

ART

CURRICULUM MAP



Our subject vision:

<p>Aspiration</p>	<p>In Art we aim to inspire and challenge our students to become confident creative learners who are willing to take risks, embrace their mistakes and grow as artists. We will equip every student with skills, critical knowledge, understanding and confidence to appreciate the benefits and context of Art as a subject both in school and beyond.</p> <p>Knowledge: Students will develop knowledge and skills in a range of media across the course. They will be given opportunities to explore context of artists, designers, and makers from across the globe and closer to home who influence or creative output. As they progress through the curriculum students are given greater opportunities to present more personal and meaningful artwork incorporating national, international, or more personal themes and ideas.</p> <p>Skills: Our curriculum is delivered through a structured, skills driven learning journey. Across KS3 and KS4 students build their technical skills and develop in control and confidence when working in a range of different media including drawing, painting, ceramics and print making. Through teacher led instruction and modelling they are shown how to make connections between different media, skills, and contextual sources. As students progress through the years they revisit and refine these skills, growing in confidence and gaining opportunities for more open, self-directed interpretations and outcomes.</p> <p>Understanding: At the end of KS3 students will be equipped to confidently and skilfully communicate their ideas, utilising a range of media; drawing inspiration from a range of contemporary and established artists, designers and makers. Students progressing on to GCSE will be able respond to a given brief; expressing their ideas visually and through succinct written analysis. Across each key stage students will demonstrate their knowledge, skills and understanding through discussion and visual presentations; articulating their thoughts with creativity and appropriate use of subject language.</p>
<p>Opportunity</p>	<p>Within the classroom: The Art and Design curriculum offers students opportunities to explore a range of creative skills and process' in specialist art rooms. Our students have access to specialist equipment in drawing, painting, printmaking and ceramics. Students are given the opportunity to explore contextual sources from around the globe.</p> <p>Beyond the classroom: Beyond the classroom, students may participate in:</p> <ul style="list-style-type: none"> • KS3 Ceramics club and access to facilities at lunch times for GCSE students • Art trips such as visiting Tate Modern in London and MOMA in Oxford • Designing and making props and sets for the annual school musical production • Art competitions such as designing the School Planner cover and Artist of the Term awards
<p>Integrity</p>	<p>Knowledge: Art is ultimately a practical subject where students gain knowledge and skills in a range of media; this practical knowledge is enriched by Artists, Designers, Makers and Creatives from across the globe who help our students to gain knowledge of other cultures, ideas and concepts. Students will learn to conduct themselves safely and professionally in an environment where they must share equipment and ideas.</p> <p>Skills: Drawing is fundamental to art; both as a means of expressing ideas and observing the world around us. There is no right or wrong way to draw; students will be taught methods and techniques which will help them to develop their understanding of what drawing is and can be. Students will explore different themes and topics but will find that drawing and its associated skills are common to them all.</p> <p>Understanding: Students demonstrate their understanding through communication; practically and verbally. Balancing their skills with increasing confidence and self expression led by informed decision making.</p>

SUBJECT CURRICULUM MAP: KS3



Ceramics - Story pots

Students will hand build pots and vessels which use decoration to convey a story or message. They will be introduced to the work of Grayson Perry as a starting point in the development of their own ideas. Influences will be taken from ancient Greek & Roman amphora in conjunction with contemporary artists such as Perry, Kate Malone and Michael Craig Martin.

Students will build upon prior work in ceramics to further develop their studio practice and learn new skills in making. Each student will plan and build their pot using coiling adding decoration using sgraffito, relief, slips and glazes.

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Extra-curricular opportunities:

- Set decoration for the school show
- Competitions
- Ceramics club



Extinction

Students will use a range of media, building on existing skills and knowledge. They will develop ideas and outcomes for work that will raise awareness and ask questions relating to man's impact on the environment.

Students will explore the work of artists like Andy Warhol, Sonny, Tim Flache and Barbara Kruger use their work to highlight issues and convey a strong message.

Year
9

Candy Skulls

Students will produce mixed media outcomes responding to ideas of life and death in art. They will respond to a range of historical and cultural traditions primarily focused on Day of the Dead and Dutch *golden age* still life.

