

**2017/18 CURRICULUM MAP    SUBJECT: Art and Design**

Year group	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<p><b>Year 7</b></p> <p><b>Natural Forms</b></p> <p><b>Baseline Assessment</b> Observational drawing of a shell</p>	<p><b>Observational Drawing</b></p> <p>Understanding the qualities of line, shape, form and tone.</p> <p><b>Mark making</b> Using a variety of drawing and painting media.</p> <p><b>Colour Theory</b></p> <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> <li>• Tones/tints</li> </ul>	<p><b>Composition/ Abstraction</b></p> <p>Arrangement of shape. Observational drawing. Drawing with different mark-making tools.</p> <p>Experimenting with colour and mixed media to create an Abstract Expressionist inspired final piece.</p> <p>Artist research includes: Piet Mondrian, Jackson Pollock, Paul Klee, Georgia O’Keefe, and Sonia Delaunay.</p>	<p><b>Ceramics 2D into 3D</b></p> <p>Making a ceramic form referencing nature.</p> <p>Understanding the properties of clay.</p> <ul style="list-style-type: none"> <li>• Coiling techniques.</li> <li>• Molding techniques.</li> <li>• Texture and surface design.</li> <li>• Applying colour to ceramic surface using glazes.</li> </ul> <p>Artist research include ceramists: William Morris, Kate Malone, Sandra Davolio, Judi Tavill, Nathalie Blake and Heather Knight.</p>	<p><b>Portraiture/Word Self-Portraits</b></p> <p>Understanding how to draw a self-portrait in proportion and drawing details of the facial features.</p> <p>Self-portrait final piece using different sized text to show the shapes and forms within the face. The use of different qualities of text/typography to show tone. The words will be linked to the personality and identity of each student.</p> <p>Artist research: Julian Opie</p>	<p><b>Matisse</b></p> <p>Drawing with scissors. Work inspired by Henri Matisse and nature.</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Shape</li> <li>• Layout</li> <li>• Layering</li> <li>• Proportion</li> <li>• Scale</li> <li>• Pattern</li> </ul> <p>Understanding how to draw a self-portrait in proportion.</p>	<p><b>Artist Inspired Painting/Collage</b></p> <p>Self-portrait final piece inspired by Matisse.</p> <p>The final piece will reflect each student’s personality through the use of colour and pattern.</p> <p>Artists: Henri Matisse and Hannah Hoch.</p>
<p><b>Year 8</b></p> <p><b>Still Life</b></p> <p><b>Baseline Assessment</b> Observational drawing of a shoe</p>	<p><b>Still life/Shoes</b></p> <p>Identity/gender stereotypes.</p> <ul style="list-style-type: none"> <li>• Composition.</li> <li>• Line, shape, form.</li> <li>• Colour theory re-cap.</li> <li>• Exploration and manipulation of a variety of materials.</li> </ul> <p>Artists: Mickael Delalande, Lisa Milroy, Mark Schwartz, Dave White, Andy Warhol.</p>	<p>Using the observational drawings to create a shoe sculpture final piece. Students can use a range of media, such as wire, cardboard, string, thread.</p>	<p><b>Print Making/Still life</b></p> <ul style="list-style-type: none"> <li>• Research the work of others; exploring printing, collage, assemblages and composition.</li> <li>• Understanding methods of mono-printing and poly-block printing.</li> <li>• Apply colour theory knowledge when creating a successful three-colour print.</li> <li>• Explore mark-making to describe detail and texture.</li> <li>• Selecting meaningful objects to create</li> </ul>	<p><b>Shadow Boxes</b></p> <p>Using still life images, memories, personal objects and photographs as inspiration to create a shadow box.</p> <p>Looking at elements of design to create a visually exciting mini installation within a box. Inspired by researched artists and students’ life.</p>	<p><b>Jasper Johns</b></p> <ul style="list-style-type: none"> <li>• Artistic Typography.</li> <li>• Creating your own inspired lettering and numbers.</li> <li>• Exploration of materials and colour.</li> <li>• Relating colour and marks to emotions.</li> </ul> <p>Artist research: Jasper Johns</p>	<p><b>Artist Inspired Print</b></p> <ul style="list-style-type: none"> <li>• Using drawings to create limited colour collages.</li> <li>• Cutting stencils.</li> <li>• Printmaking.</li> </ul>

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			<p>personal artworks.</p> <p>Artists: Louise Nevelson, Peter Blake, Jim Dine and Joseph Cornell.</p>			
<p><b>Year 9</b></p> <p><b>Identity</b></p> <p><b>Baseline Assessment</b> Observational self-portrait</p>	<p><b>Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Facial features</li> <li>• Exaggerated features</li> <li>• Pattern</li> <li>• Metamorphosis</li> <li>• Use of masks</li> <li>• Mask design</li> <li>• Costume Design</li> <li>• Clay manipulation</li> </ul>	<p><b>Mask Making</b></p> <p>Using the mask research and 2D designs to create a 3D clay mask.</p> <p>Students are to include use of multicultural pattern and paint their design using a limited colour palette. Showing an understanding of colour theory.</p>	<p><b>Architecture</b></p> <ul style="list-style-type: none"> <li>• First hand observation.</li> <li>• One and two-point perspective drawing.</li> <li>• Architectural details.</li> <li>• Brutalist architecture.</li> </ul> <p>Artist research include: Valerie Thornton, Valery Koshlyakov, Charles Sheeler, Brendan Neiland, Espen Dietrichson, Beomsik Won, Mauren Brodbeck and Yang Ri Bin.</p>	<p><b>Mixed media/3D sculpture</b></p> <ul style="list-style-type: none"> <li>• Paper manipulation in different tones/textured paper.</li> <li>• Digital Photography.</li> <li>• Manipulating images in Photoshop.</li> <li>• Architectural model making.</li> </ul>	<p><b>Personal Project</b></p> <p>An inquiry based project, which allows students to gain an insight into GCSE Art and Design. Visual and written analysis of artists' work.</p> <ul style="list-style-type: none"> <li>• Observational drawing, tone, mark-making, composition, perspective.</li> <li>• Exploration of materials.</li> <li>• Planning and developing compositional ideas for a final piece.</li> </ul> <p>Artists; Jasper Johns, Jim Dine, Gustav Klimt, Jenny Saville, Ginny Herzog, James Rosenquist.</p>	<p>Final piece inspired by the visual narrative within students' personal projects.</p>

<http://www.tate.org.uk>

[www.art2day.co.uk](http://www.art2day.co.uk)

<http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/analysingartistwork1.shtml>

<https://www.amazon.co.uk/Art-Today-Edward-Lucie-Smith/dp/0714838888>