

Bede Academy

Art Curriculum Map





Art Curriculum Map

Our ambition is for students is to appreciate art as a unique way of conveying meaning and purpose in a visual language that transcends the barriers of other forms of communication. We want students to be confident in their critical understanding and analysis of a wide range of art forms and genres, and to use these to express themselves through their own artwork.

As we identify the key knowledge students should master in **art** we think carefully about *how* we want students to think creatively as **artists and designers**. We want students to:

- develop contextual understanding and visual language through critical evaluation of the work of other artists, designers and crafts people from a diverse range of cultures and backgrounds.
- explore and experiment with a wide range of materials, methods, techniques and processes, transferring skills across a diverse range of media.
- confidently use a range of media, techniques methods and resources to realise their own ideas and intentions, articulating the meaning and purpose of their work.

The **art** curriculum is sequenced around the following key concepts:

Contextual Understanding	Practical Skills	The Formal Elements of Art and Design	Personal Response
Art History; Movements; Analysis of purpose and meaning of art. Content, form, mood, process.	Media; Method; Techniques and processes.	Line; Shape & Form; Space; Tone; Texture; Pattern; Colour.	Primary source images, Realising intentions, evaluation

Our all-through curriculum is:

...knowledge-rich with clearly defined, coherent progression which strengthens schema to enable all students to secure ambitious curriculum goals;

...enabling as all students have access to the whole curriculum and students master fundamentals in reading, writing and mathematics;

...responsive as assessment identifies security of learning and students are supported to achieve our curriculum goals;

...inspiring as it takes students beyond their own experience, offers opportunity for creativity, and enables them to understand their identity in Blyth and beyond;

...transformative as by developing character, we build learners who exemplify the Core Virtues and make a positive contribution to their community.

- **Progression carefully sequenced** in drawing, painting, sculpture, print and collage.
- Disciplinary knowledge selected and sequenced to **develop students as artists**.

- Success is measured through **engagement in the creative process** and not just outcome.
- Motor skills developed and **adaptations** made to ensure all students have the can be successful.

- **Personalised** approach to target setting and next steps
- Assessment grids are used to inform next steps in planning and curriculum development.

- Students explore a wide array of **artists from a range of genders, ethnicities, and cultures**.
- Specific **artistic vocabulary** is developed to allow students to engage in discussions around art.

- **Courage** is developed through our approach that encourages risk-taking
- Students will display **humility** when discussing the work that they and other artists have produced.



Art Curriculum Map

OLD CURRICULUM

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Naming colours Exploratory colour mixing Using tools		Collage Drawing		Exploring textures Creating own artwork using a range of materials	
R	Printing with a range of materials Self portraits Making patterns		Exploring Chinese Art and Writing Art from around the world Masks and Puppets		Combining Techniques – Creating Van Gogh’s Sunflowers Colour mixing with purpose Art with Nature – Andy Goldsworthy Pointillism	
1	Cezanne/Miro		Patterns in the Environment		Mexican Masks	
2	Picasso and Portraits		Egyptian Clay		Observational Drawing and Painting	
3	Repeating Patterns		Turner and Landscapes		Mosaics	
4	Portraits		Clay Pots		Hokusai and Landscapes	
5	Monet		Blyth Town Sketching		Pop Art	
6	Cutting Skills	Self Portrait			Weaving	Plants
7	Front cover design Project				Formal elements	
8	Portraiture				World Masks	
9	Architecture				Food	
10	Natural form				Image and identity	



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11	Image and identity	Externally Set Task
12	Skills Workshops	Personal Investigation (Component 1)
13	Personal Investigation (Component 1)	Externally Set Task



