**Ormiston Park Academy Curriculum Map (Yrs 7-11) Department: Art Department Curriculum Leader: Sarah Clark**

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|  | HT1 | | HT2 | | | | HT3 | | | HT4 | | | HT5 | | HT6 | |
|  | **Purpose of study**  Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.  **Aims**  The national curriculum for art and design aims to ensure that all pupils:   * produce creative work, exploring their ideas and recording their experiences * become proficient in drawing, painting, sculpture and other art, craft and design techniques * evaluate and analyse creative works using the language of art, craft and design * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | | | | | | | | | | | | | | | |
| Year 11 | **Key Content:**  Unit 4  *Communicating Ideas in 3D*  PS and SS drawings  Artist/designer research |  | **Key Content:**  Idea Development  Exploring 3D techniques  Planning final outcome | | | | **Key Content:**  Complete Unit 4  Final outcome | |  | **Key Content:**  Start of Unit 2 Exam  CORE UNIT  *Creative Project in Art and Design* | | | **Key Content:**  Unit 2 Exam  CORE UNIT  *Creative Project in Art and Design* | |  | |
|  | **Learning aims**  In this unit you will:  **A** explore 3D visual language and working practices  **B** investigate how artists, craftspeople and designers communicate in 3D  **C** communicate ideas using 3D knowledge and skills in response to a brief.  **Key Skills:**  Selecting own images and media.  Use of the formal elements and a range of media in drawing.  Annotation of work.  Research, selecting relevant artists, recording form their work and expressing opinion on their work.  **Key Skills:**  Selecting own images and media.  Use of the formal elements and a range of media in drawing.  Annotation of work.  Research, selecting relevant artists, recording form their work and expressing opinion on their work. | | | | | | **Key Skills:**  Produce a final outcome which realises intentions and demonstrates understanding of visual language.  Review of work.  Exam practise. | | | **Learning aims**  In this unit you will:  **A** develop creative ideas, skills and intentions in response to a project brief  **B** produce final outcomes that meet the requirements of the brief.  **Key Skills:**  Selecting own images and media.  Use of the formal elements and a range of media in drawing.  Annotation of work.  Research, selecting relevant artists, recording form their work and expressing opinion on their work.  **Key Skills:**  Selecting own images and media.  Use of the formal elements and a range of media in drawing.  Annotation of work.  Research, selecting relevant artists, recording form their work and expressing opinion on their work. | | | Learners will complete an externally-set assessment, which will  be released on the Pearson website in January each year. The  assessment is externally set, internally marked and externally  moderated. The assessment must be taken by the learner under  controlled supervised conditions. | |  | |
| Year 10 | **Key Content:**  Unit 1  CORE UNIT  *Introduction to Specialist Pathways in Art and Design*  PS and SS drawing  Focus on Topic and Artist drawings |  | **Key Content:**  PS and SS drawing  Artist/designer research  Design development | | | | **Key Content:**  Finalising design ideas  Final outcome |  | | **Key Content:**  Unit 3  *Communicating ideas in 2D*  Visual language  Artist/designer research  Understanding the brief | | | **Key Content:**  Idea Development  Exploring 2D techniques  Planning final outcome |  | **Key Content:**  Complete ideas and work on final outcome for the project. | |
|  | **Learning aims**  In this unit you will:  **A** use specialist materials, techniques, equipment and processes in response to client briefs  **How to record progress and process the results of:**  ● chosen specialist techniques  ● equipment and processes used  ● health and safety guidance  ● any risk assessments undertaken  ● experimentation and sampling  ● maintaining an ongoing journal of working practice.  **B** record formal elements within specialist pathways.  ● apply design or compositional techniques  ● review working practice  ● record formal elements.  **Key Skills:**  Selecting own images and media.  Use of the formal elements and a range of media in drawing.  Annotation of work.  Research, selecting relevant artists, recording form their work and expressing opinion on their work.  **Key skills**  Explore and experiment with media, techniques and processes to produce a range of designs and ideas and review work.  Show critical understanding of contextual sources.  Planning final outcome. | | | | | **Key Skills:**  Produce a final outcome which realises intentions and demonstrates understanding of visual language.  Review of work.  Exam practise. | | | | **Learning aims**  In this unit you will:  **A** explore 2D Visual language and working practices  **B** investigate how artists, craftspeople and designers communicate in 2D  **C** communicate ideas using 2D knowledge and skills in response to a brief.  **Key Skills:**  How 2D Visual language is used in different ways in 2D disciplines.  How to use 2D mark making processes and techniques.  2D working practices.  Exploring how elements are created, modified and refined.  How to explore and investigate examples of 2D work by designers, artists and craftspeople.  How Artists, craftspeople and designers use materials, techniques and processes for different effects.  Researching different 2D art, craft and design specialisms.  Understand the requirements of the brief.  How to initiate and develop ideas which might be generated through recording from a range of different sources.  How to generate and develop an idea to communicate feelings, thoughts, messages or opinions to an audience.  Developing ideas. | | | | | **Key Skills:**  Produce a final outcome which realises intentions and demonstrates understanding of visual language.  Review of work.  Exam practise. | |
|  | **Key stage 3**  Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.  Pupils should be taught:   * to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas * to use a range of techniques and media, including painting * to increase their proficiency in the handling of different materials * to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day   All classes with be set homework focused on reading and writing around various Artists, specialist pathways and different roles in the work place related to Art throughout the year. | | | | | | | | | | | | | | | |
| Year 9 | **Key Content:**  SS drawing in a range of media.  Composition skills.  Research into Fauvism | | **Key Content:**  SS drawing in a range of media.  Perspective drawing.  Research into MC Escher |  | | | **Key Content:**  Romeo and Juliet  Research  Mood board of images  PS drawings | | | **Key Content:**  Romeo and Juliet  SS drawings  Timeline of Artists and designers | |  | **Key Content:**  Developing ideas, working in the style of an artist, draw ideas. | | **Key Content:**  Development of ideas and final outcome.  Evaluation  Presentation of final work. |  |
|  | **Key Skills:**  Use of the formal elements in a range of media.  Annotation of work.  Research skills. | | **Key Skills:**  Use of the formal elements in a range of media.  Annotation of work.  Research skills. | | | | **Key Skills:**  Explore ideas showing contextual links. | | | **Key Skills:**  Explore ideas showing contextual links. Refine work by experimenting with appropriate media, materials, techniques and processes.  Exam practise. | | | **Key Skills:**  Produce a final mask which realises intentions and demonstrates understanding of visual language.  Key Skills: | | | |
| Year 8 | **Key Content:**  Portraits: tonal portrait with artist’s link. | | **Key Content:**  The figure: sculpture and artist link. |  | | | **Key Content:**  Bugs: Drawing and artist’s link.  Printing | | | **Key Content:**  Bugs: Printing and further design and Artist development. | |  | **Key Content:**  Alice in Wonderland: Research, mood board, development of ideas and 3D work. | | **Key Content:**  Alice in Wonderland: Development of ideas and 3D work. |  |
|  | **Key Skills:**  Line, proportion, tone, contextual links, reviewing work. | | **Key Skills:**  Proportion, range of 3D making skills, contextual link and reviewing work. | | | | **Key Skills:**  Drawing with media selection. Use of tone and colour. Artist’s link. Review work. | | | **Key Skills:**  Mono print, reduction press print repeat. Review work. | | | **Key Skills:**  Research, idea development, selection from ideas, reviewing work, contextual link. | | **Key Skills:**  3D making, selection of media, decoration of 3D work, contextual link, reviewing work. | |
| Year 7 | **Key Content:**  Introduction project- Key skills, themed around sports. | | **Key Content:**  Introduction project- Key skills, themed around sports. | |  | | **Key Content:**  Sweets: Use of different media and techniques. Idea development. | | | **Key Content:**  Sweets: Use of different media and techniques. Idea development.  Sweet packaging.  Designers |  | | **Key Content:**  Aboriginal Australian Art: Idea development and painting, contextual understanding. | | **Key Content:**  Impressionism: Paint techniques and contextual understanding. |  |
|  | **Key Skills:**  Line, tone in pencil, tone in chalk, reviewing work. | | **Key Skills:**  Mark making, composition, application of skills, artist’s link, reviewing work. | | | | **Key Skills:**  Drawing, lettering, use of different media- shading pencil, coloured pencil, watercolour paint and oil pastel. Line, tone, colour, texture and form. | | | **Key Skills:**  Use of different media- shading pencil, coloured pencil, watercolour paint and oil pastel, Artist/Designer link. Design ideas. Line, tone, colour, texture and form. | | | **Key Skills:**  Working in the style of an artist. Painting, colour mixing, mark making, reviewing work. | | **Key Skills:**  Working in the style of an artist. Painting techniques developing different styles. Reviewing work. Brush strokes, pointillism. | |