

Curriculum Map – Art and Photography  
2023/24



Art, Craft and Design 'at a glance'			
	AUTUMN	SPRING	SUMMER
YEAR 7	Students explore the elements of art and pencil skills to build confidence and the basic drawing skills. The theme is around food items so students are able to draw from observation, students will learn how to use the grid method to be able to create accurate drawings.	A project based on the 70's era and disco. Students explore colour theory and design their own lava lamp and disco ball with watercolour, oil pastel and pencil crayon skills. Students explore the work of Jen Stark to create their own 'OP' art designs and the work of Sari Shyrack to inspire their disco ball designs.	A Pop Art based project with a contemporary twist. Students research the theme of popular culture and explore traditional artists; they respond to these artists creating their own paper cutting explosion. Students then explore contemporary pop artist Yayoi Kusama and create a clay sculpture inspired by the artist.
YEAR 8	A project based on landscapes with the theme of cactus. Students explore the different landscapes and demonstrate their understanding through their own drawings, drawings of cactus from different perspectives. The work of David Hockney is explored to be to explore different perspectives in landscape designs	Random objects are the theme for this project and has a focus on strengthening the skills learnt in previous projects, building their confidence and confidence in the skills for each media. Students are also introduced to printing techniques in order to create mixed media pieces. Students are given the freedom to choose their own objects to draw and to be able to give their work a more personal outcome.	This term is about mastering skills that have been previously learnt, using the theme of dragons. Students look at different cultures that explore dragons and use this research to inspire designs for a final watercolour and oil pastel based final piece. Along the way students are going to be able to master and refine their pencil crayon skills and drawing skills.
YEAR 9	Students explore different architecture and cultural architecture. Drawing skills are refined and students are able to confidently transfer their skills of other medias to the outcomes of the architecture project. A final mixed media cardboard sculpture is created with a cultural theme. Students are encouraged to work independently and come up with more personal designs in order to give them an insight into the skills needed to be successful at GCSE.	Students are given the opportunity to experiment with photography, as this is an option at GCSE. The basics skills of using a camera and digital editing skills are introduced to students. Students are able to explore identity and look at the importance of composition in and are able to manipulate photographs digitally and physically using skills from previous projects. Students are influenced by a number of different artists to create a multi-view point portrait in the style of David Hockney and Brno Del Zou. Students are given an insight into what is expected when taking the course at GCSE.	A project based around identity and drawing skills. This project starts to look at more traditional methods of drawing portraits and most students will be confident to use their skills to create accurate drawings. Eventually being able to draw the full portrait confidently and independently. Students are then to explore their own characteristics and personality and bring that to their final piece outcomes. Exploring how colours, images, patterns and mark making can evoke a feeling or mood. Students are encouraged to work independently to give them a taster for the expectations at GCSE.

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YEAR 10	<p>Students will learn how to create effective compositions around the theme of still life, using skulls as a starting point.</p> <p>Students will be able to create a number of outcomes through observational drawing, pencil, pen, pencil crayon, acrylic paint, mono printing, collage/ mixed media and a 3D Carboard sculpture. Students will learn how to explore a theme of their choice to combine with still life. This will allow students to create more independent outcomes and experimentations.</p> <p>Students will be able to select their most successful experimentations and create a final outcome to showcase their skills and knowledge of previous topics.</p>	<p>Students will review observational drawing and create an effective pencil drawing of a natural form. observational drawing:</p> <p>Students will learn how to take good quality photos of natural forms that they can use as their Primary source photos to create Art works from.</p> <p>Students will re-visit the technique- Mono printing and create a high-quality mono print using their primary source photographs</p> <p>Students will be able to select their most successful experimental outcomes/ design ideas and to be able to develop these experimentations further to create a set of final outcomes.</p> <p>Students will be able to analyse their experimentation and outcomes to successfully showcase their skills and create a final outcome/s.</p>
YEAR 11	<p>Students will explore and research a theme of their choice to create a portfolio of work to practice for the externally set exam.</p> <p>Students will be given a set of themes and artist names to research and explore, similar to the externally set exam. Students will learn how to explore their chosen theme and artist influences and create a portfolio of experimentation and outcomes.</p>	<p>Students will create a portfolio of work based around one of the topics from the externally set exam paper. Students will cover all assessment objectives in order to meet the assessment and marking criteria. Students should use their knowledge and experience of the mock exam to support them on this journey.</p>

