

## Art Curriculum Map 2025-2026

Salvatorian believes that Art, craft and design education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds. The intent of the Salvatorian Art & Design curriculum is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to participate in, experiment with, invent and create their own works of art, craft and design. Pupils should be able to think creatively and critically. They should investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future. This will enable pupils to contribute as confident citizens and future professionals to the culture, creativity, economic success, leisure, material and emotional well-being of our society within both national and global contexts. Students will acquire skills that enable them to draw, paint, sculpt, print, photograph, design and make personal works of Art. We aim to make the curriculum sequential in the skills learnt, starting with the fundamental elements of drawing and colour theory, then allowing students to apply this essential knowledge while exploring painting, 3D work, printing, design, and critically understanding and appreciating the work of others. In year 9, students begin to develop personal work with more advanced media and materials, preparing them for the rigorous demands and mastery expected at GCSE Fine Art at KS4. Knowledge and practical skills underpin each other, and students systematically acquire both alongside each other in the curriculum. Learning about Artists and various techniques is intrinsically tied in to all practical lessons and homework, allowing students to truly learn about Art both historically and in modern Britain, while developing their own practical knowledge and skills.

Term	Autumn 1		Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Year 7	<p>What is drawing?</p> <p>The elements of drawing will be broken down into lessons to enhance drawing skills.</p> <p>– Tone, Value, Line, form, Shape.</p> <p>Exploring the uses of pencil.</p> <p>Who was Van Gogh?</p> <p>Working with ink.</p>	Assessment 1	<p>Drawing throughout cultural history.</p> <p>Exploring Cave Paintings.</p> <p>Exploring Egyptian Hieroglyphs.</p> <p>Exploring African Patterns and Aboriginal Art.</p>	Assessment 2	<p>How do we use Colour?</p> <p>Exploring the colour wheel.</p> <p>The elements of colour.</p> <p>Hot and Cold colour.</p> <p>An Introduction to painting.</p>	<p>What is painting?</p> <p>Students will be learning how to apply paint in various ways using colour.</p> <p>They will look at the work of Picasso's blue and rose period for mood.</p> <p>They will look at landscapes in the romanticist period and produce their own monochromatic landscape</p>	Assessment 3	<p>Art in popular culture (Pop Art)</p> <p>Exploring Pop Art in the 1960s.</p> <p>Flash Word Collages &amp; Roy Lichtenstein.</p> <p>Comic Books &amp; Benday dots.</p> <p>Who was Andy Warhol? Why did he paint a can of soup?</p> <p>How does Pop Art link to advertisement?</p>	<p>Cross Curricular project: Pop Art &amp; Food Sculptures</p> <p>Exploring 3D Pop Art.</p> <p>Exploring the work of Wayne Thiebaud and Sarah Graham.</p> <p>Creating a 3D response in clay and out of found materials.</p>

Year 8	<p><b>Organic Mechanic: Mechanical Objects</b></p> <p>Using various media to draw and paint mechanical and organic objects.</p> <p>Observational drawing and realism linked to futurism.</p> <p>Materials will include – Inks, Charcoal, Pens,</p>	Assessment 1	<p><b>Organic Mechanic: Organic Forms</b></p> <p>Using media to observe 'organic' forms and styles.</p> <p>Combined nature with mechanical to create a personal design.</p> <p>-</p> <p>Gaudi project exploring organic architecture.</p>	Assessment 2	<p><b>Surrealism</b></p> <p>Exploring surrealism with Oil pastels</p> <p>Who was Rene Magritte?</p> <p>Who was Salvador Dali?</p> <p>A 'fantastic imagery' response linking to comic book creations.</p>	<p><b>Surrealism</b></p> <p>Exploring metamorphism.</p> <p>Making links to Surreal masters.</p> <p>Mono printing and oil pastel prints</p> <p>Creating Metamorphic Art.</p>	Assessment 3	<p><b>Still Life through Sea Life</b></p> <p>The study of Still life through drawing, painting and print making.</p> <p>Shells and Sea Life will be used as a visual stimuli.</p>	<p><b>Sculpture through Sea Life</b></p> <p>Students will use clay, cardboard and found materials to create their own response to "Protect the Oceans" for their end of year assessment.</p>
Year 9	<p><b>Architecture: History of Architecture</b></p> <p>Studying Art pinpoints of History through Architecture.</p> <p>Recap of Gaudi from year 8 and contrast/compare his work to Gothic Architectures</p>		<p><b>Architecture: Gothic and Gargoyles.</b></p> <p>Study of churches and cathedrals.</p> <p>Study of gargoyles.</p> <p>Concepts: Comparing Orante architecture to minimalism. How does this translate to art and design as a whole.</p>		<p><b>Portraiture</b></p> <p>Students will study a portrait project looking at how to draw each part of the face and different styles of drawing.</p> <p>They should use the grid method to draw their own portrait.</p>	<p><b>Portraiture</b></p> <p>Students will explore different types of portraits and produce a personalised pencil portrait with a background linking to Kehinde Wiley through print-making.</p> <p>Students will finish the project with a German Expressionist Lino-print.</p>		<p><b>Graphic Novels and Anime</b></p> <p>Personal project exploring graphic novels as way to tell stories.</p> <p>Tim Burton will be used as well as manga and anime drawing techniques.</p> <p>Students will finish by creating their own concertina book.</p>	<p><b>Political Art (short unit)</b></p> <p>Exploring Political Art.</p> <p>Who is Barbara Kruger?</p> <p>Banksy and social media.</p> <p>David Hockney and the Equality Act.</p> <p>Shepard Fairy</p> <p>Hannah Hoch and Photomontage</p>