Art Curriculum Map

		Autumn	Spring	Summer
Early Years	Nursery	Naming colours Exploratory colour mixing Using tools Practical skills To use a range of tools with developing skill and support from adults – paintbrushes, scissors, To explore and notice the effects of mixing paint colours Contextual Understanding To begin to be aware that they can impact the product with their action – using a brush will give a different mark to a sponge etc To begin to notice the different effects of different tools To name and recognise some colours Vocabulary Scissors, paint brush, sponges, red, blue, yellow, green, orange, purple, black, grey, brown, white Prior knowledge To recognise some colours based on their experiences and possessions – e.g. that’s red like my coat etc. Visits and Events Christmas calendars based around an artist - Christmas craft sessions with parents	Collage Drawing Practical skills To develop their skill and understanding of sticking pieces together. To develop fine motor skills to manipulate small pieces of card or paper and sticking them in a specific place . To develop an effective grip to hold and use drawing equipment. To practice both large and small scale drawing in their play and with some direction/support from adults. Contextual Understanding To understand that they are creating a product. Vocabulary Glue stick, paper, card, cut, pencil, crayon, chalk, naming the object they are drawing. Prior knowledge To know they can create a picture/model Tp know they can change the product they are making by changing the material/colour/position etc Visits and Events Observational drawings of flowers	Exploring textures Creating own artwork using a range of materials Practical skills To engage in hands-on activities exploring a range of textures To create a range of pieces of artwork independently or with some adult support. Contextual Understanding To know that some things feel different, or feel similar or the same. Vocabulary Texture related vocabulary – smooth, soft, hard, bumpy, scratchy Prior knowledge To have explored different textures. To know that their clothes feel soft To identify some sensory experiences, such as being wet when they go swimming Visits and Events Art Week Art from beach – shells,
	Reception	Printing with a range of materials Self portraits Making patterns Practical skills To draw and colour with a range of equipment such as pencils, crayons, chalks etc. To develop an effective grip to use this equipment To use a range of objects (vegetables, blocks, shapes) to print patterns To explore the different marks that can be made with different tools, e.g. paint brush, fork, cotton buds To create simple representations of people and objects Contextual Understanding To know that different objects make different marks To know that we can choose objects to create desired effects Vocabulary Print, paint, press, face, nose, mouth, eyes, cheeks, eye lashes, veg names, repeating pattern Prior knowledge Identify facial features Names of printing objects Visits and Events Harvest festival – naming veg and printing a pattern hat Exploring the outdoor area to find natural resources	Exploring Chinese Art and Writing Art from around the world Masks and puppets Practical skills To hold scissors correctly To hold the paper and snip at the same time To explore different ways of joining materials To make props to support their play To look closely at different pieces of Art and say what they like Contextual Understanding To know that pieces of art can look very different To know that they can share what they think about art and how it makes them feel Vocabulary China, writing, shapes, dots, lines, names of countries around the world Mask, face, eyes, holes, cut, lolly stick Prior Knowledge There are lots of different countries around the world. They live in Blyth, England The story of the 3 little pigs Visits and Events Easter parent craft sessions – using new techniques to makes puppets and masks with parents	Combining Techniques – Creating Van Gogh’s Sunflowers Colour mixing with purpose Art with Nature – Andy Goldsworthy Pointillism with finger prints Practical skills To try to copy techniques to create a certain effect To use different techniques to create different parts of one piece of work, and then combine them to create a finished piece. To use objects to create 3D art (natural) To mix white and black paints with other colours to make paints lighter and darker To explore using different pressure when colouring to create lighter and darker colours Using cotton buds and other tools to create the effects of pointillism. To work together to create art Contextual Understanding To know that some Art is well known/famous To know that art can take a long time to create. To know that they can revisit their art and make changes or add to it. Vocabulary Vincent Van Gogh, sunflower, paint brush, mix, light, dark, draw, shade, copy, stones, leaves, flowers, shape, build, create Visits and Events Art Gallery – parents will come into class to see the finished Sunflowers piece of work and wider Arts Week artwork Art Week



Art Curriculum Map

				Growing sunflowers
	ELG	By the end of Reception, children should be able to: Creating with materials Safely use and explore a variety of materials. Tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories		



Art Curriculum Map

Year 1	Unit	Cutting Skills	Self Portrait	Weaving	Plants
	Key Concepts	Practical Skills	The Formal Elements of Art and Design Practical Skills	The Formal Elements of Art and Design Practical Skills	The Formal Elements of Art and Design Practical Skills
	Prior Learning				
	Key Knowledge	Substantive Accuracy is important in Art. Have an emerging understanding of where we see patterns in Art. There are different types of patterns and that cutting is one way to create patterns. Art is when you create something. Disciplinary How to hold scissors correctly. How to fold paper with accuracy. How to cut accurately. How to design a simple pattern. How to self-evaluate work.	Substantive We use light pencil strokes to achieve accuracy. The face is symmetrical. The face is an oval shape. The face is made up eyes, nose, mouth, ears, lips and hair. It is important to sketch accurately. Disciplinary How to position the elements of the face in line with each other. How to achieve an accurate shape when drawing the different aspects of a face. How to use light pencil strokes when sketching to improve accuracy. How to use colour to add detail to sketches. How to experiment with a variety of drawing techniques.	Substantive Fabrics can have different textures. Fabrics can be constructed in different ways. Weaving can be done with different materials. Know the difference between man-made and natural patterns. Disciplinary How to describe how fabrics are constructed. How to weave with paper. How to make a card loom. How to weave using wool. How to make different kinds of loom.	Substantive Tone is using light and dark colours and can be used to make sketching better. Different materials can be used to create an image. Artists often observe something or someone when creating a piece of work. An artist is someone who creates a piece of art using they preferred materials. Disciplinary How to represent observations. How to experiment with a variety of drawing materials and techniques. How to apply line, shape and tone when drawing. How to review what they and others have done and say what they think and feel about it.
	Next Steps	Year 2: Mexican Masks	Year 3: Picasso and Portraits	Year 4: Mosaics	Year 2: Patterns in the Environment
	Enrichment /Careers				ART WEEK



