

Curriculum Progression Map 23-24



Art

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Year 7	Topic	Programme of Study
Autumn 1	<p>Colour Theory - Colour Wheel</p> <p>-Introduction to the Artist Mark Hearld.</p>	<p>Why This? It teaches student what colours work well together, how to mix each colour to create different colours/ shades, how to paint neatly and accurately. These skills are the foundations to future learning in Art.</p> <p>Why Now? -Students must understand the Colour Theory before they can use colour thoughtfully in future work. Having it at the start of book means they can use it as a 'dictionary' to refer back to throughout ks3 and ensure knowledge is embedded.</p> <p>Key Knowledge -Colour Mixing -Primary, Secondary, Tertiary, Harmonious, Complementary, Tints, Shades of Colour. -Control, neatness when using paint.</p> <p>Key Vocabulary Colour - Primary, Secondary, Tertiary, Complementary, Harmonious, Tint, Shade.</p> <p>Sources Colour Theory, Artist Research - Mark Hearld.</p> <p>Curriculum Assessment tasks -Colour Wheel using poster paint.</p> <p>Personal Development links Links to how Colour is used in Advertisement, Interior Design, Day to Day life.</p>
Autumn 2	<p>Colour Theory - Butterflies in the style of Mark Hearld.</p> <p>Introduction to the Formal Elements - (Drawing)</p>	<p>Why This? -It allows students to build on knowledge learnt from the colour theory with taking inspiration from a Contemporary Artist Mark Hearld to create their own butterfly in his style. -During the last few weeks of term students learn about the other formal elements through creating an Abstract Drawing. This is important because the Formal Elements are the foundation of everything we do in Art.</p> <p>Why Now? -Students demonstrating, they can recall the Colour Theory learnt last half term and apply this independently/ creatively to their hanging butterfly from their own design ideas. -Gives students an understanding of 'Fine Art' - one of the GCSE's we offer.</p> <p>Key Knowledge -Colour Theory - recall and putting into practice. -Using Watercolour paint - wash, blend and bleed. -Zentangle patterns - in relation to the artist Mark Hearld. -Symmetry. -Formal Elements - Line, Shape, Tone, Texture, Colour, Pattern, Composition, Form.</p> <p>Key Vocabulary Research, Symmetry, Zentangle, Blending, Abstract, Formal Element.</p> <p>Sources -Mark Hearld research.</p>

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		<p>-Zentangle - Culture, Purpose.</p> <p>Curriculum Assessment tasks</p> <p>-Hanging Butterfly.</p> <p>Personal Development links</p> <p>-Creativity, Independence, Resilience.</p>
Spring 1	Textiles Fish - Design. Printing. Felt - Cutting, layering, Applique.	<p>Why This?</p> <p>-Art Textiles allows students to experience a different medium within arts. It teaches students the importance of the Textiles industry and addresses misconceptions about it being an 'old persons hobby'. This topic takes students through the process of designing, experimenting and realising intentions which prepares them for the structure of KS4.</p> <p>Why Now?</p> <p>-It follows on from the colour theory as students need to select colours that go well together for their fish but it also builds on this and teaches students about other formal elements such as shapes, patterns and texture.</p> <p>-Gives students an understanding of 'Art Textiles' - one of the GCSE's we offer.</p> <p>Key Knowledge</p> <p>-Printing</p> <p>-Embroidery</p> <p>-Applique</p> <p>-Formal Elements - Colour, Pattern, Shape, Texture, Line.</p> <p>Key Vocabulary</p> <p>Design, Printing, Pattern, Shape, Colour, Composition, Line.</p> <p>Sources</p> <p>-Links to techniques, careers within Art Textiles.</p> <p>-Felt - where it comes from.</p> <p>-Maria Friese - Artist</p> <p>Curriculum Assessment tasks</p> <p>-Embroidery - Ability to use a range of hand stitches.</p> <p>Personal Development links</p> <p>-Creativity, Diversity, Independence, Resilience.</p>
Spring 2	Textiles Fish - Sewing Techniques. Applique, Embroidery. 3D outcome.	<p>Why This?</p> <p>Continuation of Felt Fish Project - Students will combine their printing with their felt fish and then add stuffing to create a 3D outcome. This sums up the journey of designing and making to create an outcome that they can keep and be proud of.</p> <p>Why Now?</p> <p>-It follows on from the colour theory as students need to select colours that go well together for their fish but it also builds on this and teaches students about other formal elements such as shapes, patterns and texture.</p> <p>-Gives students an understanding of 'Art Textiles' - one of the GCSE's we offer.</p> <p>Key Knowledge</p> <p>-Printing</p> <p>-Embroidery</p> <p>-Applique</p> <p>-Formal Elements - Colour, Pattern, Shape, Texture, Line.</p> <p>Key Vocabulary</p> <p>Embroidery, Applique, Pattern, Shape, Colour, Composition, Line.</p>

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		<p>Sources</p> <ul style="list-style-type: none"> -Links to techniques, careers within Art Textiles. -Felt - where it comes from. -Maria Friese - Artist <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Final Felt Fish 3D Outcome - Structure and combination of techniques/ skills learnt. <p>Personal Development links</p> <ul style="list-style-type: none"> -Creativity, Diversity, Independence, Resilience.
Summer 1	Gargoyle – History of Gargoyles/ Design ideas.	<p>Why This?</p> <ul style="list-style-type: none"> -Teaches students how Art is important to Culture/ Religion. Learn the purpose behind Gargoyles and that Art can have a function as well as being decorative. Students can then use the Gargoyle research to create their own Gargoyle design. Within this, students will have the opportunity to explore human facial features and expressions which prepares them for the portraiture project at GCSE. <p>Why Now?</p> <ul style="list-style-type: none"> -Students must understand the importance of research/ refinement before creating an outcome within Art. - Having this time to prepare/ understand Gargoyles will make for a better outcome because it is refined and thoughtful. -Helps students to understand how the formal elements are transferred across different mediums whether they are 2D or 3D. <p>Key Knowledge</p> <ul style="list-style-type: none"> -Research/ Understanding of Gargoyles/ their purpose/ Notre Dame Cathedral -Facial Features/ Expression/ Proportion -Design Work/ Drawing skills. -Formal Elements - Tone, Shape, Texture, Form, Line, Composition <p>Key Vocabulary</p> <p>Grotesque, Cathedral, Erosion, Gargoyle, Blending, Hatching.</p> <p>Sources</p> <ul style="list-style-type: none"> -Stone Carving, Notre Dame Cathedral <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Final Gargoyle design. <p>Personal Development links</p> <ul style="list-style-type: none"> -Creativity, Understanding of Culture/ Religion, Independence.
Summer 2	Gargoyle – Clay – Making pinch pot Gargoyle head/ Slip and Key.	<p>Why This?</p> <ul style="list-style-type: none"> -Students will use their 2D Gargoyle design to create a 3D outcome from Clay. Students will learn how to model with clay learning methods such as slip and key, relief, creating a 3D form, adding decoration, using oxide - skills that are important within 3D Art. <p>Why Now?</p> <ul style="list-style-type: none"> This follows on from their Gargoyle design/ research. -It teaches students how to use a new medium clay - Sculpture is part of the national curriculum. -Gives students an understanding of ‘3D Design’ one of the GCSE courses we offer. <p>Key Knowledge</p> <ul style="list-style-type: none"> -Creating form in 3D.

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		<ul style="list-style-type: none"> -Using Clay effectively -Tone through Oxide -Techniques such as slip and key, Modelling, Seams, Showing Expression through modelling, Proportion. <p>Key Vocabulary Texture, Shape, Proportion, Slip and key, Modelling, Expression, Seam.</p> <p>Sources -Design work -Gargoyle research</p> <p>Curriculum Assessment tasks -Clay Gargoyle</p> <p>Personal Development links -Time Management, Resilience, Independence.</p>
Year 8	Topic	Programme of Study
Autumn 1	Nature inspired Clay Towers – Design/ Coiling.	<p>Why This? -Development from Clay Work in Year 7. They will combine the design/ decoration skills they learnt from Year 7 with a new skill - coiling.</p> <p>Why Now? -Teaches students how to select and refine design ideas which is an important skill for ks4. -Important to prepare students for vessel project in Year 10. Without prior experience of coiling students struggle and outcomes are less successful. -Teaches students how much pressure to apply when working with clay. -Gives students an understanding of ‘3D Design’ - one of the GCSE’s we offer.</p> <p>Key Knowledge -Design -Coiling -Slip and Key</p> <p>Key Vocabulary Design, Texture, Aesthetic, Coiling, Slip and key, Wedging.</p> <p>Sources -Design work -Research Task linked to Nature theme.</p> <p>Curriculum Assessment tasks -Clay Tower Design</p> <p>Personal Development links -Problem solving, Creativity, independence</p>
Autumn 2	Nature inspired Clay Towers – Making – Coiling/ Decoration.	<p>Why This? -Students will use their designs from the previous half term to make/ decorate their clay tower. -They will see their design come to life and it allows them to experiment with the formal elements physically through modelling rather than through 2D design.</p> <p>Why Now? -It follows on from the previous half term’s learning, they will make their design come to life in a 3D form. We will recap the formal elements learnt in Year 7 when discussing how to model their 3D decoration.</p>