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Year 7	Overview	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of food with a drawing assessment on pencil control, reflecting on the elements: Line, shape, form, value, space, proportion. Students will demonstrate their understanding of each of the elements of art with pencil skills. Students will demonstrate their knowledge and understanding of the skills above to produce a grid drawing of a stack of donuts and produce one final overall quality piece.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of Colour with a colour theory practice and assessment. Students will study the artists Sari Shyrack and Jen Stark modern artists who use the elements of art and pattern as a theme. The artists' use a range of medias such as, drawing and painting. Students will demonstrate their knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of Jen Stark and Sari Shyrack with a 70's theme and produce one final overall quality piece.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of pop art with a contemporary twist. Students will study the artists Andy Warhol and modern artist Yayoi Kusama who uses pattern and benday dots as a theme. The artists' use a range of medias such as, drawing, sculpture and painting. Students will demonstrate their knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of Traditional Pop Artists and modern artist Yayoi Kusama and produce one final overall quality piece.
	Content	Students explore the elements of art and pencil skills to build confidence and the basic drawing skills. The theme is around food items so students are able to draw from observation, students will learn how to use the grid method to be able to create accurate drawings.	A project based on the 70's era and disco. Students explore colour theory and design their own lava lamp and disco ball with watercolour, oil pastel and pencil crayon skills. Students explore the work of Jen Stark to create their own 'OP' art designs and the work of Sari Shyrack to inspire their disco ball designs.	A Pop Art based project with a contemporary twist. Students research the theme of popular culture and explore traditional artists; they respond to these artists creating their own paper cutting explosion. Students then explore contemporary pop artist Yayoi Kusama and create a clay sculpture inspired by the artist.

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YEAR 7		AUTUMN	SPRING	SUMMER
	Assessment	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection. Questioning and monitoring throughout. Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection. Questioning and monitoring throughout. Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection. Questioning and monitoring throughout. Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>
	Links to resource to support learning at home	<ul style="list-style-type: none"> <li>• Pinterest.co.uk</li> <li>• Photopea</li> <li>• Progress Diary</li> <li>• Homework sheets with supporting streams videos</li> </ul>	<ul style="list-style-type: none"> <li>• Pinterest.co.uk</li> <li>• Photopea</li> <li>• Progress Diary</li> <li>• Homework sheets with supporting streams videos</li> </ul>	<ul style="list-style-type: none"> <li>• Pinterest.co.uk</li> <li>• Photopea</li> <li>• Progress Diary</li> <li>• Homework sheets with supporting streams video</li> </ul>

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YEAR 8		AUTUMN	SPRING	SUMMER
Year 8	Overview	A project based on landscapes with the theme of cactus. Students explore the different landscapes and demonstrate their understanding through their own drawings, drawings of cactus from different perspectives. The work of David Hockney is explored to be to explore different perspectives in landscape designs	Random objects are the theme for this project and has a focus on strengthening the skills learnt in previous projects, building their confidence and confidence in the skills for each media. Students are also introduced to printing techniques in order to create mixed media pieces. Students are given the freedom to choose their own objects to draw and to be able to give their work a more personal outcome.	This project is about mastering skills that have been previously learnt, using the theme of dragons. Students look at different cultures that explore dragons and use this research to inspire designs for a final watercolour and oil pastel based final piece. Along the way students are going to be able to master and refine their pencil crayon skills and drawing skills.
	Content	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of landscapes with a drawing assessment on pencil control, reflecting on the elements: Line, shape, form, value, space, proportion. Students will study the artist David Hockney a modern artist who uses the elements of Art and perspective in his work. They will demonstrate their knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of David Hockney with the theme of Cactus and produce one final overall quality piece.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of Objects with a drawing assessment on pencil control, reflecting on the elements: Line, shape, form, value, space, proportion. Students will study the artists Michael Craig-Martin and Jim Dine, modern artists who use the elements of art and random objects as a theme. The artists' use a range of medias such as, printing and painting. Students will demonstrate their knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of David Hockney with the theme of Cactus and produce one final overall quality piece.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum. An introduction to the topic of dragon eyes with a drawing assessment on pencil control, reflecting on the elements: Line, shape, form, value, space, proportion. Students will study the artists, Christopher Straver a modern artist who use the elements of art and dragons as a theme. The artists' use a range of medias such as, digital drawing and painting. Students will demonstrate their knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of David Hockney with the theme of Cactus and produce one final overall quality piece.

