





















# 'Art Year 7' Curriculum Map

<p><b>Intent:</b></p> <ul style="list-style-type: none"> <li>➤ Think creatively</li> <li>➤ Explore ideas</li> <li>➤ Present their findings</li> <li>➤ Grow in cultural capital</li> <li>➤ Work to deadlines</li> <li>➤ Demonstrate resilience and perseverance</li> <li>➤ Have confidence to work independently</li> </ul>	<p><b>Intrinsic Subject Value</b></p> <p>Students need to understand how, why and when the visual world around them was created. Colour/ form/ tone/ line/ texture/ shape/ scale/ pattern. Art is in everything they see, touch, wear, buy and come across on a day-to-day basis. Alongside this, an education in Art provides cultural capital, a sense of self, independence, confidence, resilience and exploration to create effective risk takers. The world our students are engaged in, requires a thorough understanding of visual language to be able to communicate ideas and understand advertising and the stimuli in the modern world.</p>			
<p><b>KS2 'Subject' Curriculum</b></p> <p>Become proficient in drawing, painting, sculpture and print techniques.          Explore ideas and record their own experiences          Evaluate and analyse creative works using the language of art, craft and design in both own and others work          Learn about great artists and movement. Understand historical and cultural development of art          Developing the use and effectiveness of sketchbook recording</p>	<p><b>'Subject' themes that run through the curriculum</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; margin-right: 5px;"></span> EXPLORE</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: green; margin-right: 5px;"></span> EXPERIMENT</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: cyan; margin-right: 5px;"></span> TAKE RISKS</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: magenta; margin-right: 5px;"></span> DEVELOP CONFIDENCE</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: blue; margin-right: 5px;"></span> INDEPENDANCE</li> </ul>			
Year 7	<p><b>SOL Title</b> Basic Drawing techniques</p> <p><b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in drawing to enable students to develop in confidence and skill to be able to communicate effectively using visual language</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; margin-right: 5px;"></span> Shading, tonal value, shape, line.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: green; margin-right: 5px;"></span> How to sketch, line and shape.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: cyan; margin-right: 5px;"></span> Understanding mark-making- line and form.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: magenta; margin-right: 5px;"></span> Sharing work, altering scale, understanding mistakes and how to develop from them.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: blue; margin-right: 5px;"></span> Homework practice. Independent choice of drawing technique to complete the work.</li> </ul> <p><b>Disciplinary Knowledge:</b>          Drawing, blending, tone, mark-making, composition</p> <p><b>Prior learning / retrieval:</b>          What is drawing?          What are the rules?          Benchmarking skill level          Basic colour theory retrieval          Basic tonal value retrieval</p> <p><b>Links to KS3 NC:</b>          Becoming proficient in basic drawing and drawing techniques. Evaluate and analyse using the language of art. Know about Van Gogh's process of creating work from initial sketch to final painting. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>          Sketch, tone, line, texture, form, shape, composition, observation, scale, colour, mark-making, control, blending, shading</p> <p><b>Summative assessment:</b>  <b>A final A3 drawing completed using a technique of their choosing through discussion, practise and decision making.</b></p> <p><b>Formative Assessment:</b>          Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b>SOL Title</b> Basic painting techniques</p> <p><b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in painting to enable students to develop in confidence, knowledge and skill to communicate effectively through visual language of colour through exploration of Pop Art.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; margin-right: 5px;"></span> colour theory. Explore results independently.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: green; margin-right: 5px;"></span> tint and tone control of colour. Independent practice peer and self-assessment. Note taking</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: cyan; margin-right: 5px;"></span> learn from mistakes as experimenting. Record ideas and thoughts independently and sharing</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: magenta; margin-right: 5px;"></span> Secure knowledge of colour mixing and control. application and practice.</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: blue; margin-right: 5px;"></span> applying their knowledge to the final painted outcome. Self-assessment and identifying areas for development</li> </ul> <p><b>Disciplinary Knowledge:</b>          Painting, colour mixing, application of paint, control of brush</p> <p><b>Prior learning / retrieval:</b>          What are the primary &amp; secondary colours?          