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		<p>-Gives students a deeper understanding of '3D Design' - one of the GCSE's we offer.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> -Coiling -Slip and Key -Decoration -Formal Elements -Tone (Oxide) <p>Key Vocabulary</p> <p>Decoration, Form, Refine, Shape, Texture, Pattern.</p> <p>Sources</p> <ul style="list-style-type: none"> -Design work -Research Task linked to Nature theme. <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Clay Tower Development <p>Personal Development links</p> <p>Problem solving, Creativity, independence</p>
Spring 1	<p>Fine Art Eye – Drawing skills. Artist research MC Escher.</p>	<p>Why This?</p> <ul style="list-style-type: none"> -Students will learn how to use the formal elements effectively when working with different mediums – pencil and oil pastel. They will learn how to accurately draw the eye in proportion to draw it realistically. -Students will research the surreal artist MC Escher. We will study his eye drawing with a skull in the pupil and discuss the idea behind symbolism and how art can have more than one meaning. This will then influence their design ideas for next half term. <p>Why Now?</p> <ul style="list-style-type: none"> -It is important that students learn how to draw the proportions of the eye before planning their own design to ensure that it is effective. -It introduces students to media they haven't previously had experience of using and teaches them that the formal elements are equally important to consider whether it be in colour or tonal. -The research they complete on Escher/ Surrealism will inform their own design ideas allowing them to consider composition, scale, meaning etc. -Gives students a deeper understanding of 'Fine Art' - one of the GCSE's we offer. <p>Key Knowledge</p> <ul style="list-style-type: none"> -Research/ analysis -Drawing skills -Formal Elements <p>Key Vocabulary</p> <p>Research, Analysis, Recording, Surrealism, Line, Symbolism.</p> <p>Sources</p> <ul style="list-style-type: none"> -Surrealism/ MC Escher research -Eye reference images <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Oil pastel Owl's eye drawing <p>Personal Development links</p> <ul style="list-style-type: none"> -Creativity, resilience, observational skills

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<p>Spring 2</p>	<p>Surreal Eye - Design Ideas/ Surreal Eye Final piece. Links to current world issue.</p>	<p>Why This? -Students will demonstrate their learning from Artist research and eye drawings through creating their own design ideas and an outcome based on an eye with a surreal meaning. -They will focus on a current news topic/ world issue as the theme and respond to Escher's work through incorporating symbolism. This will demonstrate that the skills they have learnt are embedded and that they can use their creativity to develop learning further into an independent outcome.</p> <p>Why Now? -This follows on from the previous half term's learning demonstrating that students can apply their drawing skills/ remember how to use the formal elements correctly when working from their own image. It also enables students to incorporate their own ideas into their learning and show they understand the artists style of using symbolism to communicate meaning. -Gives students a deeper understanding of 'Fine Art' - one of the GCSE's we offer.</p> <p>Key Knowledge -Development of ideas -Refining/ improving -Drawing skills -Communicating meaning through drawing/ symbolism -Knowledge of current world topic linked to theme.</p> <p>Key Vocabulary Surrealism, Mark-making, Design, Journey, Layering, Tone.</p> <p>Sources -Research of theme -Surrealism/ MC Escher research. -Design ideas.</p> <p>Curriculum Assessment tasks -Design ideas for Surreal eye outcome.</p> <p>Personal Development links -Creativity, Empathy, Diversity, Independence, Resilience.</p>
<p>Summer 1</p>	<p>Textiles Shell – Design/ History of Textiles/ Dye.</p>	<p>Why This? -Deepens the knowledge of Art Textiles skills learnt in Year 7 and gives students the opportunity to create their own sampler design, combining a range of Art Textiles skills. Broadens knowledge/ skills in Art Textiles and allows students to work collaboratively to create a large quilt for display.</p> <p>Why Now? -Allows students to understand the importance of a designer's work/ how precise they have to be when selecting and refining. -Gives students a deeper understanding of 'Art Textiles - one of the GCSE's we offer.</p> <p>Key Knowledge -Design Ideas -History of Quilting -Tie Dye</p> <p>Key Vocabulary Dye, Sampler, Colour, Pattern, Shape, Three Dimensional.</p>

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		<p>Sources -History of quilting/ how it has been used across different ages.</p> <p>Curriculum Assessment tasks -Shell Design/ Plan</p> <p>Personal Development links Problem solving, Creativity, independence, Teamwork.</p>
Summer 2	Textiles Shell – Sewing Techniques. Embroidery, Embellishment.	<p>Why This? -Follows on from the design work created during the previous half term. Focuses on the formal elements colour, shape, form, texture pattern. -A good opportunity for students to compare the three disciplines that we cover over the two years in preparation for beginning their creative pathway in Year 9.</p> <p>Why Now? -Sums up students journey of Art Textiles/ revisits skills learnt in Year 7 whilst developing skills and using a wider range of medium in Year 8. -Gives students a deeper understanding of ‘Art Textiles’ - one of the GCSE’s we offer.</p> <p>Key Knowledge -‘Sampler’ -Quilting -Broader range of embroidery stitches from Year 7 -Embellishment</p> <p>Key Vocabulary Applique, Embroidery, Embellishment, Sampler, Quilting, Pattern.</p> <p>Sources -AID’S Quilt memorial -Design ideas</p> <p>Curriculum Assessment tasks -Shell Sampler – Final Outcome</p> <p>Personal Development links Problem solving, Creativity, independence, Resilience, Teamwork.</p>
Year 9	Rotation	Programme Study
4 Weeks	Introduction to Architecture. Introduction to Artist and collaging/ design work for cardboard relief. They will then create mono - prints of architecture in Scarborough.	<p>Why This? -An area of Art we currently haven’t covered at ks3 and is one of our team’s specialist areas. -Build on skills previously learnt such as drawing, design and it will also enable them to develop their 3D skills through cardboard construction. -Project will be personal because it will be based on Scarborough and they will work from their own photographs.</p> <p>Why Now? It will enable students to continue to develop the skills they have learnt in Year 7 & 8, but will also teach them to work with a new medium - cardboard. -Although it is a short project it will run like a mini GCSE project, teaching students to observe, develop ideas, refine and create an outcome.</p> <p>Key Knowledge -Drawing Skills -Design work -Photography</p>

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		<p>Key Vocabulary Perspective, Architecture, Tone, Collage, Monoprint.</p> <p>Sources -Research into Architecture/ Artist - Frank Ghery -History of Scarborough/ building structures</p> <p>Curriculum Assessment tasks -Design work</p> <p>Personal Development links -Independence, Problem Solving, Creativity</p>
5 Weeks	Students will develop a section of their favourite drawing/ print into relief using cardboard.	<p>Why This? -Add a 3D element to Architecture project - enables students to see their designs come to life. Helps them to consider scale/ proportion/ texture and which areas of the design they would like to raise.</p> <p>Why Now? -Development from architecture project - students will use their most successful design to inform their cardboard relief.</p> <p>Key Knowledge -Working from Primary Photographs -Relief using cardboard -Control/ delicacy/ layering with cardboard.</p> <p>Key Vocabulary Relief, Cardboard Construction, Layering.</p> <p>Sources -Photography of Scarborough</p> <p>Curriculum Assessment tasks -Final Piece Relief</p> <p>Personal Development links -Independence, Problem Solving, Creativity</p>
Year 9	Fine Art	Programme Study
Autumn 1	Introduction to the topic. Mind map/ Mood board. Presentation. Drawing Skills - Working in a range of media.	<p>Why This? -Students will explore their initial starting point to the topic and consider the different directions their project could follow. -They will improve their drawing skills through working in a range of media all linked to the food theme.</p> <p>Why Now? -Students must understand their starting point in order for the project to develop independently. -Students will continue to develop skills they have learnt in Year 7 and 8 but in a more sophisticated way. This will run like a GCSE project so that students understand the structure the course will follow.</p> <p>Key Knowledge -How to present work -Introduction to theme/ directions students could follow -Drawing skills</p> <p>Key Vocabulary Research, Analysis, Presentation, Tone, Composition, Medium.</p> <p>Sources</p>

