

Expressive Arts Department - Art Curriculum Map

<b>YEAR 7</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>		
	<b>The Formal Elements</b>						
	<b>Line and Tone</b>		<b>Colour, Pattern and Shape</b>		<b>Form and Texture</b>		
	<p>In term 1a, students are introduced to the formal elements and begin their journey by developing a series of experimental line studies in order to refine observational drawing skills and encourage accuracy in outcome.</p> <p>In term 1b, students develop their understanding and application of tone in order to create the illusion of 3d shapes. They then create an abstract shape composition, inspired by optical illusion art.</p>		<p>The colour wheel and colour theory are the focus for students in term 2a. Here students learn how to use colour effectively in order to create different moods.</p> <p>In term 2b students are challenged to put their prior learning to the test as they develop outcomes based on natural forms. Students will learn the process of critical analyses by exploring the collages of Henri Matisse. They will refine the process of simplification and create templates to develop their own unique collage and pattern outcome, using their knowledge of colour theory to guide their choices.</p>		<p>This term students further develop their ability to investigate artists as their source and develop critical thinking.</p> <p>The structure for this project relates directly to the assessment objectives: develop, explore, record, present.</p> <p>Students investigate Henry Moore by creating an investigation page on his life and work as well as further developing their tonal drawing skills.</p> <p>In the final half term, students develop ideas for a sculpture inspired by their investigation and then complete an outcome in clay where they explore 3 dimensional textures.</p>		
<b>Artists/ themes studied</b> Bridgette Riley Op art		<b>Materials/ processes explored</b> Pencil Pen Stick and Ink		<b>Artists/ themes studied</b> Colour theory: Complimentary / analogous/ triadic Henri Matisse		<b>Materials/ processes explored</b> Painting Simplification Template making Repeat pattern Critical analysis	
<b>Artists/ themes studied</b> Biomorphism Henry Moore		<b>Materials/ processes explored</b> Tonal Drawing Critical analysis Clay sculpture					
<b>YEAR 8</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>		
	<b>Identity, Culture and our World</b>						
	<b>Frida Kahlo, Symbolism and Culture</b>		<b>Landscape and Climate</b>		<b>1 point and 2-point perspective: My Dream Space</b>		
<p>Students begin with a research and critical analysis task exploring the life and work of Frida Kahlo. Within this they will gain an understanding of symbolism, surrealism and realism.</p>		<p>Term 2a introduces landscape painting and applying background, middle ground and foreground into a composition.</p>		<p>This half term students learn 1-point perspective, vanishing points and horizon lines by creating their dream interior space.</p>			

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	<p>Students then visually explore Frida Kahlo's 'Self-portrait with thorn necklace and humming bird' and learn how to use the grid method for accurate portrait drawing. They complete this in colouring pencil, learning how to build depth and tone with colour. Students use term 1b to celebrate their own culture and identity. They research a range of symbolic flowers which represent their culture/ heritage and elements of their identity. They create a collage self-portrait using the flowers and then draw upon their learning of the grid method to complete an A4 colouring pencil self portrait outcome showing depth of colour and accuracy of outline.</p>		<p>Students learn about the climate crisis through the work of artist and scientist Jill Pelto. They are introduced to photographic techniques and analyse a landscape photograph which highlights the climate crisis. This also introduces students to photography and is an opportunity to make students aware of what we offer at GCSE Photography. At the end of term 2a, students complete a watercolour study of one of Jill Pelto's artworks. In term 2b, the students develop a range of thumbnail compositions of different drawn versions of the photograph they have analysed which depicts the climate crisis, in the style of Jill Pelto. They select their best composition and scale it up to complete a refined A3 outcome in watercolour.</p>		<p>They choose whether to create a surreal space inspired by Rene Magritte or a more realistic space depending on preference. This project not only teaches them key skills to enable future careers in fields such as architecture, interior design and landscape gardening but also encourages students to be as individual and creative as possible, with a focus on independence of ideas. Students complete their 1- point dream interior in a material of choice before being introduced to 2-point perspective drawing. Following a range of practise activities, students once again unleash their creativity and complete a larger scale outcome of their dream 2-point perspective space.</p>	
	<p><b>Artists/ themes studied</b> Frida Kahlo Symbolism Realism Surrealism Culture</p>	<p><b>Materials/ processes explored</b> Grid method Colouring pencil Self portrait</p>	<p><b>Artists/ themes studied</b> Jill Pelto Climate Crisis Landscape photography Geography Science</p>	<p><b>Materials/ processes explored</b> Watercolour painting Landscape composition Background Middle ground foreground</p>	<p><b>Artists/ themes studied</b> 1- and 2-point perspective Architecture Surrealism Realism Colour theory</p>	<p><b>Materials/ processes explored</b> Vanishing points Horizon line Watercolour Colouring pencil#</p>
<b>YEAR 9</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
	<b>Building and Refining Skills</b>					
	<p><b>Jim Dine and Vanitas</b></p> <p>In Term 1a students investigate the work of artist Jim Dine. They create a visual study of his work using chalk and charcoal then complete a written investigation for h/w. Students then use their own primary photos to experiment and record their ideas. They select their best outcome and upscale their work, completing in a relevant material.</p>		<p><b>Georgia O'Keeffe Investigate and Respond</b></p> <p>This term students explore the work and techniques of the artist Georgia O'Keeffe. They investigate and analyse her artwork and then complete one painted and one oil pastel study of her work. This introduces the students to new and more complex materials in order to challenge their skills. Students then use primary sources of close up flowers to develop outcomes from, whilst learning the concept of abstract and semi abstract, then experiment and explore a</p>		<p><b>Surreal Metaphor</b></p> <p>Students expand upon their understanding of nonlinear thinking in this project and are introduced to some manual graphic illustration techniques. Students are introduced to surreal graphic collage artists and the use of metaphor and meaning. Literacy strategies are used to encourage independent research into deciphering the meaning behind a selected metaphor. Students then collect symbolic images linked to their metaphor.</p>	

