

ART KEY STAGE 3 CURRICULUM MAP

By the end of Key Stage 3, students should:

Know	<ul style="list-style-type: none"> How to evidence concepts in their work, recorded through a range of possible ideas. How to produce an informed, meaningful and personal response and able to present concepts effectively. 	<ul style="list-style-type: none"> How to refine work with confidence through selecting and experimenting with the appropriate resource's media, materials, techniques and processes.
Do	<ul style="list-style-type: none"> Develop ideas, refine skills, record observations, present outcomes Develop ideas through creative and purposeful investigations. 	<ul style="list-style-type: none"> Work with purposeful imagination, creativity and refine ideas with originality. Show skill and accuracy in their drawing abilities, demonstrating knowledge of drawing using form, tone and colour.
Appreciate	<ul style="list-style-type: none"> The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements. 	<ul style="list-style-type: none"> The presentation of work in an expressive, imaginative way showing sophisticated intentions and connections.

Curriculum coverage

	Topic	Sub topic	Coverage
Year 7	Skills development workshops	<i>Introduction to the formal visual elements and their application through observational drawing techniques</i>	<i>Line, shape, form, colour, tone, texture, pattern and composition</i>
	Exposure to key figures, styles, media and processes	<i>Building understanding of the creative process and design development through</i> <ul style="list-style-type: none"> 3-Dimensional work Ceramics Textiles Observational Drawing Printmaking 	<i>Analysis of practitioners and cultures such as</i> <ul style="list-style-type: none"> Henry Moore Barbara Hepworth Yelena James Lauren Kussro Dia De Muertos sugar skulls Damian Hirst Pablo Picasso Henri Matisse African Masks
	Key Concept Project – ‘Our Environment’	<i>Exploration of contributors to environmental damage and development of an artistic response through the application of creative process.</i>	<i>Developing understanding of theoretical context, demonstrating control over chosen media, developing compositional understanding and creative decision making.</i>
Year 8	Exposure to key figures, styles, media and processes	<i>Developing understanding of the formal elements and creative process through</i> <ul style="list-style-type: none"> Mixed media experimentation Observational Drawing Collage Paint work Mark Making Printmaking Textile work Ceramics 	<i>Analysis of practitioners and cultures such as</i> <ul style="list-style-type: none"> Kyle Henderson Alien BinBin Van Gogh David Hockney Natalie Foss Delita Martin Beatriz Milhazes Anna Andreeva Gargoyles Indonesian Barong and Rangda imagery
	Key Concept Project – ‘Protest’	<i>Exploring use of political, social, economic context within art.</i> <i>Exploration of Protest and Street art and the use of it throughout the current world/within history.</i>	<i>Further developing understanding of and exploring theoretical context, demonstrating control over chosen media, developing compositional understanding and creative decision making.</i>

Curriculum coverage continued:

	Topic	Sub-topic	Coverage
Year 9	Exposure to key figures, styles, media and processes	<p><i>Developing understanding of the formal elements and creative process through</i></p> <ul style="list-style-type: none"> • <i>Mixed media experimentation</i> • <i>Observational Drawing</i> • <i>Collage</i> • <i>Paint work</i> • <i>Mark Making</i> • <i>Printmaking</i> • <i>Textile work</i> • <i>Ceramics</i> 	<p><i>Analysis of practitioners and cultures such as</i></p> <ul style="list-style-type: none"> • <i>Max Ernst</i> • <i>David Hockney</i> • <i>Courtney Mattison</i> • <i>Lisa Stevens</i> • <i>Jim Dine</i> • <i>Steam Punk</i> • <i>The textile traditions of either African, Mayan, Indonesian, Native American, Native Australian or Japanese culture – Decided at teachers discretion</i>
	Key Concept Project – ‘Standing on the Shoulders of Giants’	<p><i>Exploring and analysing the work of an artistic giant of students choice and continuing to explore the themes, messages or ideas they have explored within their art.</i></p>	<p><i>Further developing understanding of and exploring theoretical context, demonstrating control over chosen media, developing compositional understanding and creative decision making.</i></p>

Wider Key Stage 3 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas Art trails and national art competitions including DSWF’s Global Canvas: Children’s Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Sculpture Park, Harry Potter Studios, National Trust properties and various workshops.

Homework expectations – A minimum of 2 pieces per module usually consisting of a WABOLL/glossary activity and a research reading cluster activity specific to individual topics. Extra individual homework tasks to be set at teachers discretion.