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		<p>Primary/ secondary Food images -Examples of GCSE work to understand presentation</p> <p>Curriculum Assessment tasks -Drawing of an Apple</p> <p>Personal Development links Creativity, Presentation, Planning, Independence</p>
Autumn 2	<p>Artist Research - Andy Warhol (Lino Printing) Sarah Graham (Grid Method Drawing & Acrylic Paint).</p>	<p>Why This? -Teach students how to research/ analyse the work of an Artist. -Students will understand how they can take elements of an artist work to inform/ help develop their own style.</p> <p>Why Now? -Students need these skills in preparation for GCSE. -Looking at a wide range of artists will help students to understand which styles of work they prefer which helps them to make informed choices/ develop their ideas moving forwards.</p> <p>Key Knowledge -How to research and analyse -How to work in an artist's style/ use an artist's work and ideas to improve own ideas. -Printmaking -Grid Method drawing - Draw in proportion -Using Acrylic</p> <p>Key Vocabulary Layering, Contrast, Scale, Proportion, Blending, Pop - Art, Hyper-Realism.</p> <p>Sources -Research linked to Warhol/ Graham -YouTube links -Sarah Graham website.</p> <p>Curriculum Assessment tasks -Warhol Print</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>
Spring 1	<p>Artist Research - Georgina Luck (Water Colour, Loose Painting). Comparison of styles.</p>	<p>Why This? -Teach students how to research/ analyse the work of an Artist. -Students will understand how they can take elements of an artist work to inform/ help develop their own style.</p> <p>Why Now? -Continuing to research/ develop style using the work of artists but this time the artists style is different - different medium, looser style to give students more options for development.</p> <p>Key Knowledge -Using a range of water colour techniques to create a looser style painting. -Teaching students to work in a looser way/ more expressionist.</p> <p>Key Vocabulary Abstraction, Expressionism, Layering, Blending, Compare, Contrast.</p> <p>Sources -Georgina Luck Website</p>

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		<p>-YouTube.</p> <p>Curriculum Assessment tasks Painting in the style of Georgina Luck.</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>
Spring 2	Planning 'Next Steps Ideas'. Independent research linked to development.	<p>Why This? -Students will select ideas they have learnt through the previous term and decide which they would like to take forwards/ leave behind. -Important that students can make informed choices that will help them to move forward in their journey towards a final outcome.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence they need from the teacher led tasks.</p> <p>Key Knowledge -Refinement -Making independent choices to suit direction of project that best suit their skills. -Independent research/ experimentation linked with own ideas.</p> <p>Key Vocabulary Refine, Experimentation, Development, Style.</p> <p>Sources -Independent research</p> <p>Curriculum Assessment tasks -Next Steps plan</p> <p>Personal Development links -Creativity, Refinement, Resilience, Time management.</p>
Summer 1	Experimentation/ Refinement/ Development towards final outcome.	<p>Why This? -Students will use their artist research, recording of ideas and insights to inform how they will experiment and refine ideas in preparation for creating a final outcome. This is an important stage in planning to ensure they have considered medium and each of the formal elements before beginning their final piece.</p> <p>Why Now? -Follows on from 'Next Steps Planning' - students will use their plans to create relevant experiments which will help them to make decisions about the direction of their final piece.</p> <p>Key Knowledge -Formal Elements -Scale/ Proportion -Medium -Ability to refine ideas and recognise when experiments are/ aren't working.</p> <p>Key Vocabulary Refinement, Medium, Accuracy, Development, Resilience, Independence.</p> <p>Sources -Independent research -Use of a range of mediums.</p> <p>Curriculum Assessment tasks Initial/ Final ideas.</p>

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		<p>Personal Development links Independence, Problem Solving, Creativity, Time management</p>
Summer 2	<p>Realising Intentions. Creating a final piece linked to the theme.</p>	<p>Why This? -The final piece will sum up students journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately.</p> <p>Key Vocabulary Journey, Outcome, Intention, Scale, Proportion, Detail, Accuracy, Evaluate.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
Year 9	3D Design	Programme Study
Autumn 1	<p>Introduction to the topic. Mind map/ Mood board. Presentation. Apple Drawings and 3D Apple (Chicken Wire/ Papier Mache). Claes Oldenburg research.</p>	<p>Why This? -Students will explore their initial starting point to the topic and consider the different directions their project could follow. -It will teach them to use their 2D drawings to inform their 3D making of an apple, working in the style of Oldenburg</p> <p>Why Now? -Students must understand their starting point in order for the project to develop independently. -Students will continue to develop skills they have learnt in Year 7 and 8 but in a more sophisticated way. This will run like a GCSE project so that students understand the structure the course will follow.</p> <p>Key Knowledge -How to present work -Introduction to theme/ directions students could follow -Drawing/ 3D making skills.</p> <p>Key Vocabulary Research, Analysis, Presentation, Line, Shape, Composition, Medium.</p> <p>Sources Primary/ secondary Food images -Examples of GCSE work to understand presentation -Oldenburg research</p> <p>Curriculum Assessment tasks</p>

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		<p>-3D Apple</p> <p>Personal Development links Creativity, Presentation, Planning, Independence</p>
Autumn 2	<p>Ice cream Drawings, Collage and Paper Pulp 3D Ice cream.</p> <p>Lucy Sparrow Research - Felt doughnut linked to Lucy Sparrow.</p>	<p>Why This? -Teach students how to research/ analyse the work of an Artist. -Students will understand how they can take elements of an artist work to inform/ help develop their own style.</p> <p>Why Now? -Students need these skills in preparation for GCSE. -Looking at a wide range of artists will help students to understand which styles of work they prefer which helps them to make informed choices/ develop their ideas moving forwards.</p> <p>Key Knowledge -How to research and analyse -How to work in an artist's style/ use an artist's work and ideas to improve own ideas. -How to use paper pulp for a 3D sculpture -How to use applique, embroidery and embellishment to create felt food.</p> <p>Key Vocabulary Applique, Embellishment, Embroidery, Layering, Texture, Shape.</p> <p>Sources -YouTube - Lucy Sparrow -Lucy Sparrow website -Research into ice cream theme.</p> <p>Curriculum Assessment tasks Paper Pulp Ice Cream</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>
Spring 1	<p>Jae Yong Kim Artist Research - Clay doughnut linked to him.</p> <p>Mono printing, Drawing Skills linked to doughnuts.</p>	<p>Why This? -Teach students how to research/ analyse the work of an Artist. -Students will understand how they can take elements of an artist work to inform/ help develop their own style.</p> <p>Why Now? -Continuing to research/ develop style using the work of artists but this time the artists style is different - different medium - Clay. This is also a common choice for final piece and therefore good to embed clay skills before creating work from own designs.</p> <p>Key Knowledge -Jae Kim Yong research - how he creates his work and techniques they can then use in their own work. -Clay skills - development on from work in Year 7 and 8 - students will learn how to use glazes.</p> <p>Key Vocabulary Slip and Key, Modelling, Form, Texture, Shape, Seam, Decoration.</p> <p>Sources -Jae Kim Yong website/ YouTube</p>

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		<p>Curriculum Assessment tasks -Clay Doughnut in response to Artist</p> <p>Personal Development links Problem solving, Creativity, independence</p>
Spring 2	<p>Patianne Stevenson Artist Research - Design work, ink drawings, Cardboard Cake linked to her.</p>	<p>Why This? -Teach students how to research/ analyse the work of an Artist. -Students will understand how they can take elements of an artist work to inform/ help develop their own style.</p> <p>Why Now? -Continuing to research/ develop style using the work of artists but this time the artists style is different - different medium - Cardboard. Follows on from doughnut because students will have to consider decoration for cake but this time using a different media.</p> <p>Key Knowledge -Patianne Stevenson research- how she creates her work and techniques they can then use in their own work. -How to use layering/ how to construct a cake using recycled materials.</p> <p>Key Vocabulary Structure, Layering, Control, Neatness, Accuracy, Decoration.</p> <p>Sources -Patianne Stevenson Website/ YouTube</p> <p>Curriculum Assessment tasks Cardboard Cake</p> <p>Personal Development links Environmental - how waste can be turned into art, Creativity, Time management, Independence</p>
Summer 1	<p>Planning 'Next Steps Ideas'. Independent research and experimentation linked to development.</p>	<p>Why This? -Students will select ideas they have learnt through the previous term and decide which they would like to take forwards/ leave behind. -Important that students can make informed choices that will help them to move forward in their journey towards a final outcome.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence they need from the teacher led tasks.</p> <p>Key Knowledge -Refinement -Making independent choices to suit direction of project that best suit their skills. -Independent research/ experimentation linked with own ideas.</p> <p>Key Vocabulary Refinement, Medium, Accuracy, Development, Resilience, Independence. Experimentation, Development, Style.</p> <p>Sources -Independent research</p> <p>Curriculum Assessment tasks -Next Steps plan</p> <p>Personal Development links</p>

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		-Creativity, Refinement, Resilience, Time management.
Summer 2	Realising Intentions. Creating a 3D final piece linked to the theme.	<p>Why This? -The final piece will sum up students journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately.</p> <p>Key Vocabulary Journey, Outcome, Intention, Scale, Proportion, Detail, Accuracy, Evaluate.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
Year 9	Art Textiles	Programme Study
Autumn 1	Introduction to the topic. mind map/mood board. free machine embroidery spiders bees- hand stitching and beading.	<p>Why This? students will explore their initial starting point to the topic and consider the different directions their project could follow. Students will start to develop their drawing skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to equipment and skills not previously used to develop their technical and visual skills. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p> <p>Why Now? Students must understand their starting point in order for them to develop their ideas independently. By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in year 7 and 8 but in a more sophisticated way. This will run like a GCSE project so that students understand the structure the course will follow. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p>

