

Curriculum Map Art

Overall curriculum intent	The De La Salle Art curriculum intends to create learners with a deep understanding of Art, development of skill, ability to critique Art (both orally and in written work) and foster an enjoyment of creative expression.
Culture	To create an environment that enriches the cultural identity of the school, and offers opportunities beyond the classroom in all aspects of creatively.
Skills	To create learners that have an understanding of the Art skills needed for creative, innovative expression.
Analysis and Evaluation	To create learners that can discuss and verbally analyse and evaluate the work created by themselves and others.
Social and Historical understanding	To ensure learners have a broad understanding of the history of Art, and how the styles throughout history interconnect in modern day expression and artwork.
Sequenced learning	To develop the learner's ability to understand the process of experimentation and development, and apply it to a range of themes.

Year 7	Autumn term	Spring term	Summer term
	<p>Colour Theory – Colour Wheel - Primary and Secondary Colours, learning how to apply and mix colours.</p> <p>Primary source observational drawings, demonstrating still life drawing ability.</p> <p>Complementary colours.</p> <p>Artist - Michael Craig Martin - research, copy and response painting (developing painting knowledge).</p> <p>“Under the Sea’ Mosaic – exploring the students’ complementary colour knowledge and applying it to the practice of creating a Mosaic.</p> <p>Literacy/ Key Vocabulary Colour Primary Colours Secondary Colours Observational Primary Source Contrasting Complementary Colours Mosaic</p>	<p>Shading – Tonal boxes, shading 3d shapes, observational drawings from primary sources demonstrating shading knowledge (light source, tones and depth) of tins, crunched paper and food.</p> <p>Hatching and cross hatching and tones created by this technique. Pupils apply this knowledge to eye drawing.</p> <p>Chuck Close Research. Pupils focus on Close’s technique of pixelated images.</p> <p>Pupils create a Chuck Close inspired response on gridded A4 paper. Pupils draw a portrait, or an eye and shade /hatch/decorate each square to create a different tone.</p> <p>Literacy/Key Vocabulary Greyscale Tone Light source Technique Hatch/cross hatch Blend Depth Texture Form Shade</p>	<p>Stained glass windows – in collaboration with the RE department</p> <p>Architectural cathedral drawings. Small scale, pencil and pen. Large scale- chalk and Indian ink drawings.</p> <p>In-depth discussions about the religious history of stained-glass windows. Pupils create research pages based on what they have learnt.</p> <p>Pupils complete glass jar paintings based on images of faith and joy.</p> <p>Literacy/ Key Vocabulary Decoration Simplification Stained Glass Architecture Colour Spiritual Light Ink</p>

Year 8	Autumn term	Spring term	Summer term
	<p>Masks</p> <p>Observational mask drawing (A3, detailed and divided into four equal sections. A different part of the mask is drawn in each section). Different materials are used to complete each section: -</p> <ul style="list-style-type: none"> ● Shading (recapping from year 7) ● Coloured pencil (layering colours creating tones and depth) ● Pointillism ● Watercolour <p>African mask research</p> <p>Design a mask based on the element (earth, fire, water or air). Pupils explore colours, images and textures that can represent their element and could perhaps be used in their mask design.</p> <p>Make mask design out of clay</p> <p>Evaluation</p>	<p>Japanese Culture</p> <p>Exploration of the bright, rich, aesthetics of Japanese art.</p> <p>Pupils create a polyblock print of The Great Wave off Kanagawa by Hokusai.</p> <p>Explorations of 'spirits' in the animation 'Spirited Away'. Pupils choose two spirits (of their choice) and draw them using oil pastel and sugar paper. Pupils then design their own 'spirit'.</p> <p>Pupils describe and research each one developing their understanding of the relationship between characters and aesthetics.</p> <p>Pupils make origami sculptures which they then complete observational drawing of</p> <p>Literacy/ Key Vocabulary</p> <p>Print</p> <p>Polyblock</p> <p>Impression</p> <p>Relief</p> <p>Repetition</p> <p>Pastel</p> <p>Animation</p>	<p>Fantasy Rooms - Interior drawings, exploring perspective and positive and negative space.</p> <p>Pupils learn about installation art and why artists choose to use that form of expression.</p> <p>Van Gogh - Copy 'Bedroom at Arles', and respond. Use oil pastel to recreate a similar aesthetic to the impasto technique.</p> <p>Pupils create their own surreal room design after being shown images of surrealist landscapes and rooms. This will be drawn and coloured using layering of pencils emphasising detail.</p> <p>Pupils study the letters to Van Gogh's brother Theo. Pupils then write a letter about their Surrealist room drawing using descriptive words</p>