Art Curriculum Map

Year 2	Unit	Cezanne/Miro	Patterns in the Environment	Mexican Masks
	Key Concepts	The Formal Elements of Art and Design Practical Skills Contextual Understanding	The Formal Elements of Art and Design Practical Skills	Practical Skills Contextual Understanding
	Prior Learning	Year 1: Practical skills How to use scissors accurately. Year 1: Plants How to represent observations. How to experiment with a variety of drawing materials and techniques. How to apply line, shape and tone when drawing. How to review what they and others have done and say what they think and feel about it.	Year 1: Plants Tone is using light and dark colours and can be used to make sketching better. Different artists use different techniques to create an image. Artists often observe something or someone when creating a piece of work.	Year 2: Patterns in the Environment How to examine, experiment with and create different patterns. How to compare the work of different artists. Line is the different types of lines we use in art to create an effect. Shape is the different types we use in art to create an effect. Know the difference between man-made and natural patterns.
	Key Knowledge	Substantive Different artists use different techniques to create an image. Cezanne used colour and perspective. Perspective is the direction we see something from. Miro used bold colours. Disciplinary How to discuss and describe the work of artists and the techniques they use. How to use colour to alter perspective. How to mimic a particular artists style of work, using their favoured techniques. How to compare the work of different artists.	Substantive Line is the different types of lines we use in art to create an effect. Shape is the different types of shape we use in art to create an effect. What a native Australian is. Australian natives produced pieces of art. Symbols are an important part of native Australian culture and art work. Native Australian art will have been produced using mixed materials. Disciplinary How to identify simple shapes and those based on animals, plant forms or other objects. How to describe different ways that patterns are made. How to examine, experiment with and create different patterns. How to use different types of media e.g. pencils, paint, pastels, etc. How to evaluate a piece of art and suggest improvements.	Substantive People in Mexico make masks to represent lots of different things Everyone's facial features are different. Masks are an important of Mexican culture. José Guadalupe Posadaare was a Mexican artist known for his use of skulls Traditional artists like José Guadalupe Posadaare are represented in modern contexts by designers, for example in popular cultural examples such as Coco. Disciplinary How to apply layered patterns using tracing paper. How to use contrasting patterns on the same piece of work. How to appreciate the importance of detailed design. How to compare and contrast contemporary and traditional representations of art.
	Next Steps	Year 3: Picasso and Portraits	Year 3: Observational Drawing and Painting	Year 3: Egyptian Clay
	Enrichment /Careers			Project: Apply your pattern to a different object using a material of your choice. ART WEEK



Art Curriculum Map

Year 3	Unit	Picasso and Portraits	Egyptian Clay	Observational Drawing and Painting
	Key Concepts	The Formal Elements of Art and Design Practical Skills Contextual Understanding	Practical Skills Contextual Understanding	The Formal Elements of Art and Design Practical Skills
	Prior Learning	Year 1: Self-Portrait We use light pencil strokes to achieve accuracy. The face is symmetrical, an oval shape and made up of eyes, nose, mouth, ears, lips and hair. It is important to sketch accurately. How to position the elements of the face in line with each other. How to achieve an accurate shape when drawing the different aspects of a face.		Year 2: Cezanne/Miro Cezanne and still life drawing. Link to Miro and his use of different colour. How to use colour to alter perspective. How to use light pencil strokes when sketching to improve accuracy.
	Key Knowledge	Substantive Artists represent people/themselves in different ways. Know and recognise the style of portraits produced by Picasso. Cubism was a new approach to art developed in the early 20 th century Cubism involves different views of people or objects in the same picture What cubism is and how Picasso used it when using his pieces of Art. Picasso used a range of shapes to add effects into his portraits. Disciplinary How to discuss the work of a range of artists, craft makers and designers. Experiment with a variety of drawing materials and techniques. How to discuss line, colour and pattern. How to produce a symmetrical face showing experimentation with line and tone.	Substantive Egyptians used clay to shape and form pots and tiles. Artists and potters give us evidence about ancient Egypt. There were different shapes of pots. Have a greater knowledge and understanding of what a sphinx is. Disciplinary How to mould clay to different shapes and to join the clay using slip. How to experiment with clay and better understand the properties of clay e.g. that clay will dry out. How to use different clay tools using the methods and techniques demonstrated. How to use a paintbrush with care and precision. How to paint onto a clay surface.	Substantive Adding white to a paint colour will lighten the shade. Adding black to a colour will darken the shade. When mixed together certain colours will produce a different colour. Objects are made up of lots of different shades of the same colour. Disciplinary How to mix lighter and darker shades of a colour using black and white. How to mix paint colours together to create another colour. How to use a variety of brush strokes to create texture. How to complete an observational sketch before painting.
	Next Steps	Year 5: Portraits	Year 5: Clay Pots	Year 4: Turner and Landscapes
	Enrichment /Careers			Enrichment project – Children may go away and create an art piece based on an item of one colour that has many different shades within it. Enrichment visit – Connecting the local area to our observation, observing the local plants that are found at the beach and painting them. ART WEEK



