

# Curriculum Map for \_\_\_\_\_

ART & DESIGN	SMSC (Social, Moral, Spiritual, Cultural)	Leadership	Teamwork	Technology	Literacy and Oracy	Numeracy	Inspire Values	Careers Guidance (including subject retention)
<b>Year 7</b> <b>Base line</b> <b>assessment.</b> <b>Drawing and</b> <b>painting</b> <b>techniques.</b> <b>Mythological</b> <b>creatures</b>	<u>George and the Dragon</u> Studying art from historical/religious sources	Using student leaders to support Art club	Group work	Research using search engines/ computer software	Analysing artists work and own/others work – Self/peer assessment		<u>Integrity</u> – High classroom expectation on behaviour. Self - management in terms of behaviour and using equipment. Positive comments when peer assessing	Why Art? Activity. Why students study art at KS3  Graphic Design PP Illustration PP
<b>Year 8</b> <b>Pattern,</b> <b>colour, Natural</b> <b>form.</b> <b>Textile</b> <b>design/repeat</b> <b>pattern/printi</b> <b>ng</b>	<u>William</u> <u>Morris/Islamic/Indian/c</u> <u>ontemporary design</u> Looking at Art and design from other cultures and religions. Historical context	Using student leaders to support Art club	Group work		Analysing artists work and own/others work		Nurture - Positive comments when peer assessing. Encouragement and helping others to progress  Success – clear progress made through each key stage and within individual projects.	Textile Design PP
<b>Year 9</b> <b>Portrait, Pop</b> <b>Art,</b> <b>perspective</b>	<u>Portrait artists/Stanley</u> <u>Spencer/ Pop Art</u> Looking at Art from other cultures and political/historical sources	Using student leaders to support Art club	Group work		Analysing artists work and own/others work	Perspective project	Perseverance – encouragement to try new ideas/techniques	Career options for Art and Design students/PP and discussion

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<b>Year 10</b> <b>Still Life, Pop Art and Portrait.</b> <b>Development of skills and techniques</b>	<u>Cezanne/Still Life Artists/David Hockney</u> Looking at Art from other political, cultural/historical and religious sources	Using student leaders to support Art club		Use of design software	Deeper analysis and annotation of own and artists work		and materials. Students allowed to make mistakes and to learn from them.  Innovation – Students are given the opportunity to develop their own ideas and designs.	
<b>Year 11</b> <b>Individual project work.</b> <b>Exam training</b>	<u>Various artists related to chosen themes</u> Looking at Art from other political, cultural and religious sources			Use of design software	Deeper analysis and annotation of own and artists work		Responsibility – students given tasks to help with the smooth running of the lesson. Are encouraged to take responsibility for their own learning	
<b>Year 12</b> <b>Foundation project.</b> <b>Development of skills and techniques.</b> <b>Component 1</b>	<u>Georgia O’Keefe/Printers/Artist s chosen by the student</u> Looking at Art from other political, cultural and religious sources			Use of design software	In-depth research and analysis and annotation of own and artists work		Engagement – students are expected to be on task and actively involved in the lessons.	
<b>Year 13</b> <b>Completion of Component 1.</b> <b>Completion of Component 2 – externally set assignment</b>	<u>Various artists related to chosen themes</u>  Looking at Art from other political, cultural and religious sources			Use of design software	In-depth research and analysis and annotation of own and artists work			

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