How do we make them?          How do we hold a brush?          How do we achieve flat colour?          How do you effectively mix colours and tones?          Who were the pop artists?          What were the different styles of art?</p> <p><b>Links to KS3 NC:</b>          Becoming proficient in basic painting and painting techniques. Evaluate and analyse using the language of art. Know about Pop art styles and techniques and apply to a final painting making connections to the artist. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>          Sketch, Line, Pop art, pop artists, poster paint, primary colours, secondary colours, mixing, application, tints and tones, control</p> <p><b>Summative assessment:</b>          Painting in the style of a chosen Pop artist reflecting their understanding and knowledge of that style of work.</p> <p><b>Formative Assessment:</b>          Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b>SOL Title</b> Basic printing techniques (poly printing)</p> <p><b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in printing to enable students to develop in confidence, knowledge and skill to communicate effectively through visual language of print through exploration of different cultural repeat patterns.</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; margin-right: 5px;"></span> different cultures. pattern</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: green; margin-right: 5px;"></span> selection. Developing ideas</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: cyan; margin-right: 5px;"></span> Printing process and techniques</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: magenta; margin-right: 5px;"></span> modelling of technique to secure confidence in practice</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: blue; margin-right: 5px;"></span> independent choice of style and create their own designs inspired by their choices</li> </ul> <p><b>Disciplinary Knowledge:</b>          Printing, repeat pattern, application of printing ink, printing ink, culture, tessellation, reflection</p> <p><b>Prior learning / retrieval:</b>          What is printing?          How do you apply the ink?          How is it different to painting?          What is culture?          What is pattern?          What is repeat/ tessellated and reflected pattern?</p> <p><b>Links to KS3 NC:</b>          Becoming proficient in basic printing and printing techniques. Evaluate and analyse using the language of art, craft and design. Know about cultural difference in pattern, and why they are there. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>          Printing, pattern, printing ink, block printing, poly printing, ideas, rollers, plates, registration</p> <p><b>Summative assessment:</b>          Repeat print in the style of a chosen cultural pattern. Reflecting their understanding and knowledge of that culture and the technique of printing</p> <p><b>Formative Assessment:</b>          Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b>SOL Title</b> Basic Sculpting Techniques</p> <p><b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in sculpture to enable students to develop in confidence, knowledge and skill to communicate effectively through visual language of sculpture through exploration of relevant 3D artists</p> <p><b>Substantive Knowledge:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: yellow; margin-right: 5px;"></span> forms of 3D artworks. Comparison of techniques</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: green; margin-right: 5px;"></span> properties of 3D materials. Modelling, sculpting techniques</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: cyan; margin-right: 5px;"></span> flexibility to adapt and change designs from 2D to 3D</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: magenta; margin-right: 5px;"></span> Learning from mistakes</li> <li><span style="display: inline-block; width: 15px; height: 10px; background-color: blue; margin-right: 5px;"></span> choice of designs inspired by artists and development of drawing.</li> </ul> <p><b>Disciplinary Knowledge:</b>          Sculpture, 3D form, connection and securing the model,</p> <p><b>Prior learning / retrieval:</b>          What is sculpture?          What are the types of materials you can use?          What is the difference between 2D and 3D?          Where do we see sculpture in the world around us?          What do you need to consider in 3D work?</p> <p><b>Links to KS3 NC:</b>          Becoming proficient in basic sculpting and sculpting techniques. Evaluate and analyse using the language of art, craft and design. Know about cultural difference in pattern, and why they are there. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>          Sculpture, joining, 3D, design, Marquette, stabilising, 3D artists</p> <p><b>Summative assessment:</b>          A 3D sculpture in the style of a chosen 3D artist reflecting the theme title e.g. robots. Reflection their knowledge of effective 3D sculpting and stabilisations</p> <p><b>Formative Assessment:</b>          Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>