Art Curriculum Map

Year 4	Unit	Repeating Patterns	Turner and Landscapes	Mosaics
	Key Concept	The Formal Elements of Art and Design	Practical Skills Contextual Understanding	Practical Skills Contextual Understanding
	Prior Learning	Year 2: Patterns in the Environment How to identify simple shapes and those based on animals, plant forms or other objects. Shape is the different types we use in art to create an effect. Know the difference between man-made and natural patterns. Using different colours can change the way pieces of art are pieced. We use light pencil strokes to achieve accuracy.	Year 3: Observational drawing and painting Adding white to a paint colour will lighten the shade. Adding black to a colour will darken the shade. When mixed together certain colours will produce a different colour. Objects are made up of lots of different shades of the same colour. Before painting something it is important to sketch it first. Different artists use different techniques to create an image.	Year 4: Repeating Patterns Shape is the different types we use in art to create an effect. There are different ways that patterns are made There are different materials and techniques and how these are used in patterns There are many different ways of creating patterns (both 2D and 3D).
	Key Knowledge	Substantive There are different ways that patterns are made There are different materials and techniques and how these are used in patterns There are many different ways of creating patterns (both 2D and 3D). Disciplinary How to describe different ways that patterns are made How to identify materials and techniques and how these are used in patterns How to explore ways of making and creating their own patterns. How to experiment with stencilling and block-printing techniques.	Substantive Watercolour paint is a different type of paint to what we have used before and has more water in it that traditional paint. Watercolour paint creates softer effects. JMW Turner was a British landscape painter that used watercolours Turner is known for his expressive style and imaginative landscapes Disciplinary How to make observational drawings of the sky. How to mix different tones of colours using water colour paints.	Substantive A mosaic is a piece of art made by assembling small pieces of glass, stone or other materials Mosaics featured in Roman life. A tessera is an individual tile that will tessellate and add to another to create a mosaic. Interstices mean space and this should be left between tiles. Mosaics can be made out of a variety of materials. Disciplinary How to question and make thoughtful observations about different mosaics and select ideas to use in their own work. How to create a mosaic using layering of colours and materials. How to tessellate shapes to make them fit into a mosaic pattern. How to apply experience of mosaic making to ensure their design is workable.
	Next Steps	Year 6: Pop Art	Year 5: Hokusai and Landscapes	Year 6: Pop Art
	Enrichment /Careers			To create a Roman artefact of their choosing using a pattern of their choosing out of a material of choice. This can be linked to a Romans day or trip.



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Year 5	Unit	Portraits	Clay Pots	Hokusai and Landscapes
	Key Concepts	The Formal Elements of Art and Design Contextual Understanding	Practical Skills Contextual Understanding	The Formal Elements of Art and Design Practical Skills Contextual Understanding
	Prior Learning	Year 3: Picasso and Potraits Artists represent people/themselves in different ways. Know and recognise the style of portraits produced by Picasso. Cubism was a new approach to art developed in the early 20 th century Cubism involves different views of people or objects in the same picture How to discuss the work of a range of artists, craft makers and designers. How to discuss line, colour and pattern. How to produce a symmetrical face showing experimentation with line and tone.	Year 3: Egyptian Clay How to mould clay to different shapes and to join the clay using slip. How to experiment with clay and better understand the properties of clay e.g. that clay will dry out. How to use different clay tools using the methods and techniques demonstrated. How to use a paintbrush with care and precision. How to paint onto a clay surface. Use tools accurately and with care to reproduce a sketched design.	Year 3: Observational Drawing and Painting Adding white to a paint colour will lighten the shade. Adding black to a colour will darken the shade. When mixed together certain colours will produce a different colour. Objects are made up of lots of different shades of the same colour. Before painting something it is important to sketch it first. Different artists use different techniques to create an image.
	Key Knowledge	Substantive Line, tone and shape are used for difference purposes. Lucas Horenbout was a painter who made portraits of kings and queens. Modigliani was a modern portrait painter that used elongated features in his work. Picasso used colour to reflect his mood during his blue and rose periods Disciplinary How to use a variety of approaches to explore and experiment with ideas, information and resources in order to develop my intentions. How to compare the work of different artists and identify similarities and differences To be able to discuss my work and that of others and consider how I might adapt and refine my ideas, skills and processes.	Substantive Clay pots are a type of container that have used for thousands of years Functional is a word we use to describe how something works Decorative is a work we use to describe how something looks Bodil Manz is a modern ceramicist (potter) who uses bold colour in her designs. Clay shapes will fall apart if not fixed together. Disciplinary How to evidence their evaluation and further planning. How to create a 3D form using clay, applying the skills of joining clay, adding pattern and texture. How to use clay tools effectively to support design.	Substantive Hokusai was a Japanese painter and printmaker His most famous work was the Great Wave of Kanagawa. This was part of a series called 36 views of Mt. Fuji. Disciplinary How to use outline to define shape. How to Observe and measure shapes in relation to one another (scale and position). How to use the qualities of materials and processes purposefully to suit my intentions when designing and making. How to link the work of different artists to our local community
	Next Steps	Year 6: Blyth Town Sketching	Year 8: World Masks	Year 6: Monet
	Enrichment /Careers	Project To use skills used in this unit, pick one of the artists looked at and make their own artwork portrait of someone of their choosing.		Art week – linking to Bede North Coastline Visit



