

Art Curriculum Map

2024-2025

Cloughside College

Overview statement:

To introduce students to a range of art processes, techniques and artists relevant to their learning and age. Students should be introduced to different techniques across drawing, painting, mixed media and 3D art. Curriculum plan links directly with subject intent aswell as the Art Policy. Please see those documents for a more detailed picture of the Arts curriculum.

	Autumn 1 Sep - Oct	Autumn 2 Oct –Feb	Spring 1 and 2 Feb - Easter	Summer 1 and 2 Easter - July
Year 7	Project 1 Pencil Theory/Observational Drawing	Project 2 Colour Theory Painting	Project 3/4 Portrait Project	Project 5 Art Challenge Design and make
	<p>Knowledge & Skills;</p> <ul style="list-style-type: none"> • Observational drawing skills • Artist research skills (lit) • Introduction to subject specific routines and health and safety <p><u>Still life drawing crisp/sweet wrapper.</u></p> <ul style="list-style-type: none"> • To learn about different 	<p>Knowledge & Skills;</p> <ul style="list-style-type: none"> • To learn about basic colour theory, using the colour wheel. • To learn about mixing Primary colours to create Secondary colours. • To learn about the use of colour, contrasting, harmonious, warm, cool etc. • To learn about the application of paint, blending colours and 	<p>Knowledge & Skills;</p> <ul style="list-style-type: none"> • To be introduced to the history of portraiture • To learn how to draw a face in proportion, using guidelines. (numeracy) • To understand a range of drawing techniques, inspired by various artists • To learn how different artists have explored and 	<p>Knowledge & Skills;</p> <p>* To design and create final outcomes for a specific brief. Use the summer term to introduce new materials and techniques, these could be; ceramics, textiles, wire, Card construction, screen-printing, printmaking, collage etc. Pupils will submit 2 pieces of work (design sheet and final piece).</p> <p>The design sheet MUST be</p>

- types of pencils.
- To learn about **composition** and how to compose a drawing.
 - To learn how to observe and to draw skilfully using, **line, shape, detail** and **proportion**. (numeracy)
 - To learn how to apply **tone** to show depth, shadows and highlights.

Possible Themes; Still Life

Possible Artists; Marcello Barenghi.



- creating **tones**.
- Understand how to mix **tints** and **shades** of a colour.
 - To produce their own design using their homework in the style of Carolee Clarke. (lit)
 - To understand how to develop and refine a painting with pen and pencil.

Possible Themes; Carolee Clarke inspired project.

Possible Artists; Carolee Clarke.

Possible Artists; Carolee Clarke, Rex Ray, Kandinsky.



- interpreted portraiture.
- Differentiate with the printed outline sheet or graphite transfer from a photograph.

Possible Ideas; to create a **self portrait** or portrait in pencil, **3D** card heads, **2D** card faces, 3D wire heads, cubist faces, identity faces, **Ceramic** faces, textile collage faces.

Possible Artists; Picasso. Leanne Wildermuth



annotated showing thoughts /ideas /methods/scale and materials to use. (lit)

Summer homework project: Use recycled or found materials to produce a 3D sculpture indepently or with help from family / friends.

Possible Artists;

Philip Cox, Marjan Wouda



Overview statement

To develop students' skills and build upon their prior learning and understanding of art and artists. Students should aim to use their prior learning to advance their skill set further in both 2D and 3D by using a wide range of materials and tools.