<p><b><u>SOL Title Intermediate Drawing techniques (Collage)</u></b>  <b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit allows students to develop in drawing, to enable students to become more confident and skilful with communicating effectively using the visual language of collage and direction through collage artists.</p> <p><b>Substantive Knowledge:</b>   Shading, tonal value, shape, line, direction.   sketch, follow direction, line and shape. Modelling, artist work   Understanding direction, mark-making- line and form., key artist   Sharing work, altering scale, understanding mistakes and how to develop from them.   selection, technique to complete the work.</p> <p><b>Disciplinary Knowledge:</b>  Drawing, blending, tone, mark-making, composition, enlarging, scale, direction, contrast.</p> <p><b>Prior learning / retrieval:</b>  What is drawing?  What is collage?  Where can you see direction in a drawing?  What are the rules?  How can contrast be used to emphasis the subject?  Benchmarking skill level</p> <p><b>Links to KS3 NC:</b>  Developing proficiency in drawing and drawing techniques. Evaluate and analyse using the language of art. Know about a key artists process of creating work from initial sketch to final collage drawing. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>  Sketch, direction, contrast, tone, line, texture, form, shape, composition, observation, scale, colour, mark-making, control, blending, shading</p> <p><b>Summative assessment:</b>  A final A3 drawing completed using a collaged technique of their chosen picture, through discussion, practise and decision making.</p> <p><b>Formative Assessment:</b>  Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b><u>SOL Title Intermediate painting techniques (gouache painting)</u></b>  <b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit allows students to develop in painting, to enable students to become more confident and skilful with communicating effectively using the visual language of paint using direction and tone, through Hyper Realistic artists.</p> <p><b>Substantive Knowledge:</b>   explore colour theory   tint and tone control of colour, blending , fading and direction. Note taking   learn from mistakes as experimenting. Record ideas and thoughts independently   blending, fading, colour mixing and control. Application of paint   application of idea to outcome</p> <p><b>Disciplinary Knowledge:</b>  Painting, fading, blending, mark- making, direction, enlarging, colour mixing, application of paint, control of the paint brush</p> <p><b>Prior learning / retrieval:</b>  How do you blend paint?  How do you fade paint?  What are the primary &amp; secondary colours?  How do we make them?  How do we hold a brush?  Why might direction of painting be useful?  How do you effectively mix colours and tones?  What is a Hyper-Realistic style of painting look like?  What other styles of painting are there?</p> <p><b>Links to KS3 NC:</b>  Developing proficiency in painting and painting techniques. Evaluate and analyse using the language of art. Know about the Hyper-Realistic style and techniques and apply to a final painting making connections to the artist. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>  Sketch, Line, Hyper- Realism, Hyper -Realistic artists, gouache paint, fade, blend, direction, enlarge, scale, grid, primary colours, secondary colours, mixing, application, tints and tones, control</p> <p><b>Summative assessment:</b>  Painting in the style of a chosen Hyper-Realistic artist, reflecting their understanding and knowledge of that style of work.</p> <p><b>Formative Assessment:</b>  Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b><u>SOL Title Intermediate printing techniques (Collagraph printing)</u></b>  <b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit allows students to develop in printing, to enable students to become more confident and skilful with communicating effectively using the visual language of print using colour and mark making, through an exploration of print artists.</p> <p><b>Substantive Knowledge:</b>   collagraph artists. Collograph printing   selection. Developing ideas   Printing techniques. Printing ink application   technique to secure   independent choice. Selection. Development of ideas</p> <p><b>Disciplinary Knowledge:</b>  Printing, texture, mark-making, pattern, line, simplification, application of printing ink, printing ink, scrim, contrast, relief. ghost print, reflection</p> <p><b>Prior learning / retrieval:</b>  What is printing?  How do you apply the ink?  How is it different to painting?  What is mark-making?  What is texture?  What does relief mean?  What is a ghost print?  How could contrasting texture help your print?  What is repeat/ tessellated and reflected pattern?</p> <p><b>Links to KS3 NC:</b>  Developing proficiency in intermediate printing and printing techniques. Evaluate and analyse using the language of art, craft and design. Know about Collagraph and print artists and techniques. Apply techniques and inspiration to their own work. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>  <b>Printing, scrim, relief, printing ink, block printing, collagraph printing, ideas, rollers, plates, registration, printing press, simplification, ghost printing.</b></p> <p><b>Summative assessment:</b>  print using the press, Reflecting their understanding and knowledge of collagraph artists and technique of printing</p> <p><b>Formative Assessment:</b>  Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p><b><u>SOL Title Intermediate metal sculpting</u></b>  <b>Rationale:</b> The students arrive into KS3 with varying degrees of arts education. This unit allows students to develop in 3D skills to enable students to become more confident and skilful with communicating effectively using the visual language of sculpture through exploration of relevant 3D artists.</p> <p><b>Substantive Knowledge:</b>   Different forms of 3D artworks. Compare artwork   properties of 3D materials and 3D modelling techniques   adapt designs from 2D to 3D   Learning from mistakes   choice of designs, drawing. Own resources to facilitate design elements</p> <p><b>Disciplinary Knowledge:</b>  Sculpture, 3D form, manipulating, direction, line, metal, Securing, safe cutting, safe handling and hot glue gun, gluing.</p> <p><b>Prior learning / retrieval:</b>  What is sculpture?  What are the types of materials you can use?  What is the difference between 2D and 3D?  Where do we see sculpture in the world around us?  What do you need to consider in 3D work?  How do you manipulate metal?  What are the health and safety requirements?  How do you follow the form with strips of metal?</p> <p><b>Links to KS3 NC:</b>  Developing proficiency in intermediate sculpting and sculpting techniques. Evaluate and analyse using the language of art, craft and design. Know about 3D artists and their techniques. Use of sketchbooks as a recording devise.</p> <p><b>Disciplinary literacy:</b>  <b>Sculpture, joining, 3D, design, Marquette, securing, hot glue gun, cutting , line, manipulating, 3D artists</b></p> <p><b>Summative assessment:</b>  A 3D sculpture in the style of a chosen 3D artist reflecting the theme title eg: animals and insects. Reflecting their knowledge of effective 3D sculpting, manipulating and securing</p> <p><b>Formative Assessment:</b>  Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>
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# Year 9