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Art

		<p>Key Knowledge How to present work Introduction to the work of different textile artists. How to use a sewing machine for free machine embroidery Drawing skills- exploring the formal elements of line, pattern, form, texture</p> <p>Key Vocabulary Research, Analysis, Presentation, embroidery, line, pattern</p> <p>Sources secondary source images of bees and spiders examples of GCSE work using the skills explored artist research.</p> <p>Curriculum Assessment tasks drawings of Bees and Spiders</p> <p>Personal Development links Creativity, presentation, planning, resilience, independence.</p>
Autumn 2	Wings- experimentation with cutting and burning techniques. Beetles- needle feeling	<p>Why This? Students will continue to develop their drawing skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to new equipment and skills not previously used to develop their technical and visual skills. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p> <p>Why Now? By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in year 7 and 8 but in a more sophisticated way. This will run like a GCSE project so that students understand the structure the course will follow. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p> <p>Key Knowledge Research, Analysis, cutting and burning, needle felting, colour, form, texture, shape and pattern, develop skills using paint and oil pastels.</p> <p>Sources Secondary source images of beetles and wings examples of GCSE work using the skills explored artist research</p> <p>Key Vocabulary Line, shape, layering, blending, texture, colour</p> <p>Curriculum Assessment tasks Burning and layering technique sample</p> <p>Personal Development links Refinement, self awareness, time management, creativity</p>

Curriculum Progression Map 23-24



Art

<p>Spring 1</p>	<p>Fabric manipulation, bonding, dyeing techniques linked to background ideas. lino printing-ants and beetles.</p>	<p>Why This? Students will continue to develop their drawing and painting skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to new equipment and skills not previously used to develop their technical and visual skills. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p> <p>Why Now? By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in year 7 and 8 but in a more sophisticated way. This will run like a GCSE project so that students understand the structure the course will follow. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p> <p>Key Knowledge Lino printing on fabric Develop ideas using repeat pattern Explore the use of new materials and ways of bonding fabrics together. Learn to use fabric dyes to be able to mix colours independently.</p> <p>Key Vocabulary bonding, dyeing, tone, texture, contrast, pattern, repeat pattern</p> <p>Sources Secondary source images of beetles and ants examples of GCSE work using the skills explored artist research</p> <p>Curriculum Assessment tasks Observed studies of ants</p> <p>Personal Development links Planning, organisation, independence, experimentation</p>
<p>Spring 2</p>	<p>Artist research-Mr Finch Design development 3D padded butterfly.</p>	<p>Why This? Teach students how to research/ analyse the work of an artist. Students will understand how they can take elements of an artist's work to inform/ help develop their own ideas. students will start to develop their own ideas through the design process. Students will continue to develop new textile skills techniques but also refine skills from earlier in the year.</p> <p>Why Now? Students will need these skills for GCSE. Students will begin to understand how to develop their own designs which will prepare them for when they select their theme for the personal response they will make linked to insects.</p> <p>Key Knowledge Research and analysis of an artists work Design process Selection of appropriate materials and techniques</p>

Curriculum Progression Map 23-24



Art

		<p>Key Vocabulary refine, experimentation, design, form, research,</p> <p>Sources Artist research for Mr Finch Secondary source images of butterflies Examples of GCSE work using the skills explored students own work</p> <p>Curriculum Assessment tasks design ideas for Mr Finch inspired butterfly</p> <p>Personal Development links self-reflection, analysis, experimentation, creativity</p>
Summer 1	Planning 'Next Steps Ideas'. Independent research and experimentation linked to development.	<p>Why This? Students will learn how to select ideas they have learnt through the previous terms and decide which they will take forward/ leave behind. Students will begin to research their own personal response through observed studies and samples.</p> <p>Why Now? It is important that students know how to make informed choices through personal reflection. Allowing students the freedom to become more independent in their journey and make informed choices about their work will allow them to build confidence in their own ideas and skills.</p> <p>Key Knowledge Refinement Independent research / experimentation linked to own ideas Making independent choices to suit the direction of project that best suit their skills and interests.</p> <p>Key Vocabulary reflect, research, development, experiment, resilience, independence</p> <p>Sources independently selected research, materials and equipment selected personally</p> <p>Curriculum Assessment tasks research and observed studies for personal response</p> <p>Personal Development links reflection, refinement, research, time management</p>
Summer 2	Realising Intentions. Creating a final piece linked to the theme.	<p>Why This? The personal response will sum up the students journey and refinement showing how they have learnt through both teacher led and independent work. Students will use their artist research, samples and designs to produce a personal response linked to the theme of Insects.</p> <p>Why Now? It will give the students an opportunity to use their own initiative and explore their own ideas /interests in their journey to be able to produce a high quality outcome.</p> <p>Key Knowledge independence</p>

Curriculum Progression Map 23-24



Art

		<p>planning and problem solving</p> <p>Key Vocabulary realise intentions, planning, evaluate, scale, detail, journey,</p> <p>Sources students own work, planning, designing and samples</p> <p>Curriculum Assessment tasks final outcome</p> <p>Personal Development links initiative, problem solving, independence, time management</p>
Year 9	Graphic Design	Programme Study
Autumn 1	Introduction to Graphic Design. Using 2D and digital media to explore a range of skills, techniques, and design elements.	<p>Why This? -Developing drawing skill and understanding colour theory will allow student to understand how to approach design problems in graphics. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence, they need from the teacher led tasks.</p> <p>Key Knowledge Understanding of design elements (colour, line, tone and typography).</p> <p>Key Vocabulary Visual communication, Design elements: Colour, Line, Shape, Form, Typography.</p> <p>Sources Independent research, textbooks available.</p> <p>Curriculum Assessment tasks The final outcome.</p> <p>Personal Development links Line, shape, layering, texture, colour</p>
Autumn 2	Design Brief: Donor Card. Students will research and develop ideas in response to the design brief.	<p>Why This? To expand their learning from the previous term the students will create an effective and persuasive piece of design that can be used by businesses, organisations, and individuals. The students will learn how to work to clients brief to create unique designs that match clients' specific needs.</p> <p>Why Now? It will be their chance to show off the skills they have learnt previous term, to build the confidence and use variety of creative techniques and media to get their message across.</p> <p>Key Knowledge The brief, journey, outcome.</p> <p>Key Vocabulary Design brief, Client, Criteria, Visual Balance, Thumbnail Sketches.</p> <p>Sources Independent research</p> <p>Curriculum Assessment tasks The final outcome.</p> <p>Personal Development links</p>

Curriculum Progression Map 23-24



Art

		Use of initiative, problem solving, time management, creativity.
Spring 1	Design Brief: Perfume Bottle. Students will work in a range of different media to explore and develop ideas.	<p>Why This? This will give students a chance to explore independently the work of other graphic designers. Also, they will make the creative link between their ideas and the work of other artists using different media.</p> <p>Why Now? The students will expand the key skills and explore design work different media.</p> <p>Key Knowledge Resilience, design, opportunity.</p> <p>Key Vocabulary Consumer, Advertising, Branding, Mood, Atmosphere.</p> <p>Sources Independent research, reading about other design elements (scale, composition, form)</p> <p>Curriculum Assessment tasks Next Steps plan</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>
Spring 2	Students will be introduced to target markets, branding, and advertisement to help them meet the design brief.	<p>Why This? Students exploring new ways to apply typography to their work, resulting in more interesting and unique brand designs.</p> <p>Why Now? The students will expand the key skills to ensure that their designs are meeting the client's criteria.</p> <p>Key Knowledge -Creating a realistic drawing using the formal elements -Research/ Analysis</p> <p>Key Vocabulary Exploration, Experimentation, Development, Visual research.</p> <p>Sources Independent research.</p> <p>Curriculum Assessment tasks Design idea development.</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
Summer 1	Design Brief: Anchor hotel logo design and promotional poster. Focus on logos, branding, and advertisement.	<p>Why This? By designing logo, students will Improve creativity and problem-solving skills, communication abilities, critical thinking skills, and understanding of design principles.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence, they need from the teacher led tasks.</p> <p>Key Knowledge Logo design, branding, advertising.</p> <p>Key Vocabulary Target Market, Branding, Livery.</p>

Curriculum Progression Map 23-24



Art

		<p>Sources Digital research.</p> <p>Curriculum Assessment tasks Final logo and poster design.</p> <p>Personal Development links Direction, Improved confidence.</p>
Summer 2	Introduction to Graphic designers Neville Brody and Saul Bass. Students will produce work in response. Focus on typography.	<p>Why This? -Students will use their artist research, recording of ideas and insights to inform how they will experiment and refine ideas in preparation for creating a final outcome .</p> <p>Why Now? Continuing to research/ develop style using the work of artists but this time the artists style is different - different medium - Photoshop.</p> <p>Key Knowledge Response, research,</p> <p>Key Vocabulary Graphic Designer, Research, Analysis, Experiment.</p> <p>Sources Digital research and available textbooks.</p> <p>Curriculum Assessment tasks Students' response to chosen artist.</p> <p>Personal Development links Use of initiative, problem solving.</p>
Year 10	Fine Art	Programme Study
Autumn 1	Introduction to the topic. Mind map/ Mood board. Chuck Close research/ grid method drawing. Mono Printing.	<p>Why This? Students will begin by exploring what portraiture means and ideas linked to the theme e.g., distortion, expression, aging. This will help them consider different directions they could take within their project. The first artist they will study is Chuck Close and in response to him learn how to draw using the grid method – this is a skill that is important to ensure they can draw with realistic proportions.</p> <p>Why Now? Grid method drawing is a key skill throughout the project to ensure that faces are in proportion. They can then develop this into pattern/ colour etc. depending on their own interests.</p> <p>Key Knowledge -Drawing in proportion -Creating a realistic drawing using the formal elements -Research/ Analysis -Mono printing (Introduction to new medium)</p> <p>Key Vocabulary Research, Analysis, Presentation, Tone, Proportion, Medium.</p> <p>Sources -Chuck Close reading.</p> <p>Curriculum Assessment tasks Chuck Close Grid method portraits</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>

