

Levenshulme High School – Curriculum Map – Art

		Term 1		Term 2		Term 3	
No. of Weeks							
Topic Title and NC link		Me & My School	Me & Myself	Me & My City	Me & My Country	Me & My World	Me & My Future
Year 8	Topic Title and NC link	The Sea: Exploring media and techniques, through experimentation	Creatures of the deep Exploring Collage, drawing and painting	3D Sculpting Coral	3D Sculpting Coral	Birds: Paper manipulation and sculptures	Birds: Paper manipulation and sculptures
		<p>How to evaluate artists research.</p> <p>Use other sources apart from artists work to support their work, in this case poetry.</p> <p>How to find their own visual resources.</p> <p>The difference between different types of media and their application.</p>	<p>How to evaluate artists research.</p> <p>What a collage is</p> <p>Reflect on assessment criteria.</p> <p>The importance of drawing and demonstrate this to a high standard.</p>	<p>How to evaluate artists research.</p> <p>How to read symbolism within the art of others.</p> <p>How to further develop drawing and designing ability by reflecting on previous drawing task.</p>	<p>The meaning of concept</p> <p>Where clay comes from and the processes of using it.</p> <p>How to make an accurate pinch pot</p> <p>How to attach clay appropriately, using the correct tools and process</p> <p>How to shape and texture clay, using the correct tools and processes</p> <p>How to refine their 3D outcomes by considering composition and following design idea</p> <p>How to safely store clay</p>	<p>How to evaluate artists research and reference artists work within their own.</p> <p>A variety of artists and identify styles, techniques and meaning within work.</p> <p>How media can add more meaning to their outcomes</p> <p>How to further develop close-up drawing ability by reflecting on previous close up drawing task.</p> <p>How to create 3d textures out of paper.</p>	<p>The main environmental issues surrounding the destruction of birds, that will support in their concept ideas.</p> <p>How to independently create a conceptual idea.</p> <p>How to work as a team. How to collaborate and share ideas.</p> <p>The stages of making and implementing the concept in 3D</p> <p>How to fairly distribute tasks.</p>

					sculptures after each lesson.		
		<p>Confidently complete artists write up, using at least four key art vocabulary words.</p> <p>Use literacy skills to identify figurative language</p> <p>Explore poetry and its connection within art.</p> <p>Create a range of experimental artwork based on the movement, sound and close up imagery.</p> <p>Evaluate outcomes in a meaningful way.</p>	<p>Explore artists that create their own unusual creatures.</p> <p>Demonstrate accurate scissor control.</p> <p>Consider composition.</p> <p>Understand and follow assessment criteria carefully to ensure that self-evaluations are reflective and correct.</p> <p>Use the grid method to draw out their sea creatures.</p> <p>Use tonal pencil to carefully add shape and textures</p> <p>Use watercolours with some control and precision</p>	<p>Independently collect and use relevant resources to support with the development of their work.</p> <p>Look at close ups with a focus on detail when drawing.</p> <p>Explore different media within close up drawings.</p> <p>Explore artists that sculpt using clay. Look at the symbolism within the work.</p> <p>Design the outcome clay sculpture</p> <p>Use assessment criteria to support progress.</p>	<p>Use clay with some confidence to create clay sculptures, demonstrating Pinch pot, attaching shapes, creating textures, following design plan, composition and add paint</p> <p>Developing a meaningful concept around their sculpture</p>	<p>Explore techniques and styles of artists.</p> <p>Develop their own drawings and paintings using artists research as reference.</p> <p>Evaluate their own work as well as the work of other artists. Explaining how the artist's work has inspired them to add meaning to their outcomes.</p> <p>Refine close up drawing ability</p> <p>Explore paper manipulation to create textures drawn.</p>	<p>Pitch their concept to their peer group.</p> <p>Democratically choose best pitched idea.</p> <p>Work together as a team to refine chosen concept.</p> <p>Collaborate and develop concept until is it as meaningful as possible.</p> <p>Work through construction stages at a steady pace to ensure outcome is completed on time to create their group conceptual art.</p> <p>Articulate this idea, when pitching final outcome to whole class</p>
		<p>Key art vocabulary when completing write ups.</p>	<p>To use assessment criteria to support with the development of their own work.</p>	<p>To reflect on assessment criteria to support with progress.</p>	<p>How to use clay as a medium.</p> <p>Recall step by step process of making.</p>	<p>What is a close up?</p> <p>How media can add further meaning to work.</p>	<p>What is a conceptual art?</p> <p>Why do some artists choose to work in this way?</p>