Year 10	<p><b>Foundation Project</b></p> <p>An introduction project looking at a wide range of skills.</p> <p>Still life Drawing Photography Graphics Painting</p>	Assessment 1	<p><b>Nature Project</b></p> <p>Focus on drawing, painting, charcoal as students look at personal Artists and cover materials.</p>	Assessment 2	<p><b>Nature Project</b></p> <p>Continue with Artist studies, printing methods, drawing and ink.</p> <p>Portraiture focussed work.</p> <p>Painting in monochrome, painting in colour, producing a personal response.</p> <p>Personal Artists and students begin setting personal homework.</p>	<p><b>Personal study project: Anatomy</b></p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p>	Assessment 3	<p><b>Personal study project: Anatomy</b></p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p> <p><b>5 hour timed period.</b></p>	<p><b>Personal study (mock paper)</b></p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p>
Year 11	<p><b>Personal study.</b></p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p>		<p><b>Personal study including 10 hour timed period.</b></p> <p>Component 1: Sustained project</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p> <p><b>10 hour timed period.</b></p>		<p><b>Externally set assignment</b></p> <p>Component 2:ESA</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p>	<p><b>Externally set assignment including 10 hour timed period.</b></p> <p>Component 2:ESA</p> <p>AO1: Use sources to develop work. AO2: Experiment and refine within their project. AO3: Record their ideas and observations to a high degree of skill. AO4: Personal responses.</p> <p><b>10 hour timed period.</b></p>		/	/

<p>Year 12</p> <p>FINE ART &amp; GRAPHIC DESIGN</p>	<p>Foundation Project in the core elements.</p> <p>A series of mini projects and workshops based on skills, designers,</p>		<p>Foundation Project in the core elements.</p> <p>A series of mini projects and workshops based on skills, designers,</p>		<p>Foundation Project in the core elements.</p> <p>A series of mini projects and workshops based on skills, designers,</p> <p>Enrichment Trip:</p> <p>Students will take a trip to numerous galleries and design museums in Central London to explore themes relevant to their topic.</p> <p>Mock exam to end foundation project: 10 hours</p>	<p>Personal study/Portfolio: 60%</p> <p>Component 1</p> <p>Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.</p>		<p>Personal study/Portfolio: 60%</p> <p>Component 1</p> <p>Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.</p>	<p>Personal study/Portfolio: 60%</p> <p>Component 1</p> <p>Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.</p>
<p>Year 13</p> <p>FINE ART &amp; GRAPHIC DESIGN</p>	<p>Personal study/Portfolio: 60%</p> <p>Component 1</p> <p>Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.</p>		<p>Personal study/Portfolio: 60%</p> <p>Component 1</p> <p>Students build their own portfolio around a chosen theme of their choice. The portfolio will be accompanied by a personal study essay between 1000-3000 words.</p>		<p>Externally set assignment: 40%</p> <p>Component 2</p> <p>Students are given the choice of themes by the exam board. They will explore this theme in project until May, ending with a 15-hour timed period (3 Days in department) to produce personal outcomes.</p>	<p>Externally set assignment: 40%</p> <p>Component 2</p> <p>Students are given the choice of themes by the exam board. They will explore this theme in project until May, ending with a 15-hour timed period (3 Days in department) to produce personal outcomes.</p>			