Art Curriculum Map

Year 6	Unit	Monet	Blyth Town Sketching	Pop Art
	Key Concepts	The Formal Elements of Art and Design Practical Skills Contextual Understanding	The Formal Elements of Art and Design Contextual Understanding	Practical Skills Contextual Understanding
	Prior Learning	Year 5: Hokusai and Landscapes How to use outline to define shape. How to Observe and measure shapes in relation to one another (scale and position). How to use the qualities of materials and processes purposefully to suit my intentions when designing and making. How to link the work of different artists to our local community	Year 3: Observational Drawing and Painting We use light pencil strokes to achieve accuracy. Shape is the different types we use in art to create an effect. Before painting or creating something in a different media, it is important to sketch it first. Tone is using light and dark colours and can be used to make sketching better. Artists often observe something or someone when creating a piece of work.	Year 5: Potraits How to evaluate my work and that of others, reflecting on my view of its purpose and meaning
	Key Knowledge	Substantive Impressionism is a style of painting where the artist tries to capture an impression of an object, landscape or person rather than a clear picture. Claude Monet was a French painter who founded the impressionist movement Red, yellow and blue are primary colours Secondary colours are created by mixing two primary colours Tertiary colours are created by combining primary and secondary colours Identify examples of Monet’s artwork. Paint can be added in layers to create texture. Disciplinary How to explain both the context and purpose of my artwork. How to use a similar brushstroke to that used by Claude Monet. How to draw outline sketches of landscapes to create a sense of perspective. How to use paint colour and technique to create a sense of perspective. How to create examples of layering.	Substantive Charcoal is a material used for sketching in art An architect is an artist that designs buildings Paul Cadden is a Scottish contemporary artist who turns his artistic eye to urban scenes and everyday people doing everyday things We can see changes to an area by comparing past and present images Blyth has changed over the years from WW2 to now. Disciplinary How to shade with charcoal. How to use charcoal to change the effect of an artwork. How to sketch an image using the right proportions. How to contribute their work to create a large-scale piece of art work	Substantive Pop art is a modern art movement where artists used images from adverts and comic books to challenge traditional art. The most famous pop artists were Andy Warhol, Roy Lichtenstein and Peter Blake. Julian Opie is a modern British artist that uses a pop art style to create images for bands. Julian Opie created a famous album cover for the band ‘Blur’ in the 1990s Disciplinary. How to relate to both context and purpose How to use online software create a repeated image in the Pop Art style. How to explain Roy Lichtenstein adaptation of Benday dots. How to work co-operatively to produce a ‘dotted’ cartoon.
	Next Steps	Year 7: Colour Theory	Year 7: Formal Elements	Year 7: Front Cover Design Unit
	Enrichment /Careers		Blyth Town Visit – sketch real life images. Children to use these images to then recreate in Charcoal to add to the large-scale art work.	Project Using techniques from Pop Art, created to create a ‘Pop Art’ artwork of something of their choosing.



Art Curriculum Map

Year 7	Unit	Front cover design unit	Formal elements
	Key Concepts	The Formal Elements of Art and Design: Tone, Colour, Composition; Practical Skills: Media (Drawing and coloured pencils), Method (Design process)	The Formal Elements of Art and Design: Line, Shape, Tone, Texture, Pattern and Colour Practical Skills: Media (Drawing) Method (mark-making, tonal values) Method (proportion – grid method), Media – Painting (additive colour mixing) Contextual Understanding: Vincent Van Gogh, exponents of Still Life genre (artists Santander, Nathanson)
	Prior Learning	Year 5: Portraits Contextual Understanding: Symbolism and representation of self Year 6: Pop Art Practical skills: Design process The Formal Elements of Art and Design: Colour, Composition	Year 2: Patterns in the Environment Formal Elements of Art & Design: Line, Shape, Pattern Year 6: Blyth Town Sketching Practical skills: Method (Sketching and weight of line) The Formal Elements of Art and Design: Tone Year 5: Hokusai and Landscapes Practical skills: Painting, Mixing tints and shades Year 6: Monet Practical skills: Painting, colour mixing, brush control The Formal Elements of Art and Design: Colour, Composition, shape, tone
	Key Knowledge	Substantive Develop work into colour materials showing control of blending techniques to render forms 3D. Be able to sketch lightly, how to control pencil pressure to successfully record shadows and highlights within a piece of work. Understanding and proficiency with keyword vocabulary. Disciplinary Understand and be able to use the Formal Elements within their artwork – tone, colour, contrast. Symbolism – Use of ciphers/symbols to add meaning. Formulating and articulating opinions on own art work – evaluation- and suggesting ways to improve work.	Substantive Control and use of dry media to create tonal values (pressure, grip, hatching/cross-hatching) Techniques/methods for mark making and effects created. Grid method for getting accurate scale and proportion. Colour mixing method and techniques. Which colours to add in what order? Disciplinary Understand and be able to use the Formal Elements within their art work – colour, texture, line, shape, contrast Contextual understanding looking at and understanding the work of other artists – Critical analysis. Understand and be able to use the Formal Elements within their art work – colour, texture, line, shape, contrast Contextual understanding looking at and understanding the work of other artists – Critical analysis.
	Next Steps	Year 7: Formal Elements	Year 7: Colour Theory