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	Term 1b introduces the students to the concept of the still life vanitas and they use their understanding of working from primary sources to complete an A3 watercolour study of their own 'modern still life vanitas.'	range of compositions before enlarging their best as a final outcome.		Following this process, they create a surreal collaged outcome depicting their chosen metaphor before developing it into a painted outcome.	
	<b>Artists/ themes studied</b> Jim Dine Vanitas	<b>Materials/ processes explored</b> Chalk and Charcoal Fine liner and water wash Watercolour Photography	<b>Artists/ themes studied</b> Georgia O'Keeffe Close up Abstract/ Semi abstract Nature	<b>Materials/ processes explored</b> Watercolour Oil pastel Compositional sketches Critical analysis	<b>Artists/ themes studied</b> Graphic Collage Metaphor Surrealism
<b>Year 10</b>	<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>
	<b>Digital Art</b>				
	<b>Component 1: ID ME</b>		<b>ENVIRONMENT</b>		<b>YR 10 EXAM + GALLERY WORK</b>
	This is a critical study, materials and techniques based assignment. A series of workshops are delivered based on portraiture in its many traditional illustrative and digital formats. Students independently research a range of artists for inspiration and to develop a final piece.		This term students are taught how to thoroughly understand the assessment objectives. The Initial starting point develops from a London photoshoot and materials, techniques and technologies workshops allow the students to develop their ideas towards a final outcome.		Students are given a preparation period and 5 hour timed mock exam where they are able to create an outcome which draws together their independent research and development. Students will complete either a 2d or 3d outcome. This term teaches the students to be independent and begin to develop their own visual language in digital art.
<b>Photography</b>					
	<b>School of Photography</b>		<b>Portraiture</b>		<b>Landscape</b>
	Each student enrolls onto The School of Photography beginners' course. This is an online course which provides the student with all the materials necessary to learn how to use a camera and take full control of all its settings. Through the School of Photography students explore and experiment in		This project focuses on the subject of portraiture. Students research a variety of Photographers and analyse their work while learning the processes and techniques required to produce work in a similar style. Students use their investigations to develop ideas and outcomes, before producing a final outcome.		In the Landscape project students begin by researching a variety of Photographers and analysing their work. Like in the project before, students use their research, critical analyses and development of ideas and outcomes to lead them towards producing a final outcome.

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	being creative behind the lens and it enables them to record contextual references to support the theory learnt.		
	<b>Art and Design</b>		
	<p style="text-align: center;"><b>The Human Form</b></p> <p>Students are introduced to the history of the human form and develop their portraiture and figure drawing skills through a series of tasks including drawing, sculpture and critical analysis of sources. Students will create assessed final outcomes with two targeted tasks:</p> <p style="text-align: center;"><b>Self-portrait in pencil</b> <b>Wire and Modroc Giacometti inspired sculpture.</b></p>	<p style="text-align: center;"><b>Light and Dark</b></p> <p>Inspired by the concept of Chiaroscuro, students look into creating dramatic large-scale outcomes in a range of materials under the theme of light and dark. The project develops into challenging students conceptual thinking as they are encouraged to explore 'light and dark' in colour. Students will use research and investigation to inspire development of ideas and outcomes before completing a final, large scale outcome in a material of their choice.</p>	<p style="text-align: center;"><b>Component 1: Personal Project</b></p> <p>In order to provide the students with the opportunity to focus on a sustained personal project which thoroughly explores contextual sources, process, materials, ideas and refined outcomes, students start their component 1 personal project in Term 3 of year 10. Students work is produced under an overarching theme taken from a previous exam brief. They will be given a mock exam towards the end of the year where they will gain a sense of completing an outcome in a timed exam condition environment.</p>
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
	<b>Digital Art and Photography</b>		
<b>Year 11</b>	<p style="text-align: center;"><b>Mock Exam</b></p> <p>In both Digital Art and Photography, students complete an exam brief which has previously been set by the exam board. During this process students complete a series of research tasks linked to photographers and digital artists before exploring and experimenting with a range of ideas and materials then developing a range of outcomes. Students then sit a 10-hour timed exam where they complete a final piece in response to the given theme.</p>	<p style="text-align: center;"><b>Externally Set Exam</b></p> <p>Students complete an exam brief which has been set by the exam board, Edexcel. They follow the process and structure of researching, exploring ideas and producing high quality outcomes in preparation of the timed exam where they will produce a final piece. Students then sit a 10-hour timed exam where they work on creating their final outcome.</p>	<p style="text-align: center;"><b>EXHIBITION</b></p> <p>Once students have completed their Component 1 (coursework) and Component 2 (externally set exam), they will learn the process of setting up their own public exhibition in the main school hall. This will be 1 large display board per student for refined outcomes and a table to exhibit coursework and</p>

