

2018/19 CURRICULUM MAP SUBJECT: Art and Design

| Year group | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| <p>Year 7</p> <p>Natural Forms</p> <p>Baseline Assessment Observational drawing of a shell</p> | <p>Observational Drawing</p> <p>Understanding the qualities of line, shape, form and tone.</p> <p>Mark making Using a variety of drawing and painting media.</p> <p>Colour Theory</p> <ul style="list-style-type: none"> • Primary • Secondary • Tertiary • Tones/tints | <p>Composition/ Abstraction</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><i>Artist research:</i> Piet Mondrian, Jackson Pollock, Paul Klee, Georgia O'Keefe, and Sonia Delaunay.</p> | <p>Ceramics 2D into 3D</p> <p>Making a ceramic form referencing nature.</p> <p>Understanding the properties of clay.</p> <ul style="list-style-type: none"> • Coiling techniques. • Molding techniques. • Texture and surface design. • Applying colour to ceramic surface using glazes. <p><i>Artist/Ceramists research:</i> William Morris, Kate Malone, Sandra Davolio, Judi Tavill, Nathalie Blake and Heather Knight.</p> | <p>Portraiture/Word Self-Portraits</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><i>Artist research:</i></p> | <p>Matisse</p> <p>Drawing with scissors. Work inspired by Henri Matisse and nature.</p> <ul style="list-style-type: none"> • Colour • Shape • Layout • Layering • Proportion • Scale • Pattern <p>Understanding how to draw a self-portrait in proportion.</p> | <p>Artist Inspired Painting/Collage</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><i>Artist research:</i> Henri Matisse and Hannah Hoch.</p> |
| <p>Year 8</p> <p>Still Life</p> <p>Baseline Assessment Observational drawing of a shoe</p> | <p>Cultural Identity</p> <ul style="list-style-type: none"> • Facial features • Exaggerated features • Pattern • Metamorphosis • Use of masks • Mask design • Costume Design <p>Clay manipulation</p> | <p>Mask Making</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>Still life/Shoes</p> <p>Identity/gender stereotypes.</p> <ul style="list-style-type: none"> • Composition. • Line, shape, form. • Colour theory re-cap. • Exploration and manipulation of a variety of materials. <p><i>Artists Research:</i> Mickael Delalande, Lisa</p> | <p>Shoe Sculptures</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>Jasper Johns</p> <ul style="list-style-type: none"> • Artistic Typography. • Creating your own inspired lettering and numbers. • Exploration of materials and colour. • Relating colour and marks to emotions. <p><i>Artist research:</i> Jasper Johns</p> | <p>Artist Inspired Print</p> <ul style="list-style-type: none"> • Using drawings to create limited colour collages. • Cutting stencils. • Printmaking. |

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| | | | Milroy, Mark Schwartz, Dave White, Andy Warhol. | | | |
| <p>Year 9</p> <p>Identity</p> <p>Baseline Assessment Observational self-portrait</p> | <p>Personal Project</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"> Observational drawing, tone, mark-making, composition, perspective. Exploration of materials. Planning and developing compositional ideas for a final piece. <p><i>Artists Research:</i> Jim Dine, Jenny Saville, Tom Wisselman, Sarah Graham, John Piper.</p> | <p>Mixed Media</p> <p>Personal final piece inspired by the visual narrative within students' personal projects.</p> | <p>Architecture</p> <ul style="list-style-type: none"> First hand observation. One and two-point perspective drawing. Architectural details. Brutalist architecture. <p>Artist research include: Valerie Thornton, Valery Koshlyakov, Charles Sheeler, Brendan Neiland, Espen Dietrichson, Beomsik Won, Mauren Brodbeck and Yang Ri Bin.</p> | <p>Mixed media/3D sculpture</p> <ul style="list-style-type: none"> Paper manipulation in different tones/ textured paper. Digital Photography. Manipulating images in Photoshop. Architectural model making. | <p>Graphic Design Project</p> <p>Graphic Design as a process to communicate visually. Creating an artwork which appeals to a target audience and has meaning.</p> <p>Successfully using the following skills together for a set genre.</p> <ul style="list-style-type: none"> Writing Brief Typography Visual Art Page layout <p><i>Artist Research:</i> Kandinski, Hokusai Peter Blake, Roy Lichtenstein, Malika Favre Derick Gorse, Klaus Voormann, Dave McKean, Sabrina Ward-Harrison Patrick Caufield, Gary Hulme, Julian Opie, Soleil Ignacio, Milton Glaser</p> | <p>Mixed Media/Photoshop personal outcome</p> <p>Responding to design brief. Designing the promotional artwork for either music, literature or journal.</p> |

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

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>