

Curriculum Map 2020 onwards

Subject: Art

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Curriculum Topics: Jim Dine Tone	Curriculum Topics: Jim Dine Tone	Curriculum Topics: Landscape mark making project inspired by Hockney and Van Gogh	Curriculum Topics: Oil pastel pineapple in colour (usually would be painted)	Curriculum Topics: Pattern Project	Curriculum Topics: Pattern Project
	Links with previous topics: Primary students will have done some drawing from observation and some tonal skills. They will also have created art works in response to other artists' work.	Links with previous topics: Primary students will have done some drawing from observation and some tonal skills. They will also have created art works in response to other artists' work.	Links with previous topics: Tone (Jim Dine) Primary students will have responded to works by other artists before. They also more frequently than not study Van Gogh, and therefore will have some prior learning of his use of textural marks.	Links with previous topics: Texture (Jim Dine) Primary school students will have done some colour theory, usually just the primary and secondary colours. They may know how to mix paints to achieve secondary colours.	Links with previous topics: ZBN is currently writing this as it is a new project to accommodate for the non-specialist spaces we are teaching in at this time. There will be elements of colour theory which thread into this project from pineapples, as well as the shape and patterns of pineapples and Jim Dine shapes and negative space (composition)	Links with previous topics: ZBN is currently writing this as it is a new project to accommodate for the non-specialist spaces we are teaching in at this time. There will be elements of colour theory which thread into this project from pineapples, as well as the shape and patterns of pineapples and Jim Dine shapes and negative space (composition)
	Assessments: Marking their sketchbooks for presentation and common misconceptions to	Assessments: Mark against progression statements for project	Assessments: Marking their sketchbooks for presentation and common misconceptions to	Assessments: Mark against progression statements for project	Assessments: Marking their sketchbooks for presentation and common misconceptions to	Assessments: Mark against progression statements for project

	inform teaching/planning		inform teaching/planning		inform teaching/planning		
8	Curriculum Topics: Illuminated Lettering	Curriculum Topics: Illuminated Lettering	Curriculum Topics: 2 point perspective	Curriculum Topics: 2 point perspective	Curriculum Topics: Dragon's Eye in tonal pencil (would usually be watercolour and coloured pencil)	Curriculum Topics: Dragon's Eye in collage (would usually be clay)	
	Links with previous topics: Colour theory (pineapples) Composition (pineapples) Mark making (landscape, Jim Dine)	Links with previous topics: Colour theory (pineapples) Composition (pineapples) Mark making (landscape, Jim Dine)	Links with previous topics: Colour theory (pineapples, illuminated lettering) Proportion (Jim Dine) Mark making (landscape, Jim Dine) Precision in handing media (illuminated lettering)	Links with previous topics: Colour theory (pineapples, illuminated lettering) Proportion (Jim Dine) Mark making (landscape, Jim Dine) Precision in handing media (illuminated lettering)	Links with previous topics: Texture (pineapples) Tone (Jim Dine) Colour theory (pineapples, illuminated lettering, perspective) Cultural and Historical significance of Art (Illuminated letters)	Links with previous topics: Texture (pineapples) Colour theory (pineapples, illuminated lettering, perspective) Cultural and Historical significance of Art (Illuminated letters)	
	Assessments: Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning	Assessments: Mark against progression statements for project	Assessments: Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning	Assessments: Mark against progression statements for project	Assessments: Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning	Assessments: Mark against progression statements for project	

9	<p>Curriculum Topics:</p> <p>Portraiture and proportion</p>	<p>Curriculum Topics:</p> <p>Portraiture - Giacometti</p>	<p>Curriculum Topics:</p> <p>Birds</p>	<p>Curriculum Topics:</p> <p>Birds</p>	<p>Curriculum Topics:</p> <p>Pattern Project</p>	<p>Curriculum Topics:</p> <p>Pattern Project</p>
	<p>Links with previous topics:</p> <p>Proportion and detail (Dragon's eye, Illuminated lettering)</p> <p>Tone (Jim Dine, mark making)</p>	<p>Links with previous topics:</p> <p>Proportion and detail (Dragon's eye, Illuminated lettering)</p> <p>Tone (Jim Dine, mark making)</p> <p>Colour theory (Pineapples)</p> <p>Art History and use of artists to inspire previous work (Jim Dine, Illuminated letters, Pineapples)</p>	<p>Links with previous topics:</p> <p>Colour theory and texture (Pineapples, Dragons)</p> <p>Mixed media approaches (mostly quite new, but has been touched upon in Year 7 Jim Dine and Y8 Perspective)</p>	<p>Links with previous topics:</p> <p>Colour theory and texture (Pineapples, Dragons)</p> <p>Mixed media approaches (mostly quite new, but has been touched upon in Year 7 Jim Dine and Y8 Perspective)</p>	<p>Links with previous topics:</p> <p>ZBN is currently writing this as it is a new project to accommodate for the non-specialist spaces we are teaching in at this time. There will be elements of colour theory which thread into this project from pineapples, as well as the shape and patterns of pineapples and Jim Dine shapes and negative space (composition)</p>	<p>Links with previous topics:</p> <p>ZBN is currently writing this as it is a new project to accommodate for the non-specialist spaces we are teaching in at this time. There will be elements of colour theory which thread into this project from pineapples, as well as the shape and patterns of pineapples and Jim Dine shapes and negative space (composition)</p>
	<p>Assessments:</p> <p>Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning</p>	<p>Assessments:</p> <p>Mark against progression statements for project</p>	<p>Assessments:</p> <p>Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning</p>	<p>Assessments:</p> <p>Mark against progression statements for project</p>	<p>Assessments:</p> <p>Marking their sketchbooks for presentation and common misconceptions to inform teaching/planning</p>	<p>Assessments:</p> <p>Mark against progression statements for project</p>

10	Curriculum Topics: Mannequins project Colour Tone Proportion	Curriculum Topics: Mannequins Project/Anatomy Project	Curriculum Topics: Anatomy Project	Curriculum Topics: Anatomy Project	Curriculum Topics: Anatomy Project	Curriculum Topics: Anatomy Project	
	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)
	Assessments: Mark against AQA Assessment Objectives	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: Mark against AQA Assessment Objectives	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: Mark against AQA Assessment Objectives	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity

11	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:	Curriculum Topics:
	Anatomy Project	Anatomy Project	Mock Exam Topic	Mock Exam Topic	Mock Exam Topic/Complete portfolios	N/A
	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Proportion (Dragon's eye, Illuminated lettering, portraiture, birds) Tone (Jim Dine, mark making) Observational drawing skills and developing ideas Mixed media approaches (birds, Jim Dine, Perspective)	Links with previous topics: Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	Links with previous topics: Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	Links with previous topics: Dependent on student choice of starting point but we would expect to see students considering all formal elements plus the ability to experiment and refine, and analyse and research relevant cultural and contextual influences to develop their work.	Links with previous topics:
	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: Mark against AQA Assessment Objectives	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: Mark against AQA Assessment Objectives	Assessments: Mark against AQA Assessment Objectives Standardisation or tracking for training and to ensure accuracy and uniformity	Assessments: N/A

					<p>At this point we are marking exam and portfolio and we do this collaboratively to ensure uniformity. This part of the year will also have a visit from a moderator.</p>	
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