## Advanced Drawing techniques

**Rationale:** The students arrive into Year 9 with two years of skills and techniques experience in drawing. This unit allows students to refine and hone their skills and knowledge about drawing. Apply drawing techniques to a range of media and challenging complexity and scale.

### Substantive Knowledge:

-  Shading, tonal value, shape, line.
-  Refining sketching technique, line and shape.
-  Applying and exploring mark-making, create texture- line and form.
-  Sharing work, altering scale, Using mistakes to improve.
-  Independent choice of drawing technique to complete the work.

### Disciplinary Knowledge:

Drawing, sketching, blending, tone, mark-making, composition, scale

### Prior learning / retrieval:

What is drawing?  
 What are the rules?  
 Advanced colour theory retrieval  
 Advanced tonal value retrieval

### Links to KS3 NC:

Being proficient in drawing and drawing techniques. Evaluate and analyse using the language of art. Know about artists processes of creating work from initial sketch to final painting. Explain using visual language. Coherent and developed use of sketchbooks as a recording devise.

### Disciplinary literacy:

Sketch, tone, line, texture, form, shape, composition, observation, scale, colour, mark-making, control, blending, shading, movement

### Summative assessment:

**A final A3 drawing completed using a technique of their choosing through discussion, practise and decision making.**






### Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions

## Advanced painting techniques

**Rationale:** The students arrive into Year 9 with two years of skills and techniques experience in painting. This unit allows students to refine and hone their skills and knowledge about painting using acrylic paint. Apply painting techniques in a confident and advanced manner to a range of media and subject, and challenging complexity and scale.