Students will be introduced to new skills in print making (reduction printing) as well as revisiting monoprinting. Drawing and painting skills will be developed further giving students the opportunity to explore how different media can be brought together in one piece.

- Assessment will take place throughout each project. Students will be encouraged to reflect on their work and set targets for progress.
- Teachers will evaluate students progress using mastery identifiers (Emerging; Developing; Secure; Fluent) during each project.



Portraiture

Students will develop and refine their observational drawing skills through looking at the complexities of the human face. They will explore the formal elements and proportion to produce a tonal portrait drawing.

Students will be introduced to a range of new skills alongside the work of portrait artists from across cultures and movements: from Kahlo and Klimt to Amy Sherald and Kehinde Wiley.

Monoprinting and painting will be introduced giving students opportunity to explore different methods of mark making and colour mixing ahead of developing ideas for a self-portrait outcome influenced by their own choice of artist.

Year
8

Monster buildings

Students will explore ideas in a range of media using architecture as their starting points influenced by the work of contemporary artists from across the globe (Stephen Wiltshire, Beomsik Won, Sarah Morris, Stephen Gardner, Simon Ling, EVOL)

Students will revisit and build upon core skills in drawing, painting, collage and ceramics. Refining existing skills, learning new methods, analysing and evaluating their progress to gain confidence in a range of media. They will explore how ideas are developed making connections between the different artists, media, skills and techniques to produce a range of outcomes.

Suggested Trips and visits

- | Ashmolean Museum
- | Natural History & Pitt Rivers Museum
- | Modern Art Oxford
- | Compton Verney
- | The story Museum



Mythical Creatures

Students will explore a range of skills influenced by the myths, monsters, legends and stories of cultures from across the globe and timeline. From the Minotaur to the Gruffalo and Toy Story students will use drawing, ceramics and collage to develop ideas and invent their own creatures. They will be introduced to techniques of observational drawing which will underpin their journey through KS3 and KS4 in Art and Design. Students will be given the opportunity to develop ideas and produce outcomes in a range of media making connections with the work of artists, writers and illustrators like Anka Buchler, Hannah Hoch and the Oaxacan wood carvers of Mexico.

Year
7

SUBJECT CURRICULUM MAP: KS4



Further study

- A Level Art; Graphics; Textiles; 3D
- College: Art Design and Media
- Art foundation courses
- Undergraduate degree courses linked to the career paths below.

Career pathways

Fine art
Printmaking
Animation
Interior design
Architecture
Set design
Photography
Teaching
Graphic design

Textile design
Fashion design
Craft & making
Advertising
Costume design
Web design
...and so much more!

Summer art exam

- 2 day practical exam where students will produce outcomes for your exam project.
- This usually takes place around the early May bank holiday and marks the end of the GCSE art course

Externally Set Assignment (Exam)

The exam (ESA) is set by the board and released to students in January.

It will have a theme (usually a word or words) which students have to respond to meeting all of the assessment objectives.

Students will follow the same structure of developing ideas they have learnt for the coursework portfolio.

The final exam is 10 hours across 2 days where students must produce their outcomes (AO4) The remaining AOs (75%) are worked on in class prior to the exam date.

The exam (ESA) project is assessed using the same 4 Objectives as the coursework portfolio and accounts for 40% of the final grade

Summer mock exam:

1 day practical exam which will contribute to your portfolio and test your skills.

Coursework portfolio development

Students will use the work completed in their introductory workshops as a starting point for the development of their coursework portfolio.

A theme will be set and students will develop ideas in response to that theme by researching the work of artists and exploring the potential and limitations of different media and techniques. They will work towards the production of an outcome or outcomes for the project which reflects the development work in their portfolio and the AO's.

Students will be encouraged to be independent and put their own stamp on the project by making it personal to them through their selection of artists and source material.

Year 11

Coursework portfolio development

Students will continue to explore, develop and refine their ideas ensuring that the AOs are met. They are working towards the production of their final outcomes during the Year 11 Mock exam.