Curriculum Progression Map 23-24



Art

<p>Autumn 2</p>	<p>Kathe Kollwitz research/ Collagraphs. Third Artist – Shepard Fairey or Freud (Start of independent direction) and development.</p>	<p>Why This? Collagraph printing is a new skill and getting students to consider different textures, giving them a more hands on approach which may inform their independent choices later. Towards the end of the term students select one of two artists which will inform the direction of their independent work.</p> <p>Why Now? Learning across this term is staggered so that students are gradually becoming more independent with ideas to help spark creativity and give them the confidence.</p> <p>Key Knowledge -Collagraph Printing -Research/ Analysis -Experimentation -Refinement of work</p> <p>Key Vocabulary Layering, Printing, Texture, Relief, Experimentation, Resilience.</p> <p>Sources Kathe Kollwitz research The Tate</p> <p>Curriculum Assessment tasks -Collagraph printing</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
<p>Spring 1</p>	<p>Rew Nurse introduction/ artist study. 2-week workshop with him spray painting. Planning of 'Next Steps ideas.'</p>	<p>Why This? Students work with a local artist in our community who is a Tattooist and Spray Paint Artist. This is an opportunity to find out about different career in the arts and have access to materials that we don't keep at school. This helps students to loosen up with their style as they must work fast with the spray paint before it dries.</p> <p>Why Now? -This is a good time in the year because students have gained the confidence with building their skills and understand how to experiment/ refine ideas but are still looking for inspiration to inform their next steps planning. This style of work is another element to consider before they move forwards independently.</p> <p>Key Knowledge -Spray painting techniques -Stencilling -Research/ Analysis</p> <p>Key Vocabulary Stencilling, Abstract, Graffiti, Journey, Development, Arrangement.</p> <p>Sources -Rew Nurse – Face to face artist workshop.</p> <p>Curriculum Assessment tasks Spray paint board.</p> <p>Personal Development links Collaboration/ teamwork, resilience, time management.</p>

Curriculum Progression Map 23-24



Art

Spring 2	Independent research linked to development. Final independent artist study/ development to support next step ideas.	<p>Why This? -Students will select ideas they have learnt through the previous term and decide which they would like to take forwards/ leave behind. -Important that students can make informed choices that will help them to move forward in their journey towards a final outcome.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence, they need from the teacher led tasks.</p> <p>Key Knowledge -Refinement -Making independent choices to suit direction of project that best suit their skills. -Independent research/ experimentation linked with own ideas.</p> <p>Key Vocabulary Exploration, Experimentation, Development, Visual research.</p> <p>Sources -Independent research</p> <p>Curriculum Assessment tasks</p> <p>Personal Development links -Creativity, Refinement, Resilience, Time management.</p>
Summer 1	Experimentation/ Refinement/ Development towards final outcome.	<p>Why This? -Students will use their artist research, recording of ideas and insights to inform how they will experiment and refine ideas in preparation for creating an outcome. This is an important stage in planning to ensure they have considered medium and each of the formal elements before beginning their final piece.</p> <p>Why Now? -Follows on from 'Next Steps Planning' - students will use their plans to create relevant experiments which will help them to make decisions about the direction of their final piece.</p> <p>Key Knowledge -Formal Elements -Scale/ Proportion -Medium -Refinement of ideas</p> <p>Key Vocabulary Refinement, Direction, Sample, Composition, Structure, Control.</p> <p>Sources -Independent research -Use of a range of mediums.</p> <p>Curriculum Assessment tasks Initial/ Final ideas.</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management</p>
Summer 2	Experimentation/ Refinement/ Development towards final	<p>Why This? -This will continue to follow last half term's structure. Students will produce initial and final ideas through refinement of work. A key stage in showing progression.</p> <p>Why Now?</p>

Curriculum Progression Map 23-24



Art

	<p>outcome. Clear final piece plan for September.</p>	<p>It is vital that in Year 10 students have a longer period of time for experimentation than in Year 9 because with more experience and critical thinking, work at this stage begins to mature and students are able to create higher quality outcomes.</p> <p>Key Knowledge Formal Elements -Scale/ Proportion -Medium -Refinement of ideas</p> <p>Key Vocabulary Design, Planning, Independence, Formal Elements, Composition.</p> <p>Sources -Independent research -Use of a range of mediums.</p> <p>Curriculum Assessment tasks Refinement of ideas – independent work</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management</p>
Year 10	3D Design	Programme Study
Autumn 1	<p>Introduction to the topic. Mind map/ Mood board. Making a coil vessel. Artist research – Kate Malone.</p>	<p>Why This? -Students will begin by exploring what vessels are and ideas linked to the theme e.g. form vs function, Kate Malones abstracted forms based on Nature. This will help them consider different directions they could take within their project. -They will then make a coil vessel which is one of the techniques they can choose to develop so it is important they have experience of the process.</p> <p>Why Now? -Students must complete initial research at the start of the project before they choose their independent theme to help inform planning. Kate Malone is a great starting point for this project because she records all of her process including initial sketches. Students who are less confident then understand that drawing skills are not essential for 3D as long as they can show their planning.</p> <p>Key Knowledge -Artist Research/ Analysis -History of Vessels -Construction of coil vessel using clay -Slip and key, modelling.</p> <p>Key Vocabulary Research, Analysis, Presentation, Line, Coiling, Pattern, Slip and Key.</p> <p>Sources -Kate Malone website -Vessels - History of vessels/ cultures.</p> <p>Curriculum Assessment tasks Coil Vessel</p> <p>Personal Development links Analysis, Self-awareness, Direction, Improved confidence.</p>
Autumn 2	<p>Selection of personal theme. Research and</p>	<p>Why This?</p>

Curriculum Progression Map 23-24



Art

	<p>Slab vessel in response to theme. Oxide/ glaze first two vessels.</p>	<p>-Students must choose a theme to base their vessels on that they will follow through with until Year 11 to make their projects independent and centred around their own interests.</p> <p>-Students will use their research of their theme to make a slab vessel which is the other technique they can choose to develop so it is important they have experience of this process.</p> <p>Why Now? Making a slab vessel with decoration based on their chosen theme ensures that students have been thorough with their research and chosen imagery that can inform their making and is realistic to their abilities when modelling. It will give them an understanding of how they can then further their research when they develop their ideas.</p> <p>Key Knowledge -Independent research -Construction of slab vessel using clay -Slip and key, modelling -Decoration</p> <p>Key Vocabulary Journey, Experimentation, Modelling, Relief, Decoration, Design.</p> <p>Sources -Independent research</p> <p>Curriculum Assessment tasks Slab Vessel</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management</p>
<p>Spring 1</p>	<p>Rebecca Norris Artist Workshops/ research. Experimenting with a range of different skills for decoration of vessels on clay tiles.</p>	<p>Why This? -Working with an established artist in ceramics who has been on TV gives students an understanding of how their course can lead to careers in the wider world. It gives students the opportunity to develop their knowledge and skills further. It also gives them an opportunity to experiment with glazes further so they can decide what colours work/ don't work when planning their next vessel.</p> <p>Why Now? -Creating test tiles at this stage enables students to record processes and decide which techniques they wish to develop further into their vessels.</p> <p>Key Knowledge -Sgraffito -Sprig Moulds -Low Relief -Carving/ Textures</p> <p>Key Vocabulary Sgraffito, Sprig Mould, Carving, Low Relief, Method, Equipment.</p> <p>Sources -Rebecca Norris - face to face artist workshop</p> <p>Curriculum Assessment tasks Tiles from workshop 1</p> <p>Personal Development links resilience, time management, creativity.</p>

Curriculum Progression Map 23-24



Art

Spring 2	<p>Selection of images to inspire final outcome. Independent research of artist linked to ideas. More clay tiles in response to research/ development.</p>	<p>Why This? Students now need to refine ideas further through more selective research linked to their theme. From their experimentation they will have a clearer idea of techniques they wish to use for decoration so it is important that they are thoughtful with artists/ images they select to inform shapes of the vessel, decoration, textures, patterns, colours.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence, they need from the teacher led tasks.</p> <p>Key Knowledge -Formal elements -Research to inform design ideas -Test tile experimentation</p> <p>Key Vocabulary Design, Refinement, Preparation, Experimentation, Visual Research.</p> <p>Sources -Independent research</p> <p>Curriculum Assessment tasks Artist research – independent</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management</p>
Summer 1	<p>Initial designs for final outcome. 3 designs in colour. Clear connections made to artists/ prior research.</p>	<p>Why This? -Students will use their artist research, recording of ideas and insights to inform how they will refine ideas in preparation for creating an outcome. This is an important stage in planning to ensure they have considered techniques they have learnt and each of the formal elements before beginning their final piece.</p> <p>Why Now? -Follows on from research - students will use their experiments which will help them to create initial designs for their final piece.</p> <p>Key Knowledge -Formal Elements -Scale/ Proportion -Medium -Refinement of ideas</p> <p>Key Vocabulary Formal Elements, Composition, Angles, Form, Planning.</p> <p>Sources -Independent research -Use of a range of mediums.</p> <p>Curriculum Assessment tasks Initial ideas for final piece.</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management.</p>
Summer 2	<p>Mini version of final piece/ designs trialled.</p>	<p>Why This?</p>