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Year 8	Unit	Portraiture	World Masks
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Pattern, Colour, Composition Practical Skills: Method (Rules of Proportion for face) Media (tonal dry media), Techniques and Processes (oil pastel transfer method) Contextual Understanding: Iain Macarthur, Folk Art, North American native art	The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Pattern, Colour, Composition Practical Skills: Method (relief clay work,) Media (clay work and mixed media), Techniques and Processes (score and slip, joining clay and firing process) Contextual Understanding: World Cultures, symbolism and meaning
	Prior Learning	Year 3: Picasso and Portraits The Formal Elements of Art and Design: Line, Colour, Pattern composition (proportion) Practical skills: Media, (drawing) Contextual Understanding: Picasso, Cubism Year 5 Portraits Practical skills: Media and Method (drawing with symmetry) The Formal Elements of Art and Design: Line, Tone, Shape, Colour, Pattern Contextual Understanding: Portrait genre, Picasso, Cubism	Year 2: Mexican Masks The Formal Elements of Art and Design: Pattern, Line, Shape Contextual Understanding: Compare and contrast contemporary to traditional Year 3: Egyptian Clay The Formal Elements of Art and Design: Form, Pattern, Texture Practical skills: Media (clay work) Method (relief, score and slip) Contextual Understanding: Ancient Egypt Year 5: Clay Pots Practical skills: Media and Method (coil pot method, clay tools) The Formal Elements of Art and Design: Form, Pattern, Texture Contextual Understanding: Artist Bodil Manz
	Key Knowledge	Substantive Clear definition of what portraiture is. Rules of proportion for the face and how to use dry media to record it accurately and with 3D form. How to produce an oil pastel transfer Keyword vocabulary Disciplinary Broader appreciation of non-realistic depictions of art – appreciation of the more abstract Use of pattern within compositions effectively Colour theory and combining materials and supports Formulating and articulating opinions on own art work – evaluation- and suggesting ways to improve work.	Substantive Processes for gathering effective research, high quality images and range of secondary sources/ideas. Techniques for transferring design elements and redrafting. Producing a template and working to scale. Working with clay, properties, tools, skills and terminology. Painting techniques to combine with relief and inscribed, or collaged surfaces. Disciplinary World cultures, use of masks, key characteristics, functions and appearance – Geography Use of formal elements to reference influences, ideas, symbolism, function and meaning in designs.
	Next Steps	Year 8: World Masks	Year 8: Photography Year 9: Architecture – monoprint as extension of oil pastel transfer method



Art Curriculum Map

Year 9	Unit	Architecture	Food
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Colour, Composition Practical Skills: Method (media/supports combinations e.g wet on wet, collage) Media (watercolour painting, mixed media), Techniques and Processes (Use of washes/drybrushing and monoprinting) Contextual Understanding: Jon Shaw, Ian Murphy, Art and Design movements within architecture (architects: Foster, Gaudi, Hadid, Calatrava, Gehry)	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (sgraffito, zentangle patterns, grid method) Media (watercolour painting, fineliner bleed, coloured pencil, clay/mixed media sculpture), Techniques and Processes (grid method for proportion) Contextual Understanding: Sarah Graham, Joel Penkman, Claes Oldenburg. Still Life, Pop Art and sculpture / 3D Art. Analysis and understanding, Illustration as a specialism.
	Prior Learning	Year 4: Turner and Landscapes The Formal Elements of Art and Design: Space, Form, Colour, Composition, Texture, Tone Practical skills: watercolour painting Year 6: Blyth Town Sketching The Formal Elements of Art and Design: Space, Form, Colour, Composition, Texture, Tone Practical skills: Drawing in proportion, perspective, weight of line/construction lines Contextual Understanding: Paul Cadden, urban environment art/street art	Year 7: Colour Theory The Formal Elements of Art and Design: Colour, Texture, Line, Shape, Contrast, Composition. Practical Skills: Method (proportion – grid method), Media – Painting (additive colour mixing) Contextual Understanding: Exponents of Still Life genre (artists Santander, Nathanson)
	Key Knowledge	Substantive Clear understanding of mixed media as an art form. Knowing the difference between a visual study and personal response and how to create both when looking at an artist. Knowing what primary, secondary source images are Development of use of line and pattern, using different materials and techniques, to show texture and form. Sketching – using a grid/quick measuring How to monoprint effectively Understanding what is unique/special about monoprinting Keyword vocabulary Disciplinary Colour theory and combining materials and supports Formulating and articulating opinions on own art work – evaluation- and suggesting ways to improve work. Contextual understanding looking at and understanding the work of other artists – Critical analysis.	Substantive Using a food theme as a starting point, applying knowledge of materials to develop original and personal responses. Drawing/recording from images accurately – using drawing methods to support this process. How to develop art as illustration (working with text/narratives as applied art) Disciplinary Successful completion of study workshops using tonal pencil, zentangle patterns and sgraffito processes Independent project produced on theme of food - 3D form Development of critical analysis and keyword vocabulary to articulate and evaluate these skills/processes Design and produce an illustrative response to the theme of food
	Next Steps	Year 9: Food	Year 10: Natural form