Student will reflect upon their portfolio and set targets for development in collaboration with their teacher.

Mock exam

2 day practical exam where students **realise their intentions** (produce outcomes – AO4) for their portfolio project.

There are 4 equally weighted assessment objectives (AO's): The portfolio will build evidence towards these objectives throughout the course and is worth 60% of the final grade.

- AO1 – Develop ideas (researching artists)
- AO2 – Exploring ideas (experiments in different media)
- AO3 – Recording ideas (drawing, photographs, annotations etc.)
- AO4 – Realising intentions (outcomes)

Trips and visits:

- Museum or gallery visit:
- Ashmolean
- Pitt Rivers
- Modern Art Oxford
- Tate Modern

Introductory skills workshops

Students will be introduced to the structure and requirements of the GCSE course through skills workshops and projects. Each workshop will give students the opportunity to draw upon the skills and knowledge gained at KS3 alongside learning new media and techniques in print making, drawing and painting.

Workshops and skills will be linked to the work of artists; students will be given the opportunity to analyse the work of others and make connections to the development of their own ideas. Students will learn how to present their work to demonstrate connections both visually and through written annotations.

Year 10



Year 9

1 Extinction – Mixed media skills

Why this? Art makes children powerful (Bob and Roberta Smith): Students will develop their understanding of issues effecting our planet, specifically endangered species, through research and exploration of their skills in a range of media

Why now? Students have developed skills in a range of media from drawing to painting and printing; this project gives them the opportunity to apply those skills to real world issues. Students are encouraged to find their voice and produce art that has meaning

2 Extinction - Outcomes

Why this? Art has the power to raise questions of the viewer and has a rich history of sparking debate. Students will apply their skills, knowledge and ideas to produce outcomes which challenge us to be better and ask questions of how we treat animals and the environment.

Why now? Students have been skills focused so far in KS3; now is their opportunity to find their voice and develop ideas from observations through to outcomes by researching, experimenting and planning in response to a theme

3 Ceramics: Story pots - Making

Why this? This is fundamentally a making project; from the outset students will be applying skills learned previously alongside new skills to make pots/vessels. It is an opportunity to go deeper into the process of making in 3D using this versatile material

Why now? Year 9 is about applying prior knowledge and skills to the production and refinement of outcomes. Ceramics is one of our core skills and this extended project gives students the time to test the possibilities and limitations of their skills and the material

4 Ceramics: Story pots - Planning

Why this? Drawing remains an essential part of the making process; students must apply their knowledge, skills and understanding to design their own pot. Researching with work of others to influence their own ideas and plans

Why now? Research and planning are integral skills in the development of outcomes; students have looked at the work of others throughout the KS3 curriculum and now have the opportunity to make informed decisions about the direction of their own work

Year 8

1 Monster Buildings - Drawing

Why this? We give students regular opportunities to develop and refine their drawing skills looking at different sources and styles

Why now? Building on drawing skills learned in year 7 showing students how to apply their knowledge in different ways

2 Monster Buildings – Painting

Why this? Watercolour painting gives students a means of expression which can work alongside drawing in a range of media

Why now? Building on painting skills learned in year 7 showing students how to apply their knowledge in different ways

3 Monster Buildings - Ceramics

Why this? Ceramics gives students the opportunity to translate their ideas into 3D making connections between their 2D and 3D work

Why now? Building on ceramics skills learned in year 7 adding new building and working techniques

4 Memento Mori - Drawing

Why this? We give students regular opportunities to develop and refine their drawing skills looking at different sources and styles

Why now? We will look at different purposes and styles of drawing; exploring drawing as a means of idea generation

5 Memento Mori – Mixed Media

Why this? Working across different medias and materials gives students the ability to explore the potential and limitations of their ideas

Why now? Students will build on existing drawing and painting skills; making connections to prior work and exploring different media to create outcomes

6 Memento Mori - Printmaking

Why this? Printmaking surrounds us in its modern digital guise; students will build on skills learned in year 7 and develop new skills and techniques.