ART KEY STAGE 4 CURRICULUM MAP

By the end of Key Stage 4, students should:

Know	<ul style="list-style-type: none"> • How to engage with and demonstrate critical understanding of sources. • How to thoughtfully refine ideas with discrimination. 	<ul style="list-style-type: none"> • How to effectively select appropriate media, materials, techniques and processes to best suit their intentions.
Do	<ul style="list-style-type: none"> • Develop ideas through creative and purposeful investigations. • Purposefully experiment with appropriate media, materials, techniques and processes. • Skilfully and rigorously record ideas, observations and insights through drawing and annotation. 	<ul style="list-style-type: none"> • Competently present a personal and meaningful response and realise intentions with confidence and conviction.
Appreciate	<ul style="list-style-type: none"> • Visual language and its application within the creative process. • The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements. 	<ul style="list-style-type: none"> • The presentation of work in an expressive, imaginative way, showing sophisticated intentions and connections.

Curriculum coverage

	Topic	Coverage	
Year 10	Skills Workshops	<p><i>An initial introduction to/reminder of range of skills, processes and techniques aimed to encourage creative thinking and immediate practical engagement. These may include</i></p> <ul style="list-style-type: none"> • Printmaking • Textile skills • Observational Drawing techniques • Collage • Mark Making • Mixed media experimentation 	
	Component 1: Portfolio	<p><i>Developing and applying knowledge and skillsets acquired from KS3 programme of study with a key focus of developing independence In:</i></p> <ul style="list-style-type: none"> • Identifying success and areas to refine • Project Development • Identifying, selecting and analysing appropriate contextual influences 	<p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • Develop ideas through sustained investigations • Refine work through experimentation • Record ideas and insights • Present an informed and meaningful response.
Year 11	Component 1: Portfolio	<p><i>Developing and applying knowledge and skillsets acquired from KS3 programme of study with a key focus of developing independence in</i></p> <ul style="list-style-type: none"> • Identifying success and areas to refine • Project Development • Identifying, selecting and analysing appropriate contextual influences 	<p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • Develop ideas through sustained investigations • Refine work through experimentation • Record ideas and insights • Present an informed and meaningful response.
	Component 2: Externally Set Assignment	<p><i>Developing and applying knowledge and skillsets acquired from KS3 programme of study with a key focus of developing independence in</i></p> <ul style="list-style-type: none"> • Identifying success and areas to refine • Project Development • Identifying, selecting and analysing appropriate contextual influences 	<p><i>Students are assessed on their ability to</i></p> <ul style="list-style-type: none"> • Develop ideas through sustained investigations • Refine work through experimentation • Record ideas and insights • Present an informed and meaningful response.

Wider Key Stage 4 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas art trails, Willoughby Memorial Trust art competitions and national art competitions including DSWF's Global Canvas: Children's Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Sculpture Park, London Art Galleries and Exhibitions, University Workshops, National Centre for Craft and Design, National Trust properties and a variety of artist workshops.

Homework expectations – A minimum of 1 in depth task per module to support coursework and exam preparation specific to individual topics. Extra individual homework tasks to be set at teachers discretion.

ART KEY STAGE 5 CURRICULUM MAP

By the end of Key Stage 5, students should:

Know	<ul style="list-style-type: none"> How to effectively record ideas, observations and insights through drawings and annotations, relevant to intentions. How to thoughtfully refine ideas with discrimination. 	<ul style="list-style-type: none"> How to develop ideas through sustained creative and purposeful investigations informed by contextual and other sources, demonstrating exceptional analytical and critical understanding throughout.
Do	<ul style="list-style-type: none"> Make accurate and fluent use of clear and coherent subject specialist language. Explore and select appropriate resources, media, material, techniques and processes. Review and refine ideas in a confident and purposeful manner as work develops reflecting critically on work and progress. 	<ul style="list-style-type: none"> Successfully realise intentions with confidence and conviction, making connections between visual, written and other elements. Present informed, personal and meaningful responses to varying themes and stimuli.
Appreciate	<ul style="list-style-type: none"> Best ways to present work in an expressive, imaginative way, showing sophisticated intentions and connections. Visual language and its application within the creative process. 	<ul style="list-style-type: none"> The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements.