	<p>Literacy/Key Vocabulary Detail Composition Pointillism Blend Depth Clay Mould Coil Score Slab Kiln Ceramic</p>	<p>Texture</p>	<p>(inspired by Van Gogh). Literacy/ Key Vocabulary Impasto Perspective Surrealism Interior Installation Positive/Negative space</p>
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Year 9	Autumn term	Spring term	Summer term
	<p>Portraiture – Experimental portrait drawings</p> <p>Pupils learn about the proportions of the face and demonstrate their knowledge in an A3, shaded self-portrait drawing.</p> <p>Profile portrait drawings. In colour exploring facial proportions by mixing colours to create different skin tones.</p> <p>Cubism - research Picassos 'Weeping Woman', copy and response.</p> <p>Pupils learn how to use coordinates to scale up a portrait image and draw it on a larger</p>	<p>Food and Drink</p> <p>Mono printing image of food. Building process knowledge. Primary source observational study of a scrunched can (paint). Colour mixing, creating different colour tones and emphasising depth and form. Homework will involve observational studies of dinners, shaded drawings of jars of food (recapping tonal knowledge) building on pupils' ability to practice and capture realism.</p> <p>Pupils will then explore Arcimboldo's painting entitled 'Summer'. This will involve a copy, an essay describing the painting (using Art vocabulary) and a response.</p> <p>Pupils develop their confidence in becoming an independent artist. They must decide on an imaginative final piece - it must be clear how it is inspired by Arcimboldo.</p>	<p>GCSE Taster term – Independent project. Throughout this term pupils will learn about the GCSE assessment objectives so if they take GCSE Art they are confident in this. They will build on their observational skills, artist research, experimentation.</p> <p>Pupils will be given the words 'distortion'. Throughout this project an emphasis is put on annotations. This involves pupils' ability to describe their artwork and forming opinions.</p> <p>Sequencing of this project will involve:</p> <p>Recording. Pupils create observational drawings using different materials.</p> <p>Experimentation. Pupils explore what experimentation is and how to experiment using an image and materials.</p>

	<p>scale. Pupils then 'fragment' this image using mixed media to decorate.</p> <p>Literacy Portraiture Profile Continuous line Proportions Synthetic Cubism Analytical Cubism Experimental Mixed media Scale Expression Co -ordinate</p>	<p>Literacy/ Key Vocabulary Collage Texture Surface Structure Form Line</p>	<p>Artist research. Pupils will be provided with 4 different artists who have researched nature. They must choose one and research, copy and respond.</p> <p>Final piece - Pupil's create an exciting final piece that encompasses their most exciting ideas they have explored during this project.</p> <p>Literacy/ Key Vocabulary Assessment Objectives Experimentation Annotations Recording Developing Final Piece</p>
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Year 10	Autumn term	Spring term	Summer term
	<p>Identity Project - Start with self-portrait studies using different materials and showing different materials. They will then choose their starting point, ideas could be portraiture, gender, sexuality, fashion, personalities, emotions, cultures etc. Autumn term workshops will include: Polyblock/Lino print, Monoprint, Collagraph print. Pupils will also research an artist they explore ideas connecting to their chosen idea.</p>	<p>Workshops will include: Batik, felting and silk painting and sculptural materials like wire and modroc. Pupils will also choose a second artist who explores similar ideas and develops their ideas further.</p>	<p>Pupils choose a third artist to explore and develop their ideas on from. Pupils will then learn how to organise ideas towards making a final piece. Pupils will then make a final piece. This can be a painting, print, sculpture, dress, video piece, digital image or photograph.</p>

Year 11	Autumn term	Spring term	Summer term
	Fragment Project. Pupils complete a self-directed project based on the theme 'Fragment'.	Pupils complete the externally set assignment. The exam board chooses 7 words and the pupils choose one. They then complete a self-directed project that explores all the assessment	Completion of 10-hour exam
	<ul style="list-style-type: none"> ● AO1: Develop ideas through investigations AO2: Refine work by exploring ideas, experimenting with appropriate media, materials, techniques and processes. ● AO3: Record ideas, observations and insights relevant to intentions as work progresses. ● AO4: Present a personal and meaningful response that realises intentions. 	objectives (mentioned previously) resulting in a final piece which is completed as their 10-hour exam. They will complete preparation for their 10-hour exam.	