Curriculum Progression Map 23-24



Art

	<p>Work out shape/ form for vessel and any decoration they will add to final piece. Log progress – success and difficulties.</p>	<p>-Students will choose their favourite design from their initial ideas and make a mini version. This will help them to understand the process of making and come up with solutions for any problems that may occur.</p> <p>Why Now? -It will give students the opportunity to see their 2D designs in a 3D form. It will allow students to see what works/ what adaptations they wish to make to their final design. It will also give students an understanding of the time scale they will need for their final planning.</p> <p>Key Knowledge -Formal Elements -Form -Decoration -Refinement</p> <p>Key Vocabulary Refinement, Texture, Proportion, Shape, Technique.</p> <p>Sources -Initial design ideas</p> <p>Curriculum Assessment tasks Clay experiment trial.</p> <p>Personal Development links Independence, Problem Solving, Creativity, Time management.</p>
Year 10	Art Textiles	Programme Study
Autumn 1	<p>Introduction to the topic. Mind map/ Mood board.</p> <p>Mushrooms- free machine embroidery, suffolk Puffs.</p> <p>Bark- couching, paper collage, rubbings.</p> <p>observed studies using a range of media for each theme. artist research - Marion Browning.</p>	<p>Why This? students will explore their initial starting point to the topic and consider the different directions their project could follow. Students will continue to develop their drawing skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to new equipment and skills and also will have the opportunity to refine skills from yr 9 both technically and visually. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p> <p>Why Now? Students must understand their starting point in order for them to develop their ideas independently. By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in 9 but in a more sophisticated way. They will be able to build on and refine the skills. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p> <p>Key Knowledge Research and analysis linked to artist research Developing skills using sewing machine Making skills involved with suffolk puffs developing and exploring a range of observed drawing skills</p> <p>Key Vocabulary</p>

Curriculum Progression Map 23-24



Art

		<p>Free machine embroidery, couching, layers, texture, pattern, Formal elements</p> <p>Sources Secondary source images of mushrooms and bark student example from GCSE</p> <p>Curriculum Assessment tasks mushroom observed studies</p> <p>Personal Development links Creativity, research, organisation, analysis</p>
Autumn 2	<p>bark- applique, rusting with pleating and quilting.</p> <p>sea- slash and fray and soldering/ melting.</p> <p>observed studies using a range of media for each theme. artist research - Diane Rogers or Linda Taylor(own choice), fiona Hutchinson or Carolyn Saxby</p>	<p>Why This? Students will continue to develop their drawing skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to new equipment and skills and also will have the opportunity to refine skills from yr 9 both technically and visually. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p> <p>Why Now? By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in 9 but in a more sophisticated way. They will be able to build on and refine the skills. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p> <p>Key Knowledge Research and analysis linked to artist research Developing skills using quilting, pleating and slash and fray Exploring printing techniques through rusting with fabric Explore the process of soldering and melting Developing and exploring a range of observed drawing skills</p> <p>Key Vocabulary applique, quilting, pleating, slash and fray, soldering, colour, texture</p> <p>Sources secondary source images student GCSE examples</p> <p>Curriculum Assessment tasks bark textile samples</p> <p>Personal Development links refinement, experimentation, creativity, organisation</p>
Spring 1	<p>Sea - print techniques - jelly printing, stencil and screen printing</p> <p>flowers and leaves- applique,</p>	<p>Why This? Students will continue to develop their drawing skills linked to the formal elements which they will then explore in textile techniques. Students will be introduced to new equipment and skills and also will have the opportunity to refine skills from yr 9 both technically and visually. Students will investigate textile artists and design sources to help them understand the possibilities of the visual and technical ideas they are exploring in their own work.</p>

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Art

	<p>free machine embroidery and fabric bonding- Cas Holmes artist research.</p> <p>observed studies using a range of media for each theme.</p>	<p>Why Now? By developing a wide range of textile skills and techniques students will be able to explore their own ideas and interests as the project develops. Students will continue to develop skills they have learnt in 9 but in a more sophisticated way. They will be able to build on and refine the skills. Students will investigate the ideas of artists to better understand their own work in context to the wider world and challenge their ideas.</p> <p>Key Knowledge Developing knowledge of different printing techniques Exploring the ideas of relevant artists linked to the techniques Developing skills with learning how to mix textile techniques successfully</p> <p>Key Vocabulary Layering, screen printing, jelly printing, stencil printing, frame and decal, bonding, line and shape</p> <p>Sources Secondary source images Student GCSE examples</p> <p>Curriculum Assessment tasks observed studies linked to Sea</p> <p>Personal Development links Planning, organisation, refinement, creativity</p>
Spring 2	<p>Selection of personal themes linked to Nature. artist research x 2</p> <p>observed studies linked to themes with selected textile samples</p>	<p>Why This? Students will select a personal theme linked to Nature to develop into a personal response by reflecting on areas of interest and success in earlier work, visual and practical. It is important that students can make informed choices that will help them to move forward in their journey towards a final outcome.</p> <p>Why Now? Allowing students the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence they need from teacher-led tasks.</p> <p>Key Knowledge Refinement Making independent choices to suit the direction of the project that best suits their ideas and skills. Independent research and experimentation linked to their own ideas.</p> <p>Key Vocabulary reflection, analysis, research, independence, sample, formal elements</p> <p>Sources Independent research</p> <p>Curriculum Assessment tasks independent research and samples</p> <p>Personal Development links Creativity, self-reflection, refinement, resilience, time management</p>
Summer 1	<p>Initial design ideas x5.</p>	<p>Why This?</p>

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Art

	<p>Samples linked to themes designs using personally selected theme and techniques</p>	<p>Students will use their artist research, recording of ideas, insights and first samples to inform the design process. The designs will then be developed into textiles samples through the experimentation with materials and techniques.</p> <p>Why Now? Students will be able to work out the practicality of the designs to see if they will work. Students will be able to refine the skills and techniques to help them create a high-quality outcome.</p> <p>Key Knowledge Refinement of ideas and skills Understanding of scale Understanding of time management</p> <p>Key Vocabulary design, self-reflection, experimentation, sample, planning, formal elements</p> <p>Sources independently produced research and samples</p> <p>Curriculum Assessment tasks design ideas and samples</p> <p>Personal Development links self- reflection, time management, organisation, independence</p>
Summer 2	<p>Design for final piece in colour. Samples linked to final design using relevant</p>	<p>Why This? Students will continue to refine and plan for the making of the final piece through reflecting on their first samples. This will help inform decisions or lead to the development of new ideas if needed.</p> <p>Why Now? By refining ideas from the first samples this will lead to a more ambitious, mature and therefore successful final piece.</p> <p>Key Knowledge Refinement of ideas and skills Scale Understanding of time management for the successful production of the final piece.</p> <p>Key Vocabulary planning, independence, self-reflection, timing</p> <p>Sources Previous independent planning through samples and designs</p> <p>Curriculum Assessment tasks final design and samples</p> <p>Personal Development links organisation, problem solving, creativity, time management</p>
Year 10	Graphic Design	Programme Study
Autumn 1	<p>Design Brief: Cereal box Design Students will use the skills they</p>	<p>Why This? Students work on cereal box design. This is an opportunity to find out about design processes in graphics arts and how to target, create the product with appeal to specific audience. This helps students to loosen up with their style as they must work fast with the spray paint before it dries.</p>