Year 8	Autumn 1 & 2 Sep – Dec	Spring 1 Jan – Feb half term	Spring 2 Feb half term- Easter	Summer 1 and 2 Easter - July
	Project 1; Pencil Theory/Abstract Design.	Project 2; Painting Project <i>(can be developed from project 1)</i>	Project 3; Printing Project	Project 5; (Design and Make)
	<p><u>Knowledge & Skills;</u></p> <ul style="list-style-type: none">Developing observational drawing. Learning how to draw and shade in an object using pencil tones.Drawing Test. (Coke cans) Mark using S&T. Students act on target. Students should use skills developed in Y7. <p><u>Following weeks;</u></p> <ul style="list-style-type: none">To learn how to use a viewfinder to take a section of the sketchbook to create an Abstract Design on A5 tracing paper.To research and respond to a pattern artistLearn four different types of	<p><u>Knowledge & Skills;</u></p> <ul style="list-style-type: none">Build on previous colour theory from Y7 by introducing tertiary, monochromatic, analogous colour schemesUnderstand how to paint final designs using new colour schemeLearn how different artists and art movements have explored colour.(lit)Refine their painting by using colour scheme on their final design. <p>Homework/ward work – “art through time.”</p> <p>Students will each produce a mini</p>	<p><u>Knowledge & Skills;</u></p> <ul style="list-style-type: none">Develop skills in design based on a set theme (pattern) (numeracy)To learn the techniques of preparing print backgrounds, e.g. collage, ink, paint etc.To learn how to create a print board e.g. poly, lino, mono, collograph.To learn how to create a print skilfully.To learn how to respond to an artist inspired by pattern	<p><u>Knowledge & Skills;</u></p> <p>To design and create final outcomes for a specific brief. Use the summer term to introduce new materials and techniques, these could be;</p> <p>EMBROIDERY / FELT /SCRAP FABRICS.</p>

repeating patterns: Basic, Rotation, Reflection, Half Drop.

- Produce a repeat reflection pattern from the abstract section and create a final design
- Possible extension: use an alternative pattern repeat style to create a different final design.

Possible Artists; Escher, William Morris,



project at home lasting 6 weeks based on a different historical art movement. They will choose a movement from the powerpoint. This can be done on paper or on Powerpoint.

They will each present a 2 minute speech about the movement to the class.

Possible Themes; Landscapes, Architecture,

Possible Artists/movements; Hundertwasser, Van Gogh, Gaudi.



Possible Ideas; To create print sheets, print tiles, wall hangings, hanging birds and butterflies etc.



Possible brief ideas;

Pupils will submit 2 pieces of work (design sheet and final piece). The design sheet MUST be annotated showing thoughts /ideas /methods/scale and materials to use.

--	--	--	--	--

Overview statement:

To consolidate student's skills and techniques across 2D and 3D art. To increase their understanding of artists and their work from various cultures, backgrounds and times through history.

Year 9

Autumn Term – Sept to Dec
Spring Term - Jan to Feb



Mini Taster Projects

Research & experiments based on a set theme eg; Food

First lesson – Title page and stick in sheets.

Second lesson Drawing Test (A plastic bottle) Mark with S&T comments.

Spring 2
Feb half term- Easter
Summer 1 and 2



PHOTOGRAPHY (4 lessons)

Experiment with a range of Art & Photography techniques which will be displayed and annotated on completion.

<p>Homework. Re-do or work into test in line with targets. Pupils use green pen. (Bring in sweets and or empty packet).</p> <p><u>ART (4 lessons)</u> Divide a page into 4. Produce 4 different line drawings which will be completed in 4 different media such as watercolour, pen/ ink, coloured pencil, felt tips and pencil shading. Use of grid method. (numeracy) SWEETS /WRAPPERS provided by teacher or themselves. 4.012 4.021 HOMEWORK- PRODUCE AN ARTIST RESEARCH DOUBLE PAGE. (lit)</p> <p><u>TEXTILES (4 lessons)</u> To produce a piece of A5 Textiles based on food/ fruit . Draw design on fabric. Paint using watercolours / felt tip and embroider into. 4.012 4.021 2.002 2.016 2.015 4.023 _HOMEWORK- PRODUCE A TEXTILES ARTIST RESEARCH DOUBLE PAGE. (lit)</p>	<p>Research and respond to appropriate photographer Photography students will go out of school on a Photo shoot of the local area.</p> <p>A01</p> <ul style="list-style-type: none"> - Collect images of food items and create a lively and exciting mood board with images and drawings. Recording of ideas through direct observation. - Produce an artist research page on a Ceramic artist. (lit) <p>A02</p> <ul style="list-style-type: none"> - Practise on small tiles of clay different clay techniques such as, Coiling , joining clay, thumb pot, textures etc. No need to fire the experiments but can photograph the experiments. <p>A03</p> <ul style="list-style-type: none"> - Design the food / condiment item you wish to make in clay inspired by artist Mechelle Bounpraseuth. <p>A04</p> <ul style="list-style-type: none"> - FINAL PIECE OF WORK. Make the final piece using coiling or pinch pot technique. Fire in the kiln and paint using different tones. <p>Enrichment link: All students who opt to take Art/Textiles/Photography will go on an educational visit to research and take images ready to use.</p>
--	---

