

ART CURRICULUM MAP



Our subject vision:

In Art we aim to inspire and challenge our students to develop the skills and knowledge which will equip them to become confident creative practitioners and learners who are willing to take risks, embrace their mistakes and grow as artists.

We will introduce them to a range of media, skills and techniques. They will learn 'how' to draw and paint alongside gaining skills in ceramics and print making. Students will be encouraged to explore their own ideas and experiment with the potential and limitations of different media. They will be encouraged to make mistakes and learn from them.

Students will be introduced to artists, designers, and makers from across the world and timeline: from traditional fables to contemporary activism, creatives have shaped the world we see around us. Students will be introduced to the work of artists and asked to produce work which acknowledges its place in the canon of that which has come before.

Drawing is fundamental to art and will underpin much of the curriculum. 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.

The art curriculum operates as a spiral: students will return to the core skills and knowledge throughout KS3 and KS4 giving the opportunity to develop, refine, and reflect upon their progress through the years. Assessment will take place throughout the course and looks at a body of work rather than one individual piece.

How this document works:

This Curriculum Map will show you everything we do in Art. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why they learn it.

If you have any further questions, contact Mr Lee



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 & Rebellion

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 Bob & Roberta Smith, Banksy, Rodchenko, Fred Martins and Shepard Fairey who use their work to give a voice to the powerless or to convey a strong message.

Year
9

Memento Mori & Vanitas

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 II

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 II 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 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.