Curriculum Progression Map 23-24



Art

	<p>have learnt in year 9 to choose a target audience and look at how marketing can appeal to specific audiences. Cereal box design.</p>	<p>Why Now? -Students will explore their initial starting point to the topic and consider the different directions their project could follow. -They will improve their drawing skills through working in a range of media all linked to packaging and marketing.</p> <p>Key Knowledge Marketing, branding, typography.</p> <p>Key Vocabulary Genre, Promotion, Visual language, Visual information.</p> <p>Sources Digital research, magazines.</p> <p>Curriculum Assessment tasks Artist response and design ideas based on selected artist style.</p> <p>Personal Development links Organisation skills, time management, brand advertising.</p>
Autumn 2	<p>Students will look at the work of their chosen designer's and explore their visual style with purpose to develop their own ideas in response to their brief.</p>	<p>Why This? Student will learn that a response to another artist work is not simply a copy of the work; it should be their own design, but completed in a similar style to their chosen artist.</p> <p>Why Now? -Allowing students, the freedom to become more independent in their journey and make informed choices about their work now that they have built the confidence, they need from the teacher led tasks.</p> <p>Key Knowledge</p> <p>Key Vocabulary Visual purpose, Visual style, Visual communication.</p> <p>Sources Artist research (digital)</p> <p>Curriculum Assessment tasks Artist response and purposeful design idea development.</p> <p>Personal Development links Artist response, use of design elements and analysis.</p>
Spring 1	<p>Students will develop their ideas through experimentation and realise intentions creating a final outcome for the project.</p>	<p>Why This? -Follows on from the design work created during the previous half term. Focuses on the formal elements colour, shape, form, texture pattern. -A good opportunity for students to consolidate their understanding of design elements and how to use them for the final outcome of the project.</p> <p>Why Now? It is vital that in Year 10 students have a longer period for experimentation than in Year 9 to develop critical thinking. Work at this stage begins to mature and students can create higher quality outcomes.</p> <p>Key Knowledge Experimentation, development of ideas, independence.</p> <p>Key Vocabulary Target market, Branding, Livery, Promotion, Advertising.</p> <p>Sources</p>

Curriculum Progression Map 23-24



Art

		<p>-Independent research -Use of a range of mediums.</p> <p>Curriculum Assessment tasks Final piece.</p> <p>Personal Development links Use and analysis of design elements.</p>
Spring 2	<p>Independent project based on theme: 'Fantasy' Students will produce visual research in response to come up with initial ideas.</p>	<p>Why This? -The theme-based project will sum up students' learning journey and show they can use everything they have learnt both teacher led and through independent work to create a final outcome.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge Planning, Composition, Refinement, Independence, Selection.</p> <p>Key Vocabulary Preparation, Independent research, Critical sources.</p> <p>Sources Independent research</p> <p>Curriculum Assessment tasks Initial design ideas and experimentation..</p> <p>Personal Development links</p>
Summer 1	<p>Critical studies: Illustration research and links to work of other illustrators. Quentin Blake, Lesley Barns. Students will use their work to develop their own ideas and respond.</p>	<p>Why This? This will give students a good opportunity to create the link between fantasy theme and some designers who have used similar theme in their work. Also, students will develop their ideas in the style of selected artist.</p> <p>Why Now? -Follows on from 'Next Steps Planning' - students will use their plans to create relevant experiments which will help them to make decisions about the direction of their final piece.</p> <p>Key Knowledge Illustrations, media.</p> <p>Key Vocabulary Development ideas, Exploration, Experimentation, Media trials.</p> <p>Sources Digital research and available textbooks.</p> <p>Curriculum Assessment tasks Design and development of ideas.</p> <p>Personal Development links Creativity, Diversity, Independence, Resilience.</p>
Summer 2	<p>Students will explore and experiment with different ideas making sure they link to their design brief.</p>	<p>Why This? -The final piece will sum up students journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now?</p>

Curriculum Progression Map 23-24



Art

	Development towards final outcome.	<p>-It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> -Independence -Use of initiative/ problem solving. -Using design elements appropriately. <p>Key Vocabulary</p> <p>Journey, Outcome, Intention, Scale, Proportion, Detail, Accuracy, Evaluate.</p> <p>Sources</p> <ul style="list-style-type: none"> -Sketchbook - this should lead them to their outcome through planning/ preparation. <p>Curriculum Assessment tasks</p> <p>Final piece.</p> <p>Personal Development links</p> <p>Use of initiative, problem solving, time management, creativity.</p>
Year 11	Fine Art	Programme Study
Autumn 1	Realising Intentions. Creating a final piece linked to the Portraiture theme.	<p>Why This?</p> <ul style="list-style-type: none"> -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey. <p>Why Now?</p> <ul style="list-style-type: none"> -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome. <p>Key Knowledge</p> <ul style="list-style-type: none"> -Independence -Use of initiative/ problem solving. -Using formal elements appropriately. <p>Key Vocabulary</p> <p>Realising intentions, Scale, Detail, Outcome, Evaluation, Journey.</p> <p>Sources</p> <ul style="list-style-type: none"> -Sketchbook - this should lead them to their outcome through planning/ preparation. <p>Curriculum Assessment tasks</p> <p>Final Outcome</p> <p>Personal Development links</p> <p>Use of initiative, problem solving, time management, creativity.</p>
Autumn 2	Skills project that covers any gaps in coursework/ prepares students for January exam.	<p>Why This?</p> <p>This will be an opportunity for students to create a series of extra work as part of their coursework. It will be a series of bespoke workshops to upskill students and prepare them for starting their exam in January.</p> <p>Why Now?</p> <p>It will take place after their main project so that teachers can assess work and ensure the workshops cover any gaps in skill/ knowledge.</p> <p>Key Knowledge</p>

Curriculum Progression Map 23-24



Art

		<p>-Formal Elements -Working in a range of mediums</p> <p>Key Vocabulary Technique, Process, Style, Refinement, Development.</p> <p>Sources -Bespoke to students' coursework</p> <p>Curriculum Assessment tasks -Boards created during workshops</p> <p>Personal Development links Resilience, Time management, Independence, Creativity.</p>
Spring 1	Introduction to exam questions– exploring artists, experimentation, development of ideas.	<p>Why This? -Students must select one of seven questions for their exam title released by AQA in January. They then must create a project based on their title before creating a final piece that sums up their journey in May. -This half term students select the artists they wish to inspire their journey. They analyse the artist's work and begin to develop ideas through working in the artist's style.</p> <p>Why Now? -We structure the content taught in this way because it ensures students have covered all assessment objectives with the tight deadline. -We cover AO1 research first because it gives students inspiration of different ways, they can follow their chosen title.</p> <p>Key Knowledge -Research/ Analysis -Developing their own style taking inspiration from the artist. -Making independent choices about the direction of their project. -Taking Primary photographs of chosen subject matter than they then work from in selected mediums. -Experimentation/ Refinement.</p> <p>Key Vocabulary Recording, Analysis, Research, Critical Sources, Experimentation.</p> <p>Sources -Independent research linked to theme.</p> <p>Curriculum Assessment tasks -Research/ Experimentation</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Spring 2	Exam – Final ideas, Realising intentions in response to exam question. Planning for outcome.	<p>Why This? Following on from initial research/ experimentation students must select their best ideas to refine and annotate before creating initial designs and a final design for the work they will produce in the 10 hours with a time plan.</p> <p>Why Now? Students must have tried out each of their ideas so that they are confident with what they are going to produce during the ten-hour exam and that their journey is clear in their sketchbook.</p> <p>Key Knowledge -Informed choices/ selection of ideas</p>

Curriculum Progression Map 23-24



Art

		<p>-Refinement -Working in different mediums using the formal elements</p> <p>Key Vocabulary Planning, Composition, Refinement, Independence, Selection.</p> <p>Sources -Independent research link to theme.</p> <p>Curriculum Assessment tasks -Development of ideas</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Summer 1	<p>Final exam beginning of May - 10 hours. Marks submitted to AQA by 31st May.</p>	<p>Why This? Students must sit a 10-hour exam where they produce a final piece to realise intentions.</p> <p>Why Now? Marks must be submitted to AQA before half term, so this is the latest students are able to sit the exam.</p> <p>Key Knowledge -Realising intentions/ Creating a final piece to sum up journey.</p> <p>Key Vocabulary Realising intentions, Outcome, Evaluation, Journey.</p> <p>Sources -Sketchbook with ideas</p> <p>Curriculum Assessment tasks -Moderation of work</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Year 11	3D Design	Programme Study
Autumn 1	<p>Realising Intentions. Creating a final piece linked to the Vessel theme. Prepare materials and begin constructing</p>	<p>Why This? -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately.</p> <p>Key Vocabulary Realising intentions, Scale, Detail, Outcome, Evaluation, Journey.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks</p>

Curriculum Progression Map 23-24



Art

		<p>Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
Autumn 2	<p>Realising intentions. Continue making of final piece. reflect on making process once complete.</p>	<p>Why This? -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome. This process will take a full term for 3D due to the nature of the medium.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately. -Reflection/ Evaluation.</p> <p>Key Vocabulary evaluate, refinement, development, reflection.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
Spring 1	<p>Introduction to exam questions– exploring artists, experimentation, development of ideas.</p>	<p>Why This? -Students must select one of seven questions for their exam title released by AQA in January. They then must create a project based on their title before creating a final piece that sums up their journey in May. -This half term students select the artists they wish to inspire their journey. They analyse the artist's work and begin to develop ideas through working in the artist's style.</p> <p>Why Now? -We structure the content taught in this way because it ensures students have covered all assessment objectives with the tight deadline. -We cover AO1 research first because it gives students inspiration of different ways, they can follow their chosen title.</p> <p>Key Knowledge -Research/ Analysis -Developing their own style taking inspiration from the artist. -Making independent choices about the direction of their project. -Taking Primary photographs of chosen subject matter than they then work from in selected mediums. -Experimentation/ Refinement.</p>