### Substantive Knowledge:

-  colour theory and limited colour palettes for colour, tone and tint
-  independent experimenting with application and creating texture and movement in paint
-  learn from mistakes as experimenting. Record ideas and thoughts independently and sharing
-  advanced knowledge of colour mixing and control. application.
-  applying their knowledge to the final painted outcome. Self-assessment and identifying areas for development using visual language

### Disciplinary Knowledge:

Painting, colour mixing, application of paint, control of the paint brush, creating texture and movement

### Prior learning / retrieval:

How do we mix colours, tones and tints?  
 Why do we hold a brush in a certain way?  
 How do we achieve texture in paint?  
 How do you effectively create a sense of movement in paint?  
 Who are the artists you have chosen and why?  
 What were the different styles of art?  
 How do we learn what the media can do and what it's limitations are?

### Links to KS3 NC:

Being proficient in painting and painting techniques. Evaluate and analyse using the language of art. Know about different art styles and techniques and apply to a final painting making connections to the artist. Use of sketchbooks as a recording devise.

### Disciplinary literacy:

**Sketch, Line, artists, acrylic paint, primary colours, secondary colours, mixing, application, tints and tones, control**

### Summative assessment:

Painting in the style of a chosen artist reflecting their understanding and knowledge of that style of work.






### Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions

## Advanced printing techniques (Lino reduction printing)

**Rationale:** The students arrive into Year 9 with two years of skills and techniques experience in printing. This unit allows students to refine and hone their skills and knowledge about print through producing a lino reduction print over 4+ cuts. Apply printing techniques and knowledge in a confident and advanced manner, and challenging complexity and scale.

### Substantive Knowledge:

-  Research. reduction print artists
-  layers and colour, composition and safe removal of lino
-  Printing techniques and processes
-  modelling and explanation. Sharing and working together
-  independent choice of content and composition

### Disciplinary Knowledge:

Printing, application of printing ink, reduction cutting, colour missing, effective printing

### Prior learning / retrieval:

**What is printing?**  
**What can you see in this type of printing?**  
**How is it different to painting?**  
**How is this printing different to what you have seen before?**  
**What techniques, styles can you see in the artists work?**  
**What is effective printing?**

### Links to KS3 NC:

Being proficient in printing and printing techniques. Evaluate and analyse using the language of art, craft and design. Know about the process of reduction printing and historical figures who have used it. Use of sketchbooks as a recording devise.

### Disciplinary literacy:

**Printing, printing ink, block printing, lino reduction printing, ideas, rollers, plates, registration, layers, cutting, benchook, lino cutting tool**

### Summative assessment:

Repeat, reduction print in the style of a chosen reduction print artists reflecting the theme of the project (e.g. architecture)






### Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions

## Advanced Sculpting Techniques

**Rationale:** The students arrive into Year 9 with two years of skills and techniques experience in sculpture. This unit allows students to refine and hone their skills and knowledge about 3D working practices through producing 3D final outcome. Apply sculpting techniques and knowledge in a confident and advanced manner, and challenging complexity and scale.

### Substantive Knowledge:

-  techniques for clay construction, coil/ slab and joining techniques
-  maquette designs
-  adapt and change designs from 2D to 3D
-  share experiences, peer support, maquette making
-  choice of designs, artists and development of 3D sculpting techniques to produce a final outcome independently

### Disciplinary Knowledge:

Sculpture, 3D form, joining and securing

### Prior learning / retrieval:

**What is sculpture/ 3D art?**  
**Who are we looking at and why?**  
**What are the types of materials you can use?**  
**What are the limitations of each media?**  
**Why is there a difference between 2D and 3D, what does this mean?**  
**Why might ideas need to change and develop?**  
**Where do we see sculpture in the world around us?**  
**What do you need to consider in 3D work and why?**

### Links to KS3 NC:

Being proficient in sculpting and sculpting techniques. Evaluate and analyse using the language of art, craft and design. Know about 3D materials properties and limitations. Understand how to incorporate 2D artists into 3D work. Use of sketchbooks as effective recording of the learning and development of the project.

### Disciplinary literacy:

**Sculpture, joining, 3D, design, Maquette, stabilising, 3D artists, 2D artists, clay, coil, slab, design, op art**

### Summative assessment:

A 3D slab pot in the style of a chosen 3D artist reflecting the theme title e.g. beach huts and Bridget Riley. Construction and application of paint and varnish to the final piece

### Formative Assessment:

Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions