

Hanley Castle Art and Design Department.

Curriculum Map 2019-2020 Planning.

Year Group	Autumn Term 2019		Spring Term 2020		Summer Term 2020	
Year 7	Natural Form Formal elements. Line, tone, texture, shape and form Tonal drawing. Water colour. Oil Pastel. Outcome: Pencil drawing. Artists: Morandi.	Natural Form Observational still life of Natural form objects to build on initial skills explored. Outcome: Watercolour painting, Oil Pastel drawing Artists: O'Keefe	Organical Mechanical Artist research – Hans Geiger / steampunk. Observational drawings. Outcome: Collage Artists: Hans Geiger.	Organical Mechanical Sculpture based on Geiger / steampunk prawns / fish. Outcome: Clay Model Artists: Steampunk	Pop Art Lichtenstein Research Art Genre Comic Illustration-Roy Lichtenstein. Outcome: Pen Illustration Artists: Roy Lichtenstein	Pop Art Print Andy Warhol research. Tin can / Pop Prints. Outcome: Lino Print Artists: Andy warhol
Key Skill development	Mark making, line, shape, tone, texture, form and composition. Observational drawing.		Artist research and presentation. Collage.	Model making. Sculpture.	Illustration. Art Genre.	Printing.
Key Principles / Knowledge.	1a - Know how to use the formal elements to create an image. 1a - Draw from observation and know what a primary source is. 1a - Place and arrange objects in an interesting composition for an image. 1a - Understand Colour theory.		1c - Know what a contextual reference is. 1b - Present research with images. 1b - Draw from secondary sources. 1b -Know how to transfer a 2D design into a 3D outcome.		1c - Know what an art movement is. 1c - Know key influential pop artists. 1b - Know how to use a specific artistic technique (grid up, transfer etc...)	
Year 8	Day of the dead. Research Contextual References. Poster designs. 3D clay outcome based on 'Offrenda' Decoration. Outcome: Watercolour Painting / Clay Skull. Artists: Thaneeya McCardle		Typography – Messages. Graffiti text linked to Typography based on the theme of messages. Students choose own message to convey. Outcome: Pen and ink drawing / Photography Artists: Herbert Spencer / David Carson		Surrealism and Perspective Surrealism Genre research. Independent surrealist outcome in own media. Outcome: Mixed Media Artists: Salvador Dali, Storm Thorgerson	
Skill Development	Contextual references. Clay Model making.		Typography. Graphic design.		Generation of ideas. Refining an idea. Presenting own composition.	
Key Principles / Knowledge.	1c - To know key features of a Cultural Tradition 1c - To know what a symbolic image is. 1b - To be able to develop work on a larger scale. 1d – To know how to effectively evaluate an outcome.		1b - Know different ways of working. 1c - Be aware of contemporary artists and designers. 1b - Know how visually communicate letters, numbers and language.		1d - Be able to plan, design and create an independent outcome. 1a - Be apply technical skills to their own ideas.	