Curriculum Progression Map 23-24



Art

		<p>Key Vocabulary Recording, Analysis, Research, Critical Sources, Experimentation.</p> <p>Sources -Independent research linked to theme.</p> <p>Curriculum Assessment tasks -Research/ Experimentation</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Spring 2	Exam – Final ideas, Realising intentions in response to exam question. Planning for outcome.	<p>Why This? Following on from initial research/ experimentation students must select their best ideas to refine and annotate before creating initial designs and a final design for the work they will produce in the 10 hours with a time plan.</p> <p>Why Now? Students must have tried out each of their ideas so that they are confident with what they are going to produce during the ten-hour exam and that their journey is clear in their sketchbook.</p> <p>Key Knowledge -Informed choices/ selection of ideas -Refinement -Working in different mediums using the formal elements</p> <p>Key Vocabulary Planning, Composition, Refinement, Independence, Selection.</p> <p>Sources -Independent research link to theme.</p> <p>Curriculum Assessment tasks -Development of ideas</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Summer 1	Final exam beginning of May - 10 hours. Marks submitted to AQA by 31 st May.	<p>Why This? Students must sit a 10-hour exam where they produce a final piece to realise intentions.</p> <p>Why Now? Marks must be submitted to AQA before half term, so this is the latest students are able to sit the exam.</p> <p>Key Knowledge -Realising intentions/ Creating a final piece to sum up journey.</p> <p>Key Vocabulary Realising intentions, Outcome, Evaluation, Journey.</p> <p>Sources -Sketchbook with ideas</p> <p>Curriculum Assessment tasks -Moderation of work</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Year 11	Art Textiles	Programme Study

Curriculum Progression Map 23-24



Art

<p>Autumn 1</p>	<p>Realising intentions. Creating a final piece linked to the theme of Nature. prepare materials and begin constructing</p>	<p>Why This? -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately.</p> <p>Key Vocabulary outcome, realising intention, refinement, self-reflection, timing, scale</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
<p>Autumn 2</p>	<p>Realising intentions. Continue making of final piece. reflect on making process once complete.</p>	<p>Why This? -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome. This process will take a full term for Textiles due to the nature of the medium.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately. -Reflection/ Evaluation.</p> <p>Key Vocabulary evaluate, refinement, development, reflection.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>

Curriculum Progression Map 23-24



Art

<p>Spring 1</p>	<p>Introduction to exam questions– exploring artists, experimentation, development of ideas.</p>	<p>Why This? -Students must select one of seven questions for their exam title released by AQA in January. They then must create a project based on their title before creating a final piece that sums up their journey in May. -This half term students select the artists they wish to inspire their journey. They analyse the artist’s work and begin to develop ideas through working in the artist’s style.</p> <p>Why Now? -We structure the content taught in this way because it ensures students have covered all assessment objectives with the tight deadline. -We cover AO1 research first because it gives students inspiration of different ways, they can follow their chosen title.</p> <p>Key Knowledge -Research/ Analysis -Developing their own style taking inspiration from the artist. -Making independent choices about the direction of their project. -Taking Primary photographs of chosen subject matter than they then work from in selected mediums. -Experimentation/ Refinement.</p> <p>Key Vocabulary Recording, Analysis, Research, Critical Sources, Experimentation.</p> <p>Sources -Independent research linked to theme.</p> <p>Curriculum Assessment tasks -Research/ Experimentation</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
<p>Spring 2</p>	<p>Exam – Final ideas, Realising intentions in response to exam question. Planning for outcome.</p>	<p>Why This? Following on from initial research/ experimentation students must select their best ideas to refine and annotate before creating initial designs and a final design for the work they will produce in the 10 hours with a time plan.</p> <p>Why Now? Students must have tried out each of their ideas so that they are confident with what they are going to produce during the ten-hour exam and that their journey is clear in their sketchbook.</p> <p>Key Knowledge -Informed choices/ selection of ideas -Refinement -Working in different mediums using the formal elements</p> <p>Key Vocabulary Planning, Composition, Refinement, Independence, Selection.</p> <p>Sources -Independent research link to theme.</p> <p>Curriculum Assessment tasks -Development of ideas</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>

Curriculum Progression Map 23-24



Art

<p>Summer 1</p>	<p>Final exam beginning of May - 10 hours. Marks submitted to AQA by 31st May.</p>	<p>Why This? Students must sit a 10-hour exam where they produce a final piece to realise intentions.</p> <p>Why Now? Marks must be submitted to AQA before half term, so this is the latest students are able to sit the exam.</p> <p>Key Knowledge -Realising intentions/ Creating a final piece to sum up journey.</p> <p>Key Vocabulary Realising intentions, Outcome, Evaluation, Journey.</p> <p>Sources -Sketchbook with ideas</p> <p>Curriculum Assessment tasks -Moderation of work</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
<p>Year 11</p>	<p>Graphic Design</p>	<p>Programme Study</p>
<p>Autumn 1</p>	<p>Realising Intentions. Creating a final piece linked to the Fantasy theme.</p>	<p>Why This? -The final piece will sum up students' journey and refinement showing they have used everything they have learnt both teacher led and through independent work to create a final outcome. -It will give the students an opportunity to use their initiative and explore their own ideas/ interests in their journey.</p> <p>Why Now? -It will be their chance to show off the skills they have learnt through the year and show that they can make independent choices leading to a high-quality outcome.</p> <p>Key Knowledge -Independence -Use of initiative/ problem solving. -Using formal elements appropriately.</p> <p>Key Vocabulary Realising intentions, Scale, Detail, Outcome, Evaluation, Journey.</p> <p>Sources -Sketchbook - this should lead them to their outcome through planning/ preparation.</p> <p>Curriculum Assessment tasks Final Outcome</p> <p>Personal Development links Use of initiative, problem solving, time management, creativity.</p>
<p>Autumn 2</p>	<p>Skills project that covers any gaps in coursework/ prepares students for January exam.</p>	<p>Why This? This will be an opportunity for students to create a series of extra work as part of their coursework. It will be a series of bespoke workshops to upskill students and prepare them for starting their exam in January.</p> <p>Why Now?</p>

Curriculum Progression Map 23-24



Art

		<p>It will take place after their main project so that teachers can assess work and ensure the workshops cover any gaps in skill/ knowledge.</p> <p>Key Knowledge -Formal Elements -Working in a range of mediums</p> <p>Key Vocabulary Technique, Process, Style, Refinement, Development.</p> <p>Sources -Bespoke to students' coursework</p> <p>Curriculum Assessment tasks -Boards created during workshops</p> <p>Personal Development links Resilience, Time management, Independence, Creativity.</p>
Spring 1	Introduction to exam questions– exploring artists, experimentation, development of ideas.	<p>Why This? -Students must select one of seven questions for their exam title released by AQA in January. They then must create a project based on their title before creating a final piece that sums up their journey in May. -This half term students select the artists they wish to inspire their journey. They analyse the artist's work and begin to develop ideas through working in the artist's style.</p> <p>Why Now? -We structure the content taught in this way because it ensures students have covered all assessment objectives with the tight deadline. -We cover AO1 research first because it gives students inspiration of different ways, they can follow their chosen title.</p> <p>Key Knowledge -Research/ Analysis -Developing their own style taking inspiration from the artist. -Making independent choices about the direction of their project. -Taking Primary photographs of chosen subject matter than they then work from in selected mediums. -Experimentation/ Refinement.</p> <p>Key Vocabulary Recording, Analysis, Research, Critical Sources, Experimentation.</p> <p>Sources -Independent research linked to theme.</p> <p>Curriculum Assessment tasks -Research/ Experimentation</p> <p>Personal Development links Independence, Creativity, Resilience, Time management</p>
Spring 2	Exam – Final ideas, Realising intentions in response to exam question. Planning for outcome.	<p>Why This? Following on from initial research/ experimentation students must select their best ideas to refine and annotate before creating initial designs and a final design for the work they will produce in the 10 hours with a time plan.</p> <p>Why Now?</p>

Curriculum Progression Map 23-24



Art

		<p>Students must have tried out each of their ideas so that they are confident with what they are going to produce during the ten-hour exam and that their journey is clear in their sketchbook.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> -Informed choices/ selection of ideas -Refinement -Working in different mediums using the formal elements <p>Key Vocabulary</p> <p>Planning, Composition, Refinement, Independence, Selection.</p> <p>Sources</p> <ul style="list-style-type: none"> -Independent research link to theme. <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Development of ideas <p>Personal Development links</p> <p>Independence, Creativity, Resilience, Time management</p>
Summer 1	<p>Final exam beginning of May - 10 hours.</p> <p>Marks submitted to AQA by 31st May.</p>	<p>Why This?</p> <p>Students must sit a 10-hour exam where they produce a final piece to realise intentions.</p> <p>Why Now?</p> <p>Marks must be submitted to AQA before half term, so this is the latest students are able to sit the exam.</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> -Realising intentions/ Creating a final piece to sum up journey. <p>Key Vocabulary</p> <p>Realising intentions, Outcome, Evaluation, Journey.</p> <p>Sources</p> <ul style="list-style-type: none"> -Sketchbook with ideas <p>Curriculum Assessment tasks</p> <ul style="list-style-type: none"> -Moderation of work <p>Personal Development links</p> <p>Independence, Creativity, Resilience, Time management</p>