Art Curriculum Map

Year 10	Unit	Natural form	Image and identity
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, still life photography, observational studies, surface texture and acrylic painting) Contextual Understanding: Karl Blossfeldt (photography), Kurt Jackson (Landscapes and seascapes), critical analysis resources, own artists research and analysis.	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (Photoshop, mixed media, digital photography, surface texture monoprinting and oil pastel transfer, sellotape transfer, emulsion print transfer) Contextual Understanding: Russ Mills (portraits), critical analysis resources, own artists research and analysis.
	Prior Learning	Year 9: Architecture The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Colour, Composition Practical Skills: Method (media/supports combinations e.g wet on wet, collage) Media (watercolour painting, mixed media), Techniques and Processes (Use of washes/drybrushing and monoprinting) Year 9: Food The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (sgraffito, zentangle patterns, grid method) Media (watercolour painting, fineliner bleed, coloured pencil, clay/mixed media sculpture), Techniques and Processes (grid method for proportion) Contextual Understanding: Still Life and sculpture / 3D Art. Analysis and understanding, Illustration as a specialism.	Year 8: Portraits The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Pattern, Colour, Composition Practical Skills: Method (Rules of Proportion for face) Media (tonal dry media), Techniques and Processes (oil pastel transfer method) Contextual Understanding: Iain Macarthur Year 10: Natural Form The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis.
	Key Knowledge	Substantive How to effectively research, study and meaningfully experiment with materials when researching an artist. Methodology of developing a personal response – Effective use of primary and secondary source images. Keyword vocabulary and different forms of writing – annotation, labelling, journal writing, analysis and evaluative comments. Development of control of materials from KS3 plus introduction to acrylic paint. Disciplinary Contextual understanding for Blossfeldt, Jackson and artist selected by students – bigger picture (influences and art movements) Critical analysis of artists’ work and personal responses. Developing new combinations and understanding properties of materials. IT literacy, and use of photography/images.	Substantive Methodology for creating accurate shape, proportion and tone, particularly when scaling up portraiture work. Processes to combine using range of materials and techniques relevant to specific artists. Keyword information and vocabulary linked to portraiture and linking of themes of image and identity within a piece. Disciplinary History of portraiture and its evolution through modernity – other artist references – wider contextual understanding linked to art movements. Critical analysis and evaluative writing. Photoshop proficiency. Value of self-worth and recognising/celebrating diversity and skills and assets of others.
	Next Steps	Year 10+11: Image and Identity	Year 11: Externally set task



Art Curriculum Map

Year 11	Unit	Image and identity	Externally Set Task
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (Photoshop, mixed media, digital photography, surface texture monoprinting and oil pastel transfer, sellotape transfer, emulsion print transfer) Contextual Understanding: Russ Mills (portraits), critical analysis resources, own artists research and analysis.	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation Facilitated by teacher to support student led study), Techniques and Processes (Building on prior knowledge and directed by area of study selected) Contextual Understanding: Exam starting point contextual references, critical analysis resources, own artists research and analysis.
	Prior Learning	Year 8: Portraits The Formal Elements of Art and Design: Shape, Colour, Line, Form, Tone, Texture, Pattern, Colour, Composition Practical Skills: Method (Rules of Proportion for face) Media (tonal dry media), Techniques and Processes (oil pastel transfer method) Contextual Understanding: Iain Macarthur Year 10: Natural Form The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis.	Year 10: Natural Form The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis. Year 10-11: Image and Identity The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (Photoshop, mixed media, digital photography, surface texture monoprinting and oil pastel transfer, sellotape transfer, emulsion print transfer) Contextual Understanding: Critical analysis resources, own artists research and analysis.
	Key Knowledge	Substantive Methodology for creating accurate shape, proportion and tone, particularly when scaling up portraiture work. Processes to combine using range of materials and techniques relevant to specific artists. Keyword information and vocabulary linked to portraiture and linking of themes of image and identity within a piece. Disciplinary History of portraiture and its evolution through modernity – other artist references – wider contextual understanding linked to art movements. Critical analysis and evaluative writing. Photoshop proficiency. Value of self-worth and recognising/celebrating diversity and skills and assets of others.	Substantive Methodology for creating accurate shape, proportion and tone, particularly when scaling up work/final outcomes. Processes to combine using range of materials and techniques relevant to specific artists linked to starting points. Keyword information and vocabulary linked to starting point and linking of ideas within a project. Disciplinary other artist references – wider contextual understanding linked to art movements/starting point Critical analysis and evaluative writing.
	Next Steps	Year 11: Externally set task	Year 12: Skills Workshops



