

# Art

## Curriculum map

### YR7-YR9

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7 + 8	<p>Focus: What is visual language?</p> <ul style="list-style-type: none"> <li>Line/shape</li> <li>2 dimensions</li> <li>Paul Klee</li> <li>Hunterwasser</li> <li>Drawing skills/ pencil/ ink</li> </ul>	<p>Focus: Surface decoration/embellishment</p> <ul style="list-style-type: none"> <li>Yayoi Kusama/Calum Colvin</li> <li>Trip to gallery</li> <li>(Kusama's infinity rooms?)</li> <li>Decorate surface of a 3d object to change/disrupt its form.</li> <li>SILS Christmas card</li> </ul>	<p>Focus: Tone + Colour</p> <ul style="list-style-type: none"> <li>Understand differences between fine art + design</li> <li>Carlene da Souzer/ Banksy</li> <li>Graphic design / art for communication / graffiti</li> <li>stencilling</li> </ul>	<p>Focus: 3 dimensions, form, diorama</p> <ul style="list-style-type: none"> <li>Surrealism / Faberge/ Alexander Calder</li> <li>Form</li> <li>Moulding modroc to form egg shape to contain artwork made from found objects/mixed media</li> </ul>	<p>Focus: Pattern, art using computers</p> <ul style="list-style-type: none"> <li>Bridget Reilly op art</li> <li>Andy Warhol multiples</li> <li>Using a spreadsheet to create multiples and patterns</li> </ul>	<p>Focus: Visual language – form /3 dimensions</p> <ul style="list-style-type: none"> <li>Pop art/ Chila Kumari Singh Burman</li> <li>Summer ice lolly sculptures</li> </ul>
Year 9	<p>Focus: Bronze unit C</p> <ul style="list-style-type: none"> <li>Arts inspiration</li> <li>Researching the career and work of an artist or craftsperson who inspires them.</li> <li>Produce a visual response to their inspiration using a medium and/or technique the inspiration used.</li> </ul>	<p>Focus: Part b</p> <ul style="list-style-type: none"> <li>Experience of at least one arts event/experience as an audience member and sharing their review of that event/experience</li> <li>Trip to gallery (Kusama's infinity rooms?)</li> <li>Group presentation and sharing of reactions and opinions.</li> </ul> <p>Focus: Part a</p> <ul style="list-style-type: none"> <li>Take part in the arts</li> <li>Produce a 2d visual response to an artwork seen in the gallery visited.</li> </ul> <p>SILS Christmas card</p>	<p>Focus: Composition, scale, proportion</p> <ul style="list-style-type: none"> <li>Carlene da Souzer/ Banksy</li> <li>Street art</li> <li>Combining text with image</li> <li>Combining digital with more traditional disciplines.</li> </ul>	<p>Focus: Part D – skills share</p> <ul style="list-style-type: none"> <li>Experience of passing on an arts skill</li> <li>Students may or may not choose to include context</li> <li>Students demonstrate and review their own skills – others give feedback</li> </ul>	<p>Focus: Folio preparation for moderation</p> <ul style="list-style-type: none"> <li>Presentation of artwork skills-</li> <li>Trimming+ mounting</li> <li>Organising and sequencing</li> <li>numbering pages</li> <li>Matching evidence to criteria</li> <li>Matching photos to other evidence</li> <li>Annotating evidence</li> <li>Filling gaps</li> <li>Dry assembly of sketchbook pages</li> <li>Final paste up of evidence</li> </ul>	<p>Focus: Preparing for silver arts award</p> <ul style="list-style-type: none"> <li>Sketchbook maintenance</li> <li>Understanding the course requirements</li> <li>preparing sketchbook to receive evidence</li> <li>KS4 taster activities</li> <li>Group banner</li> </ul>