

Art Curriculum Map

Intent: 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	Drawing skills -Exploring the uses of pencil. -Who was Van Gogh? -Observational drawing. -Working with ink.	Assessment 1	Tribal masks -Exploring various African Tribal patterns. -Applying patterns to their own work. -A 3D cardboard relief mask.	Assessment 2	Colour theory -Exploring the colour wheel. -The elements of colour. -Hot and Cold colour. -An Introduction to painting.	Colour theory -Who was Henri Matisse? -Who was Pablo Picasso? -Applying abstract colour.	Assessment 3	Pop Art -Exploring Pop Art. -Who was Andy Warhol? -Pop Art Portrait.	Pop Art 3D -Exploring 3D Pop Art. -Who is Wayne Thiebaud? -Creating a 3D response.
	Graphic Design -Exploring Graphic Design. -Typography -Logos and emblems. -Doodle for Google.		Political Art -Exploring Political Art. -Who is Barbara Kruger? -Creating Red Wednesday responses. -Equality posters.		Surrealism - Exploring surrealism. - Who was Sigmund Freud? - Who was Rene Magritte? - A fantastic imagery response.	Surrealism x Metamorphism -Exploring metamorphism. -Making links to Surreal masters. -Creating Metamorphic Art.		Mark-making -Exploring mark making. -Facial features in marks. -Making a mark: Portrait edition.	Still life -Exploring still life. -Using marks to depict still life. -Still life in fine materials.

<p>Year 9</p>	<p>Organic Mechanic</p> <ul style="list-style-type: none"> -Exploring a theme (Organic Mechanic) -Mechanical studies in various media. -Creating a still life of a spanner in charcoal. 	<p>Assessment 1</p>	<p>Organic Mechanic</p> <ul style="list-style-type: none"> -Organic studies in various media. -Metamorphism in organic mechanic. -Creating a personal response to the theme. 	<p>Assessment 2</p>	<p>Architecture</p> <ul style="list-style-type: none"> -Exploring perspective drawing. -Experimenting with Ian Murphy & Ulpiano Carrasco's ways of working. -Creating an original response to Architecture. 	<p>Architecture – Interiors</p> <ul style="list-style-type: none"> -Exploring interiors -Who is Patrick Caulfield? -Who was Louis Comfort Tiffany? -Creating our own interior response of a Church. 	<p>Assessment 3</p>	<p>Fauvism</p> <ul style="list-style-type: none"> -Exploring Fauvism -Experimenting with Matisse and the fauvists. -Using photography to create Fauvist responses. 	<p>Fauvism</p> <ul style="list-style-type: none"> -Exploring the work of François Nielly. -Experimenting with Acrylic Paints. -Creating our own Fauvist response.
<p>Year 10</p>	<p>Cubism & Portraiture</p> <ul style="list-style-type: none"> -Exploring Cubism. -Who was Pablo Picasso and Georges Braque? -Creating a cubist outcome. -Drawing facial features. 				<p>Cubism & Portraiture</p> <ul style="list-style-type: none"> -Drawing a portrait. -Understanding the work of Belin. -Producing a personal response. 			<p>Foundation project</p> <p>Component 1: Further selection of work</p> <p>AO1 AO2 AO3 AO4</p>	<p>Personal study</p> <p>Component 1: Sustained project</p> <p>AO1 AO2 AO3 AO4</p>
<p>Year 11</p>	<p>Personal study</p> <p>Component 1: Sustained project</p> <p>AO1 AO2 AO3 AO4</p>	<p>Coursework timed period 10 hours</p>	<p>Personal study including 10 hour timed period.</p> <p>Component 1: Sustained project</p> <p>AO1 AO2 AO3 AO4</p>	<p>AQA ESA Mock 5 hours</p>	<p>Externally set assignment</p> <p>Component 2: ESA</p> <p>AO1 AO2 AO3 AO4</p>	<p>Externally set assignment including 10 hour timed period.</p> <p>Component 2: ESA</p> <p>AO1 AO2 AO3 AO4</p>	<p>AQA ESA timed period 10 hours</p>		