



Curriculum Map: Subject: _Visual Arts

Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Introduction to drawing	What is art- exploring how art impacts on us, in art and design. Introduction Drawing from different images, using mark making, tone and shading.	Quality of drawing assessed.
2	Intro to painting Julian Opie portraits.	Colour mixing, looking at different styles of portrait, creating a piece of work in the style of an artist.	Control of brush and colour mixing and application
3	Welcome project	Understanding what culture is and why it is important. Exploring Colour theory.	Colour theory and control in the application of patterns.
4	Perspective and still life	Exploring how we create depth and space in work. Apply these skills to still life- why create a still life, look at Vanitas. Exploring a mini photography project looking at Slinkachu.	Skill with 3d techniques The accuracy in still life drawing.
5	Fauvist Painting	Colour theory, analyse of Fauvism. Creating and landscape and applying colour with links to emotion.	How well mixed and applied paint to their drawings.
6	Pinch Pot Monster	Introduction to using clay. Design a monster based on trap door, and then a pinch pot monster sculpture.	Skill and creativity in manipulating clay into a Monster.
6	Figure Drawing intro	Introduction to simple figure drawing.	Proportion, direction of light, Blending colour.



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Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Peace Project	Creating a suitable response to a brief. Creating space, scale, and colour appropriate to intentions.	Creativity and skill in the outcome. Perspective, scale and colour.
2	Distraction	Understanding where ideas are generated from. How art can tackle ideas and why it chooses to do this? Drawing the figure/hand/eyes in environment.	Skill in drawing. Blending colour for back ground.
3	Gargoyles Zentangle	Understanding the meaning behind gargoyles. Creating a design and then creating it using clay. Looking at different types of mark making / pattern to create tonal areas in portraits. Exploring different types of drawing.	Drawing- skill, mark making, fading and tonal qualities. Drawing Skill, mark making.
4	Japanese fan/Skate board	Understanding of Japanese art, and why it is created- woodcut, floating world. Creating a design that has elements of older art and contemporary art. Combining elements of British surroundings and japan.	Painting/ ink, sumi, stencil. Skill in applying materials.
5	Surrealism	Understanding the concepts of the movement. Creating a collage, painting of landscape and clouds. A head with a natural form on a body etc.	Composition, creative ideas, collage, applying/mixing/fading paint and clouds.
6	Bug Prints	Introduction to reduction printmaking. Destruction of habitats and Colonies.	Colour Printing Drawing



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Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1/2	Consumerism Stencil	Understanding the ideas of capitalist society, the dangers of buying and a consumerist society, creating a view point against or for. Looking at artists that explore consumerism in their work. Creating a stencil with logos.	Artists analyse. Cutting stencils Printing and colour theory.
2/3	Disguise project	Understanding the ideas of science and hybrids, how science is manipulating nature, is it moral? What are the dangers? Artists studies, drawing, collage. Introducing the way GCSE students work.	Drawing and collage. Concepts behind the ideas.
3	Clay trainer Painting	Create a clay sculpture of a conserve trainer. Paint in the style of Keith Haring, or collage- Dan Eldon and Bob Ross for higher ability students. Understand the ideas behind his work.	Skill in making a clay sculpture, and applying paint, collage.
4/5	Man vs Nature Gcse Taster	Exploring the theme of How we destroy / Manipulate nature. Explore ideas from Extinction rebellion. How art is a sustained idea that we explore through multiple experiments.	GCSE Criteria sheet.
5	Introduction to gcse art /photography	Continually presenting work to students from KS4 , to ignite passion and excitement. Leading lines, slinkacu work, Rankin work, David Hockney portraits- Foundation of KS4. Explore refining and how of the course in computer room based.	
6	Food	Exploring different materials and drawing food, collage work together to look at energy and healthy eating.	Using different media- skill.



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Year 10/11

Term	Unit of Work	Knowledge and Skills	Assessment
1- 6	Fine Art- Identity – Year 10	Various artists studies, reactions to the work. Understanding how you create a journey, with links to the criteria. Revisiting, Drawing, Mono prints, lino, painting, Artists analyse. After initial period they are left to develop their ideas and intentions personally with our support.	GCSE Artists impact Experimentation Quality use of materials Work is meaningful.
1-4	Photography Identity	Compositional work, lighting, painting with light and shutter speed, negative space, rules of thirds, leading lines, artist's response on identity, mood boards and creating a journey in their work. Then they explore identity through their ideas and concerns. Artists analyse.	GCSE Artists impact Experimentation Quality use of materials Work is meaningful.
Term 5/6	Photography Inside outside	Exploring environmental photography, and creating a theme. Using key elements in photography, showing skill. A photoshoot in Lacock and Bath. The visiting Lacock Abbey and the museum of Photography.	Artists impact Experimentation Quality use of materials Work is meaningful.



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Year 11

Term	Unit of Work	Knowledge and Skills	Assessment
1/2	Fine Art Identity	Complete with intention and outcomes. Final pieces.	Artists impact Experimentation Quality use of materials Work is meaningful.
2	Fine Art Out of place Mock exam project	Explore a brief in with a mock exam outcome, we support their different ideas. Preparation for mock exam .	Gcse Artists impact Experimentation Quality use of materials Work is meaningful. Mock Grade.
3	Exam	Exam paper after Xmas. Understanding of artist's ideas and intentions. Analyse of artworks. Reacting with skill, with primary evidence. Researching questions. Students are working to their strengths. Responding to artists, analyse, and exploring different materials and ideas. Planning exam days, and final outcomes.	Artists impact Experimentation Quality use of materials Work is meaningful.
4	Exam	Completing prep work and intentions, planning the exam days.	Artists impact Experimentation Quality use of materials Work is meaningful.
1/2	Photography Inside/outside	Looking at multiple artists and understanding their intentions and outcomes- Analyse and responding to these ideas. Exploring more environmental photography, using leading lines, rule of thirds to show compositional skill. Developing a theme and intention.	Artists impact Experimentation Quality use of materials Work is meaningful.
3/4	Photography	Researching questions. Students are working to their strengths.	Artists impact



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	Exam	Responding to artists, analyse, and exploring different materials and ideas. Planning exam days, and final outcomes.	Experimentation Quality use of materials Work is meaningful.
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