<p>Year 9 GCSE</p>	<p>‘Close Up’ – Foundation Project – Directed Phase. Students are introduced to a range of short term activities. Students will observe and record from a range of natural and manufactured objects. The focus might be on the close up surface qualities of the chosen subject matter. Students will explore and respond to a variety of contextual sources, such as the Boyle Family, Robert Cottingham, Alison Watt and the photographer Andreas Feininger. Investigations could include □ charcoal □ pastel □ graphite and coloured pencils □ biro, pen and ink □ paint □ printing □ resist techniques □ stitched, collaged, and mixed media technique.</p> <p>Educational Visit – Oxford Pitt Rivers / Ashmolean</p>	<p>Mock Exam – Development Phase Identity – Directed Project. Students learn how to effectively access, document and process information. Students use their observations, findings and analysis to develop and produce a personal response that builds upon the ideas or techniques experienced.</p>	
<p>Key Principles / Knowledge.</p>	<p>2a - Recordings from primary and secondary sources. 2b - Know the importance of artistic and contextual references. 2a - Know how to present ideas in a visually interesting way. 2a - Know of different ways to record an image and draw on a variety of techniques.</p>		
<p>Year 10 GCSE</p>	<p>Journeys – Directed to Independent Stage. Phase 3 is directed less with an emphasis on one to one exchanges rather than whole group teaching. The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey. The objective is to build upon individuals’ experiences and achievements in the earlier stages of Phase 1 and Phase 2.</p> <p>In this phase students will:</p> <ul style="list-style-type: none"> • document their findings in their preferred format, such as sketchbook pages, mood boards, digital presentation, design sheets and journals • include annotated or written analysis of sources, together with any primary and secondary visual evidence • develop the context of their work through the study of some of the named sources on the task paper, or other sources independently chosen as relevant to the starting point • analyse the work of relevant sources visually and/or through written annotation • use drawing methods and media appropriate to the preferred working methods and chosen context • record their ideas in progress through purposeful annotation or written statements that explain intentions and evaluate work in progress • experiment to refine and develop their ideas. Activities could include working with different combinations of materials, the application of techniques, alternative compositions or lighting, and alternative solutions to three-dimensional responses. <p>Educational Visit – Kenilworth Castle / Bristol Arnolfini.</p>	<p>Mock Exam Landscapes</p> <p>Response to the theme of Landscapes. Students research Artists and Designers who have developed their work in ink. Students respond to their own photographs based on a landscape.</p>	<p>Yr 11 Mock Prep</p> <p>Students are introduced to three independent themes.</p> <ul style="list-style-type: none"> • The figure. • Food. • Messages. <p>Students will develop project work based on their independent ideas making sure to meet the 4 Assessment objective areas.</p>
<p>Key Principles / Knowledge.</p>	<p>2a - Undertake a sustained investigation on a theme or topic. 2a - Know how to scale up an image. 2d - To visit a place of artistic influence and know how to use it to inform own work 2c - Comparing key artists and making links between their work.</p>		

<p>Year 11 GCSE</p>	<p>Yr 11 Mock Exam Students are introduced to three independent themes.</p> <ul style="list-style-type: none"> • The figure. • Food. • Messages. <p>Students will develop project work based on their independent ideas making sure to meet the 4 Assessment objective areas.</p> <p>Educational Visit – London - Tate</p>	<p>Exam Prep / Exam Students respond to externally set assignment as prepared by AQA – To be complete by Easter 2020.</p>	
<p>Key Principles / Knowledge.</p>	<p>2a - Know how to select, crop and refine an image for independent development. 2d - Know where to look for and select appropriate images linked to independent topics and themes for study. 2b - Know how to prioritise and evaluate the stages of a sustained project. 2a - Know how to refine a recording. 2a - To plan and produce a successful outcome</p>		
<p>Year 12</p>	<p>Directed Project – Close up: Introductory Course: Students are introduced to aspects of the course including:</p> <ul style="list-style-type: none"> • how to structure and organise sketchbooks • different ways of researching and investigating ideas through drawing, colour studies, photography and note taking • how to handle a range of two- and three-dimensional media for developing ideas • effective ways of exploring critical/ contextual materials • different ways of supporting work through the use of digital media • different ways of analysing and responding to the work of others • how to organise and present work effectively. 	<p>Individual Project Students are given a number of options including starting points such as: Line, Scale, Furniture, The built environment, Shadows, Fragmentation.</p> <p>Students should develop work based on their response to one of these ideas developing ideas explored in their sketchbooks and developing a personal outcome.</p>	<p>Per. Project Students include a single project which reflects a sustained and in-depth period of study. Examples of work selected from the introductory course are included which exemplify the development of particular skills.</p>
<p>Year 13</p>	<p>Per. Project Students include a single project which reflects a sustained and in-depth period of study. Examples of work selected from the introductory course are included which exemplify the development of particular skills.</p>	<p>Exam Prep / Exam Students respond to externally set assignment as prepared by AQA – To be complete by Easter 2020.</p>	

Key Principles / Knowledge.	3a - To choose a topic and theme of personal interest and to know how to sustain independent research skills. 3b - Know higher-level technical skills and when to draw on these to produce high quality outcomes. 3c – Know how to make insightful and qualified judgments to develop and inform their own projects.
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