

CURRICULUM MAP – KS3

Topics may be studied at different times in the academic year depending on when a child has joined the centre and on their past progress and experience of art to help support and engage them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p><u>The Formal Elements and Drawing Skills</u> Shading Techniques Drop/Cast Shadows Crating (shape and outline) Abstract Symmetrical drawing Pattern/Zentangle</p>	<p><u>Using Colour</u> Pencil blending Colour wheel mandalas and patterns Colour to express meaning and emotion. Watercolour, silhouettes</p> <p>Paper snowflake sculptures (Christmas)</p>	<p><u>Artist Research Mini project</u> Creating sketchbook pages in the style of artists and how to discuss and analyse their work.</p>	<p><u>Artist Research Mini project</u> String painting as drawing starting point for final outcome in teh style of the artists studied.</p>	<p><u>Personal Investigation (Sketchbooks)</u> What makes an exciting sketchbook? Collecting images and collage as a technique. Artist research - Ian Murphy, creating texture and others relating to a chosen theme.</p>	<p><u>Personal Investigation (Sketchbooks)</u> Exploration of techniques. Observations exploring chosen theme. Found images. Drawings, in different media, pencil, pen, pastel, paint. Artist research pages relevant to theme</p>

CURRICULUM MAP – Year 10

Topics may be studied at different times in the academic year depending on when a child has joined the centre and on their past progress and experience of art to help support and engage them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p><u>The Formal Elements typography</u> Drawing skills</p>	<p>Colour Theory – watercolour techniques.</p>	<p>Start GCSE topic Unit 1 Portfolio <u>Topic - Identity</u> Mind map and Mood board - exploring ideas.</p> <p><u>Personal Investigation (Sketchbooks)</u> <i>this may run alongside the main unit 1 topic of Identity</i> What makes an exciting sketchbook? Artist research - Ian Murphy, creating texture Choose topic or theme.</p>	<p>Unit 1 Portfolio <u>Topic - Identity</u> Artist research – Dain Pop Art and any other artists. Zentangles portrait with pencil (pen)</p> <p><u>Personal Investigation (Sketchbooks)</u> Observations exploring a chosen theme. Found images. Drawings, in different media, pencil, pen, pastel, paint.</p>	<p>Unit 1 Portfolio <u>Topic - Identity</u> Observations Start to develop ideas for a personalised response.</p> <p><u>Personal Investigation (Sketchbooks)</u> Artist research pages relevant to theme Exploration of techniques.</p>	<p>Unit 1 Portfolio <u>Topic - Identity</u> Observations Develop ideas for a personalised response to start in year 11.</p> <p><u>Personal Investigation (Sketchbooks)</u> Develop ideas towards completing your sketchbook. Conclusion and personal response.</p>

CURRICULUM MAP – Year 11

Topics may be studied at different times in the academic year depending on when a child has joined the centre and on their past progress and experience of art to help support and engage them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Unit 1 Portfolio <u>Topic - Identity</u> Mind map and Mood board - exploring ideas. Artist research – Dain Pop Art and any other artists. Zentangles portrait with pencil (pen)</p>	<p>Unit 1 Portfolio <u>Topic - Identity</u> Observations Develop ideas for a personalised response. Make a personal response.</p>	<p>Unit 2- Externally Set Task <i>papers issued from Jan 2nd</i></p>	<p>Unit 2- Externally Set Task</p>	<p>Unit 2- Externally Set Task <i>Controlled time of 10 hours begins to make a personal response.</i></p>	<p><i>GCSE Art completed Revision for GCSE External Exams</i></p>