	Autumn 1 & 2 Sep – Dec Xmas	Spring 1 Jan – Feb half term	Spring 2 Feb half term- Easter	Summer 1 and 2 Easter - July
Overview statement: Year 10 will introduce students to the four GCSE assessment objectives. Students will use their skills to respond to a theme, such as architecture, presenting a range of highly skilled techniques and processes. Students will research relevant artists and respond to their style.				
Year 10	<p>SKILLS TRAINING (AO1 & AO2)</p> <p>Research & experiments based on a set theme eg; Architecture</p>	<p>SKILLS TRAINING (AO3&4)</p> <p>Learn how to produce imaginative and independent designs</p>	<p>MAIN PROJECT (AO1 & AO2)</p> <p>(Covering all assessment objectives)</p> <p>Research & experiments based on a personal chosen theme.</p>	<p>MAIN PROJECT (AO2&3)</p> <p>Continue and complete experiments. Produce imaginative and independent designs.</p>
	<p><u>Knowledge & Skills;</u></p> <p><u>Art, Textiles & Photography SKILLS TRAINING</u></p> <p>Students will learn how to produce a range of highly developed skills in one of the above specialisms. They will research imagery based on a set theme such as natural forms or architecture etc. (lit) They will research and respond to appropriate artists (lit) They will take photos from the annual school trip supporting the theme. The work will be displayed in sketchbooks (Photography work will be displayed on Google slides). They will study and analyse the work of an artist/ photographer who`s work inspires them. They will produce a range of designs which have been influenced by their</p>	<p><u>Knowledge & Skills;</u></p> <p><u>Art, Textiles & Photography SKILLS TRAINING CONT...</u></p> <p>Students will learn how to produce a range of ideas based on their skills training to produce a final piece of work in their chosen skill. They will then produce the final piece if time permits.</p>	<p><u>Knowledge & Skills;</u></p> <p><u>Art, Textiles & Photography</u></p> <p>Students will be given a choice of themes (similar to an exam). They will begin a project which will cover all four assessment objectives. They will research images and Artists/Photographers who inspires them. Take first hand images to support their theme. Produce drawings and experiments using different materials based on their specialist skill.</p>	<p><u>Knowledge & Skills;</u></p> <p><u>Art, Textiles & Photography</u></p> <p>Continue experimenting with techniques to support ideas and thoughts. Produce a range of design ideas for the final piece of work which clearly link to the artists and techniques they have studied. Annotate ideas and intentions. Enrichment link; All students will be invited to attend after school enrichment classes to help develop their skills further.</p>

	research. They will produce highly developed experiments with a range of techniques.			
Overview statement:				
Year 11 allow students to respond to a theme and complete their first full project, covering the four GCSE assessment objectives. Students should aim to work more independently, producing work which is personal and meaningful to them. Students understand the process of completing a project and be well prepared for their ESA.				
Year 11	Autumn 1 & 2 Sep – Dec Xmas	Spring 1 Jan – Feb half term	Spring 2 Feb half term- Easter	Summer 1 and 2 Easter - May
	<u>Main Project ao4</u> Make a final piece of work based on their chosen theme.	<u>Externally set assignment (exam)</u> Please see exam/assessment paperwork for details	<u>Externally set assignment(exam)</u> Please see exam/assessment paperwork for details	Students will complete any outstanding work for submitting.
	<u>Knowledge & Skills;</u> Students will make a final piece of Art / Photography/Textiles choosing a technique of their own choice. Students will showcase all their previous learning in the production of a final piece of Art which clearly reflects the journey they have taken.	<u>Knowledge & Skills;</u> Enrichment link ; All students will go out on a trip early Jan to research and take images to use for their exam. <u>Art , Textiles & Photography</u> Students will be given the exam paper in January, choose a question and spend approx. 10 weeks researching, experimenting and developing a final ideas for the exam (AO1,2&3) This will be displayed in a file.	<u>Knowledge & Skills;</u> <u>Art , Textiles & Photography</u> They will produce a 10 hour final piece of work in March (AO4). This will be marked internally and externally moderated and form 40% of the final grade.	<u>Knowledge & Skills;</u> <u>Art , Textiles & Photography</u> Students will ensure that all work is completed ready to hand in at the beginning of May for assessment.