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YEAR 9		AUTUMN	SPRING	SUMMER
Year 9	Overview	Students explore different architecture and cultural architecture. Drawing skills are refined and students are able to confidently transfer their skills of other medias to the outcomes of the architecture project. A final mixed media cardboard sculpture is created with a cultural theme. Students are encouraged to work independently and come up with more personal designs in order to give them an insight into the skills needed to be successful at GCSE.	Students are given the opportunity to experiment with photography, as this is an option at GCSE. The basics skills of using a camera and digital editing skills are introduced to students. Students are able to explore identity and look at the importance of composition in and are able to manipulate photographs digitally and physically using skills from previous projects. Students are influenced by a number of different artists to create a multi-view point portrait in the style of David Hockney and Brno Del Zou. Students are given an insight into what is expected when taking the course at GCSE.	A project based around identity and drawing skills. This project starts to look at more traditional methods of drawing portraits and most students will be confident to use their skills to create accurate drawings. Eventually being able to draw the full portrait confidently and independently. Students are then to explore their own characteristics and personality and bring that to their final piece outcomes. Exploring how colours, images, patterns and mark making can evoke a feeling or mood. Students are encouraged to work independently to give them a taster for the expectations at GCSE.
	Content	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum, and prepare students for Art GCSE should they choose to take it. This SOL will give students a flavour of the Techniques that will be able to specialise in at KS4, but meet the requirements of the National Curriculum, and extend students' knowledge, skills and understanding.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum, and prepare students for Photography GCSE should they choose to take it. This SOL will give students a flavour of the Techniques that will be able to specialise in at KS4, but meet the requirements of the National Curriculum, and extend students' knowledge, skills and understanding.	Designed to build up students' knowledge, concepts and skills to meet the requirements of the National Curriculum, and prepare students for Art GCSE should they choose to take it. This SOL will give students a flavour of the Techniques that will be able to specialise in at KS4, but meet the requirements of the National Curriculum, and extend students' knowledge, skills and understanding.

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	Assessment	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection.</p> <p>Questioning and monitoring throughout.</p> <p>Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection.</p> <p>Questioning and monitoring throughout.</p> <p>Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>	<p>Moderation between teachers to ensure a consistent approach once a half term in line with the School Marking policy and data collection.</p> <p>Questioning and monitoring throughout.</p> <p>Marking will take place using the Art progress diaries to leave feedback and track where students are at and take ownership of their learning.</p> <p>Students will be assessed against their KS4 estimates using the Art Assessment plan to see if they are on track for reaching their estimate. This will then be moderated between the Art teachers to ensure a consistent approach is being taken and accuracy with marking.</p>
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YEAR 10		AUTUMN	SPRING	SUMMER
Year 10	Overview	<p>This project provides students with a set of skills to use in their personal investigations and to be able to successfully create work influenced by an existing artist or photographer.</p> <p>This project will allow students to build on prior knowledge and skill set learnt in KS3 and develop these further to enable them to create a successful GCSE project, for example- drawing from observation with confidence and using a range of Art media in their work to develop high quality pieces.</p>		<p>This project provides students with a set of skills to use in their personal investigations and to be able to successfully create work influenced by an existing artist or photographer. This project allows students more freedom in terms of selecting relevant Artists/ photographer and materials in order to plan a final piece. The final outcome they will produce in a 2-hour mock exam, in the style of the 10 hours externally set task that will take place at the end of HT4-Year 11.</p>
	Content	<p>Students will learn how to create effective compositions around the theme of still life, using skulls as a starting point.</p> <p>Students will be able to create a number of outcomes through observational drawing, pencil, pen, pencil crayon, acrylic paint, mono printing, collage/ mixed media and a 3D Carboard sculpture. Students will learn how to explore a theme of their choice to combine with still life. This will allow students to create more independent outcomes and experimentations.</p> <p>Students will be able to select their most successful experimentations and create a final outcome to showcase their skills and knowledge of previous topics.</p>		<p>Students will review observational drawing and create an effective pencil drawing of a natural form. observational drawing:</p> <p>Students will learn how to take good quality photos of natural forms that they can use as their Primary source photos to create Art works from.</p> <p>Students will re-visit the technique- Mono printing and create a high-quality mono print using their primary source photo.</p> <p>Students will be able to select their most successful experimental outcomes/ design ideas and to be able to develop these experimentations further to create a set of final outcomes.</p> <p>Students will be able to analyse their experimentation and outcomes to successfully showcase their skills and create a final outcome/s.</p>
	Assessment	<p>Teacher Assessment- Diary Log feedback with constant monitoring and verbal feedback.</p> <p>The teacher will assess all coursework and give predicted grades and scores based on the previous year's grade boundaries. The coursework will be moderated between Art teachers to ensure a consistent standardised approach is being taken. Progress trackers will be used for students to log and track their own progress and mark off when sections have been improved/ completed.</p>		<p>Teacher Assessment- Diary Log feedback with constant monitoring and verbal feedback.</p> <p>The teacher will assess all coursework and give predicted grades and scores based on the previous year's grade boundaries. The coursework will be moderated between Art teachers to ensure a consistent standardised approach is being taken. Progress trackers will be used for students to log and track their own progress and mark off when sections have been improved/ completed.</p>