Why now? Reduction printmaking enables students to utilise their drawing skills to develop outcomes and further their understanding of colour

Year 7

1 Mythical creatures - Drawing

Why this? Drawing is a fundamental skill in art. In this project students will be taught the core skills of observational drawing

Why now? It is important to learn how to draw as this will help students to access future projects and different skills like painting and printing

2 Mythical creatures - Ceramics

Why this? Working with clay will help students to realise their ideas from 2D designs into 3D outcomes while making contextual connections

Why now? Students will learn essential skills and studio practice that will enable them to access ceramics in future projects

3 Mythical creatures - Collage

Why this? Collage is an effective way to express ideas and create outcomes which would otherwise not be possible

Why now? Exploring different means by which to record ideas will enable students to get the most from the art curriculum

4 Portraiture - Drawing

Why this? Learning to apply fundamental drawing skills in different contexts and styles will help students develop their confidence and understanding

Why now? Portraiture offers a challenging opportunity to test the drawing skills learned so far this year

5 Portraiture - Painting

Why this? Painting is an important means of expression in art; it allows students to explore colour and mark making

Why now? Aside from drawing, painting is probably the technique most associated with art and it is important to learn the fundamental skills involved

6 Portraiture - Printmaking

Why this? Print making offers an alternative means of recording an image where the quality of mark making takes centre stage

Why now? Exploring different means by which to observe and record images will enable students to better express themselves



Year 11

1

Coursework portfolio development

Why this?

The coursework portfolio constitutes 60% of the overall GCSE grade. Students must demonstrate the ability to develop and explore ideas in a range of media, responding to and showing understanding of contextual sources. Students need to articulate their ideas visually through drawing and other media supported by written annotations and explanations.

Why now?

The portfolio begins in year 10 giving students until the November mocks to complete the development of their idea exploration; producing work towards AO1, 2 and 3. Outcomes (AO4) will be primarily completed during the mock exam.

2

Externally Aet Assignment (Exam)

Why this?

The ESA is set by the board and constitutes 40% of the overall GCSE grade. Students receive a paper which outlines the title/theme which they must develop ideas towards, meeting all of the AOs in the same manner as the coursework portfolio. The ESA culminates with a sustained focus period in exam conditions which takes place over two days in the Art department: during these two days (10 hours) students must complete their outcome/s (AO4) for the ESA. All preparatory work (AO1,2 & 3) must be submitted at the start of the sustained focus period.

Why now?

The ESA paper is released by the board in January of each year. The sustained focus period (exam) usually takes place around the early May bank holiday at the start of term 5 allowing students sufficient time to research, explore and develop their ideas meeting all of the AOs.

Year 10

1

Introductory skills workshops

Why this?

Students choosing GCSE art will have experienced working in a range of media across KS3: here they are given the opportunity to further develop and refine their skills in these known media in the context of the GCSE course. Students are also introduced to new media and techniques in drawing, painting and printmaking. Students are gradually introduced to the Assessment Objectives (AOs) and concepts of idea development which underpin the GCSE course. The work produced during these workshops will feed into and form the basis of their coursework portfolio.

Why now?

KS3 gives students a good grounding in the core skills required for GCSE; these workshops enable them to further develop these skills and progress their confidence and understanding in an open environment where mistakes are embraced and learned from. Exposing students to the full range of media and techniques available to them at Fitzharrys allows them to more fully explore their ideas when coursework projects start later in the year.

2

Coursework portfolio development

Why this?

The coursework portfolio constitutes 60% of the overall GCSE grade. Students are given a theme to help focus their ideas. They must demonstrate the ability to develop and explore ideas in a range of media, responding to and showing understanding of contextual sources. Students need to articulate their ideas visually through drawing and other media supported by written annotations and explanations.

Why now?

Through the introductory workshops students have been given the opportunity to hone their skills which they must now apply to the development of ideas through to their conclusion (a practical outcome or outcomes) The portfolio project is begun in year 10 and continues through to Christmas in year 11 giving students time to produce the range and volume of practical work necessary to demonstrate evidence for each of the Assessment Objectives. The outcome (AO4) will normally be produced during the year 11 Mock exam in November.