Exam Board Curriculum coverage

	Topic	Sub topic	Coverage
Year 12	Portfolio Building	Skills Workshops	<p><i>These sessions will work on a rotation basis; and tailored depending on the students needs:</i></p> <ul style="list-style-type: none"> Textiles Print Making Drawing Ceramics Contemporary Practice Aesthetic vs Conceptual analysis Group Critique's
		Introduction Project	Short experimental drawing, mark making and painting workshops developing into research and in depth analysis tasks.
	Developing understanding of project structure and creative decision making process.		
	Refining work and production of high quality individual outcomes.		
	Component 1: Personal Investigation	<p><i>Students will produce a sustained and cohesive body of work responding to a topic of their own choosing.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
Year 13	Component 1: Personal Investigation	<p><i>Students will continue to produce their sustained and cohesive body of work responding to a topic of their own choosing.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
	Component 2: Externally Set Assignment	<p><i>Students will produce a sustained and cohesive body of work responding to a topic chosen from the question paper release by the exam board.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	

Wider Key Stage 5 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas art trails, Willoughby Memorial Trust art competitions and national art competitions including DSWF's Global Canvas: Children's Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Sculpture Park, London Art Galleries and Exhibitions, University Workshops, National Centre for Craft and Design, National Trust properties, a variety of artist workshops and work experience with a London based advertising agency.

Homework expectations – Students are expected to match lesson time independently, completing a minimum of 5 hours independent study each week, continuing to experiment, develop and refine their work.

GRAPHIC COMMUNICATION KEY STAGE 5 CURRICULUM MAP

By the end of Key Stage 5, students should:

Know	<ul style="list-style-type: none"> How to effectively record ideas, observations and insights through drawings and annotations, relevant to intentions. How to thoughtfully refine ideas with discrimination. 	<ul style="list-style-type: none"> How to develop ideas through sustained creative and purposeful investigations informed by contextual and other sources, demonstrating exceptional analytical and critical understanding throughout.
Do	<ul style="list-style-type: none"> Make accurate and fluent use of clear and coherent subject specialist language. Explore and select appropriate resources, media, material, techniques and processes. Review and refine ideas in a confident and purposeful manner as work develops reflecting critically on work and progress. 	<ul style="list-style-type: none"> Successfully realise intentions with confidence and conviction, making connections between visual, written and other elements. Present informed, personal and meaningful responses to varying themes and stimuli.
Appreciate	<ul style="list-style-type: none"> Best ways to present work in an expressive, imaginative way, showing sophisticated intentions and connections. Visual language and its application within the creative process. 	<ul style="list-style-type: none"> The work of different artists, photographers, designers and cultures and the connections and influences they have to other styles, contexts and movements.

Exam Board Curriculum coverage

	Topic	Sub topic	Coverage
Year 12	Portfolio Building	Skills Workshops	<p><i>These sessions will work on a rotation basis; and tailored depending on the students needs:</i></p> <ul style="list-style-type: none"> Visual Tools Negative Space Practitioner research Digital skills development Print Making Drawing Illustration Contemporary Practice Aesthetic vs Conceptual analysis Group Critique's
		Introduction Project	<p><i>Developing understanding of project structure and creative decision making process.</i></p> <p><i>Refining work and production of high quality individual outcomes.</i></p>
	Component 1: Personal Investigation	<p><i>Students will produce a sustained and cohesive body of work responding to a topic of their own choosing.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
Year 13	Component 1: Personal Investigation	<p><i>Students will continue to produce their sustained and cohesive body of work responding to a topic of their own choosing.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	
	Component 2: Externally Set Assignment	<p><i>Students will produce a sustained and cohesive body of work responding to a topic chosen from the question paper release by the exam board.</i></p> <p><i>Students are assessed on their ability to:</i></p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements 	

Wider Key Stage 5 Curriculum

Competitions – 3 whole school competitions each year, encouraging independent experimentation with media, scale and form as well as St Barnabas art trails, Willoughby Memorial Trust art competitions and national art competitions including DSWF's Global Canvas: Children's Wildlife Art Competition and Young Artists Summer Show with The Royal Academy of Arts.

Trips – Vary depending on specific topics, themes, exhibitions and availability. Previous trips have included Yorkshire Sculpture Park, London Art Galleries and Exhibitions, University Workshops, National Centre for Craft and Design, National Trust properties, a variety of artist workshops and work experience with a London based advertising agency.

Homework expectations – Students are expected to match lesson time independently, completing a minimum of 5 hours independent study each week, continuing to experiment, develop and refine their work.