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			externally set assignment sketchbooks/ portfolios.	
	<b>Art and Design</b>			
	<p style="text-align: center;"><b>Component 1 and Mock Exam</b></p> <p>In Art and Design students will continue working on their sustained component 1 project, allowing them the opportunity to work on larger scale pieces in great depth, informed by contextual and critical artist research.</p> <p>They will be given a mock exam where they will have a 10-hour timed exam to work on producing a final piece to consolidate their project.</p>	<p style="text-align: center;"><b>Externally Set Exam</b></p> <p>Students complete an exam brief which has been set by the exam board, Edexcel. They follow the process and structure of researching, exploring ideas and producing high quality outcomes in preparation of the timed exam where they will produce a final piece.</p> <p>Students then sit a 10-hour timed exam where they work on creating their final outcome.</p>	<p style="text-align: center;"><b>EXHIBITION</b></p> <p>Once students have completed their Component 1 (coursework) and Component 2 (externally set exam), they will learn the process of setting up their own public exhibition in the main school hall. This will be 1 large display board per student for refined outcomes and a table to exhibit coursework and externally set assignment sketchbooks/ portfolios.</p>	
	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	
	<b>Photography</b>			
<b>Year 12</b>	<p style="text-align: center;"><b>Component 1: Identity.</b></p> <p>Students respond to the brief of 'Identity' through contextual and critical analysis and investigation, exploring and experimenting with materials and processes, and completing a range of refined outcomes.</p>	<p style="text-align: center;"><b>Component 1: Place</b></p> <p>Students respond to the brief of 'Place' through contextual and critical analysis and investigation, exploring and experimenting with materials and processes, and completing a range of refined outcomes.</p>	<p style="text-align: center;"><b>Component 1: Independent Project</b></p> <p>Students choose their area of study in the personal project. They use their understanding of building a portfolio of investigative and practical work to resolve their ideas and concepts of exploration.</p>	
	<b>Art and Design</b>			

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	<p><b>Component 1: Building skills</b></p> <p>In Term 1 for art and Design, students learn the structure and process of an A level project and respond to a range of teacher led skills building workshops under a given theme.</p>	<p><b>Component 1: Responding to Research</b></p> <p>In Term 2 students learn how to thoroughly investigate sources, critically analyse them, and then respond to them by developing their own independent outcomes. They can choose to incorporate practical skills learn in term one independently at this stage.</p>	<p><b>Component 1: Independent Project</b></p> <p>Students choose their area of study in the personal project. They use their understanding of building a portfolio of investigative and practical work to resolve their ideas and concepts of exploration.</p>	
<p><b>Year 13</b></p>	<p><b>TERM 1</b></p>	<p><b>TERM 2</b></p>	<p><b>TERM 3</b></p>	
	<p><b>All Disciplines</b></p>			
	<p><b>Component 1: Personal Project</b></p> <p>Students further develop their selected personal project theme, culminating in a final piece.</p> <p><b>Personal Study Component 1</b></p> <p>Alongside this they will complete a critical piece of writing showing understanding of contextual research of up to 3000 words.</p>	<p><b>Component 2: Externally Set Exam</b></p> <p>Students complete an exam brief which has been set by the exam board, Edexcel. They follow the process and structure of researching, exploring ideas and producing high quality outcomes in preparation of the timed exam where they will produce a final piece.</p> <p>Students then sit a 15-hour timed exam where they work on creating their final outcome.</p>	<p><b>EXHIBITION</b></p> <p>Once students have completed their Component 1 (coursework) and Component 2 (externally set exam), they will learn the process of setting up their own public exhibition in the main school hall. This will be 1 large display board per student for refined outcomes and a table to exhibit coursework and externally set assignment sketchbooks/ portfolios.</p>	