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YEAR 10		AUTUMN	SPRING	SUMMER
	Links to resource to support learning at home	<ul style="list-style-type: none"> <li>• Exam guidebook provided by their class teacher</li> <li>• Pinterest.co.uk</li> <li>• Photopea</li> <li>• Progress Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Exam guidebook provided by their class teacher</li> <li>• Pinterest.co.uk</li> <li>• Photopea</li> <li>• Progress Diary</li> </ul>	

YEAR 11		AUTUMN	SPRING	SUMMER
Year 11	Overview	Students will create a portfolio of work based around one of the topics given to them by their teacher from previous exam papers. Students will cover all assessment objectives in order to meet the assessment and marking criteria.	Students will create a portfolio of work based around one of the topics from the externally set exam paper. Students will cover all assessment objectives in order to meet the assessment and marking criteria. Students should use their knowledge and experience of the mock exam to support them on this journey.	
	Content	<b>Mock Exam:</b> Students will learn to be more independent and to develop their knowledge on the assessment objectives and how to show a clear journey in the topic they choose. Students will follow the same steps of Artist research, development of ideas, research through primary source photographs and pencil drawings, experiment with a range of art media and techniques, annotation of their own photographs/drawings and others, refining their ideas, producing a detailed plan for a final piece. A final piece will then be produced in a 5-hour Mock exam.	<b>Externally Set Exam:</b> Students will select their topic and produce a portfolio of preparatory work. The students will research artists of their choice, gather Primary source research- including photographs and pencil drawings. Develop ideas of their own taking inspiration from the Artists they have researched. Experiment with different art and photography media which will allow them to refine their ideas further and create a detailed plan for their final piece. The final piece will be completed in 10 hours exam conditions. Students will have produced a sketchbook of work that evidences a strong Journey from the start of the project to their end final piece.	

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	Assessment	<p>Teacher Assessment- Diary Log feedback with constant monitoring and verbal feedback.</p> <p>The teacher will assess all coursework and give predicted grades and scores based on the previous year's grade boundaries. The coursework will be moderated between Art teachers to ensure a consistent standardised approach is being taken. Progress trackers will be used for students to log and track their own progress and mark off when sections have been improved/ completed.</p>		<p>Teacher Assessment- Diary Log feedback with constant monitoring and verbal feedback. The teacher will assess all work and give predicted grades and scores based on the previous year's grade boundaries. The exam will be moderated between Art teachers to ensure a consistent standardised approach is being taken. Progress trackers will be used for students to log and track their own progress and mark off when sections have been improved/ completed.</p>
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