Art Curriculum Map

Year 12	Unit	Skills Workshops	Personal Investigation (Component 1)
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Dry media, collaged supports, marbling, deface workshopping and sketchbook making), Techniques and Processes (Photoshop, digital photography, Gelli plate printing, emulsion print transfer, sellotape transfer, cyanotype prints, Angelina fibres) Contextual Understanding: Research skills (use of library and online resources – referencing sources)	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation Facilitated by teacher to support student led study), Techniques and Processes (Building on prior knowledge and directed by area of study selected) Contextual Understanding: Personal Investigation essay (1000-3000 words) – Extended analysis of contextual references to complement practical work/sketchbook work on selected theme.
	Prior Learning	Y10 Natural Form, Y10-11 Image and Identity The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis.	Y10 Natural Form, Y10-11 Image and Identity, Y11 Externally Set Task The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis. Y12 Skills Workshops Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Dry media, collaged supports, marbling, deface workshopping and sketchbook making), Techniques and Processes (Photoshop, digital photography, Gelli plate printing, emulsion print transfer, sellotape transfer, cyanotype prints, Angelina fibres) Contextual Understanding: Research skills (use of library and online resources – referencing sources)
	Key Knowledge	Substantive Apply and extend methodology for creating accurate shape, proportion and tone, particularly when scaling up work/final outcomes. Exploit processes to combine using range of materials and techniques relevant to specific artists linked to starting points. Assimilate keyword information and vocabulary linked to starting point and linking of ideas within a project. Explore multi-disciplinary approach, fostered to respond to themes in broadest senses. Disciplinary Broaden artist references – wider contextual understanding linked to art movements/starting point	Substantive Apply and extend methodology for creating accurate shape, proportion and tone, particularly when scaling up work/final outcomes. Exploit processes to combine using range of materials and techniques relevant to specific artists linked to starting points. Assimilate keyword information and vocabulary linked to starting point and linking of ideas within a project. Explore multi-disciplinary approach, fostered to respond to themes in broadest senses. Disciplinary Broaden artist references – wider contextual understanding linked to art movements/starting point Develop more articulate critical analysis and evaluative writing. Show deeper meaning and symbolism within work beyond the aesthetic. Research and draft a formal essay – referencing a range of sources and correct use of footnotes and bibliographies to avoid plagiarism. Experience and make links with subject specialisms and careers at FHE/universities/employment.
	Next Steps	Year 12/13: Personal Investigation	Year 13: Externally set task



Art Curriculum Map

Year 13	Unit	Personal Investigation (Component 1)	Externally Set Task (Component 2)
	Key Concepts	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation Facilitated by teacher to support student led study), Techniques and Processes (Building on prior knowledge and directed by area of study selected) Contextual Understanding: Personal Investigation essay (1000-3000 words) – Extended analysis of contextual references to complement practical work/sketchbook work on selected theme.	The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation Facilitated by teacher to support student led study), Techniques and Processes (Building on prior knowledge and directed by area of study selected) Contextual Understanding: Exam starting point contextual references, critical analysis resources, own artists research and analysis.
	Prior Learning	Y10 Natural Form, Y10-11 Image and Identity, Y11 Externally Set Task The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis. Y12 Skills Workshops Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Dry media, collaged supports, marbling, deface workshopping and sketchbook making), Techniques and Processes (Photoshop, digital photography, Gelli plate printing, emulsion print transfer, sellotape transfer, cyanotype prints, Angelina fibres) Contextual Understanding: Research skills (use of library and online resources – referencing sources)	Y10 Natural Form, Y10-11 Image and Identity, Y11 Externally Set Task The Formal Elements of Art and Design: Shape, Colour, Line, Space, Form, Tone, Texture, Colour, Pattern, Composition Practical Skills: Method (art cycle addressing the Assessment Objectives), Media (Informed independent selection of materials and mixed media experimentation, acrylic paint, digital photography), Techniques and Processes (monoprinting, observational studies, surface texture and acrylic painting) Contextual Understanding: Critical analysis resources, own artists research and analysis. Y12 Skills Workshops Practical Skills: Media (Dry media, collaged supports, marbling, deface workshopping and sketchbook making), Techniques and Processes (Photoshop, digital photography, Gelli plate printing, emulsion print transfer, sellotape transfer, cyanotype prints, Angelina fibres) Contextual Understanding: Research skills (use of library and online resources – referencing sources) Y12-13 Personal Investigation Practical Skills: Media (Informed independent selection of materials and mixed media experimentation Facilitated by teacher to support student led study), Techniques and Processes (Building on prior knowledge and directed by area of study selected) Contextual Understanding: Personal Investigation essay (1000-3000 words) – Extended analysis of contextual references to complement practical work/sketchbook work on selected theme.
	Key Knowledge	Substantive Apply and extend methodology for creating accurate shape, proportion and tone, particularly when scaling up work/final outcomes. Exploit processes to combine using range of materials and techniques relevant to specific artists linked to starting points. Assimilate keyword information and vocabulary linked to starting point and linking of ideas within a project. Explore multi-disciplinary approach, fostered to respond to themes in broadest senses. Disciplinary Broaden artist references – wider contextual understanding linked to art movements/starting point Develop more articulate critical analysis and evaluative writing. Show deeper meaning and symbolism within work beyond the aesthetic. Research and draft a formal essay – referencing a range of sources and correct use of footnotes and bibliographies to avoid plagiarism. Experience and make links with subject specialisms and careers at FHE/universities/employment.	Substantive Methodology for creating accurate shape, proportion and tone, particularly when scaling up work/final outcomes. Processes to combine using range of materials and techniques relevant to specific artists linked to starting points. Keyword information and vocabulary linked to starting point and linking of ideas within a project. Disciplinary other artist references – wider contextual understanding linked to art movements/starting point Critical analysis and evaluative writing.
	Next Steps	Year 13: Externally set task	