating their own response to their chosen Icon.</p>  | <p>My Town – Creating Art in response to surroundings. Artists – George Shaw, David Rayson, John Dargan, Stuart Hendrix Free – N.C know about great artists, craft makers and designers, and understand the historical context</p>  | <p>My Town – Creating Art in response to surroundings. Artists – George Shaw, David Rayson, John Dargan, Stuart Hendrix Free - N.C know about great artists, craft makers and designers, and understand the historical context</p> |  |
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| <p><b>8</b></p> <p>Skills Covered</p> | <p><b>N.C – become proficient in drawing, painting,</b></p> <p>Figure drawing – Proportion.</p> <p>Watercolour painting</p> | <p><b>N.C – become proficient in drawing, painting, and Sculpture</b></p> <p>Figure Sculpture – Plasticine, Wire</p> <p>Animation, Set building</p> | <p><b>N.C – become proficient in drawing, painting, and Sculpture</b></p> <p>Natural Forms, Observation pencil drawing, Watercolour</p>   | <p><b>N.C – become proficient in drawing, painting, and Sculpture</b></p> <p><b>produce creative work, exploring their ideas and recording their experiences</b></p> <p>Design, creativity, paper sculpture.</p> | <p><b>N.C produce creative work, exploring their ideas and recording their experiences</b></p> <p><b>N.C know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</b></p> <p>Portraiture</p> | <p><b>N.C produce creative work, exploring their ideas and recording their experiences</b></p> <p><b>N.C know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</b></p> <p>Portraiture – 3D mask making</p> | <p>Understanding of proportion within the figure, Ability to sculpt the human figure, by creating an armature. Improvement of observational drawing skills, increased range of tone, more accurate proportions. Creatively respond to collected resources. Improve their ability to draw to communicate. Understand that there are messages within Art.</p> |
| <p>Theme/ Focus/ Content</p>          | <p>My Hero – Creating a Super hero based on a family member.</p>  | <p>My Hero – Creating a stop motion animation based on Superhero.</p>   | <p>Natural Forms – Drawing from Observation Artists – Georgia O’Keefe - <b>N.C know about great artists, craft makers and designers, and understand the historical context.</b></p> | <p>Natural Form – Carnivorous plant creation</p>   | <p>SELFIES – Portraiture – How portraits have changed through Art History. Different types of self-portraits.</p>  | <p>Create own self portrait based on one of the techniques.</p>   |   |
|                                       |   |   |   |  |  |   |   |
| <p><b>7</b></p> <p>Skills Covered</p> | <p><b>N.C - become proficient in drawing, painting,</b></p>   | <p><b>N.C - evaluate and analyse creative works</b></p>   | <p><b>N.C - become proficient in drawing, painting,</b></p>   | <p><b>N.C - become proficient in drawing, painting,</b></p>  | <p><b>N.C - evaluate and analyse creative works</b></p>  | <p>N.C – Evaluate and Analyse creative works.</p>   | <p>Knowledge of Colour Theory. Ability to mix watercolours and</p>  |

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|--------------------------------------|---|--|--|---|--|---|---|
|                                      | <p><i>Colour Mixing – watercolour paints</i></p>  | <p><b>N.C – become proficient in drawing, painting,</b></p> <p><b>produce creative work, exploring their ideas and recording their experiences</b></p> <p>Portraiture – Proportion<br/>Colour and Mood</p> <p>Oil pastels, Collage, Trace transfer</p> | <p>Still life, Observational drawing.</p> <p>Tonal Drawing, shading.</p>   | <p><b>Sculpture and other Art and Design techniques.</b></p> <p><b>produce creative work,</b></p> <p>Mono-printing<br/>Casting, Clay Coil Pottery</p>                         | <p>Understanding meaning within Art. Design process.</p> <p>Working with cardboard.</p>  | <p>Aboriginal Art Techniques.</p> <p>Origami, Art with meaning.<br/>Symbolism</p>   | <p>paint with an even consistency. Knowledge of Facial proportions.</p> <p>Knowledge of tonal drawing – increased range of tone within drawing, accurate proportion drawing objects, increased confidence.</p> <p>Experience of different 3D sculpture methods.</p> <p>Understanding that there are meanings within Art</p> |
| <p>Theme/<br/>Focus/<br/>Content</p> | <p>Colour Theory<br/>Artists: - Fauvists, Expressionists.<br/>Pablo Picasso.<br/><b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p> | <p>Colour and Mood.<br/>Artists - Pablo Picasso, Gary Hume.<br/><b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p>   | <p>Still Life.<br/>Artists – Michael Craig Martin, Mark Quinn<br/><b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p> | <p>Still Life –<br/>Artists – Michael Craig Martin, Mark Quinn<br/><b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p> | <p>Art from different Cultures. African Art.<br/>Artists – Pablo Picasso<br/><br/>- <b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p> | <p>Art from different Cultures. African Art.<br/><b>N.C know about great artists, craft makers and designers, and understand the historical context</b></p> | <p>experience of Art from Different cultures.</p>   |