		<p>The different types of sources for inspiration</p> <p>The names of the different media used, characteristic of the media.</p> <p>The importance of evaluating outcomes.</p>	<p>How to use the grid method.</p> <p>How to use tonal pencils and watercolours with some precision.</p>	<p>What is a close up and how do we draw it?</p> <p>Why is designing before making important?</p>			
Year 9	Topic Title and NC link	Skills Workshops Mind Mapping Mark Making	Skills Workshops Printmaking Ceramics	Skills Workshops Paper Manipulation Contextual Studies Photography	Skills Workshops Drawing Painting	Journey Individual project work: Identification of a personal approach Investigations Critical & Contextual Studies Initial Ideas	Journey Individual project work: Development of Ideas Presentation Analysis & Evaluation
	<i>Pupils should know...</i>	<p>How Mind-Mapping can be a key promotional tool in developing ideas and concepts.</p> <p>How mark-making can represent “the telling of a story of a journey”.</p> <p>How mark-making, using a variety of different equipment, can influence the representation.</p>	<p>That producing individual designs for development into printmaking (Intaglio & Relief), should be completed before starting to print.</p> <p>That producing individual designs for development into a ceramic tile, should be completed before starting to use clay.</p> <p>How to follow H&S instructions regarding the use of specialist equipment.</p>	<p>That cutting, folding, scoring and manipulating paper can represent expression, emotions and feelings within Art.</p> <p>That it is essential to research, represent, critically understand and analyse the work of artists, who incorporated the theme of “Journey” within their work.</p>	<p>How to use the Grid Method in order to produce an accurate tonal observational drawing.</p> <p>How to mix a variety of tonal values with colour</p> <p>How to apply paint to achieve texture.</p> <p>How to follow teacher demonstrations of techniques.</p>	<p>to analyse individual work with highly personal responses</p>	<p>How to produce a series of experiments and tests in order to develop individual and personal responses to their chosen Journey theme.</p> <p>How to utilise personal strengths in order to present highly personalised and confident outcomes.</p> <p>Why it is important to analyse</p>

			How to follow demonstrations on specific techniques, methods and processes.	How to control manual settings on a DLSR camera. Why lighting is so important in photography. How to identify a “good” photograph, through composition, focus, emotion, light etc.			individual work with highly personal responses
<i>Pupils should be able to do...</i>	<p>Discuss with other students their individual and personal ideas relating to a variety of Journey themes.</p> <p>Produce a Mind Map that identifies appropriate Journey themes.</p> <p>Engage in group work and produce a written description of how the practical outcome reflects connections to sounds.</p> <p>Produce a series of exercises that</p>	<p>Produce individual designs for an Intaglio print and relief print, produce an Intaglio print and relief print that shows understanding of how mark-making can describe expression within Art.</p> <p>Produce individual designs for a ceramic tile and produce a ceramic tile that shows understanding of how mark-making can describe expression through the manipulation and use of clay.</p>	<p>Produce individual designs for their small paper manipulations. Listen and watch teacher demonstrations of a variety of paper manipulation techniques Be able to follow Health & Safety Rules when using compasses and safety rulers to score paper.</p> <p>Produce a series of small paper manipulation experiments. Add development through the addition of curves and cuts</p>	<p>Produce individual designs for their small paper manipulations. Listen and watch teacher demonstrations of a variety of paper manipulation techniques Be able to follow Health & Safety Rules when using compasses and safety rulers to score paper.</p> <p>Produce a series of small paper manipulation experiments. Add development through the addition of curves and cuts</p>	<p>Draw an accurate grid over their chosen photograph and again on paper – ensuring that both are identical.</p> <p>Use the Grid Method correctly by completing one square at a time.</p> <p>Add accurate tonal qualities with pencil in order to produce a realistic observational drawing.</p> <p>Add accurate tonal qualities with acrylics in order to produce an</p>	<p>To revisit their original Mind Map and to consider which area that they would want to focus on and the direction that their individual work may take.</p> <p>To produce a written piece confidently explaining how their ideas about their personal journey can be expressed through art and in which direction they may wish to take (which techniques, methods and processes etc).</p>	<p>To experiment with ideas for a painting by drawing it once then photocopying it in different sizes on different surfaces/ types of paper then paint each one using different paints/ techniques/ styles/ colour schemes/ effects.</p> <p>To produce their own individual responses to the theme of Journey.</p> <p>Analyse their own individual work with highly</p>

		<p>shows understanding of how mark-making can describe expression in Art work</p>	<p>Produce written reflections and analyses of their work that describes their individual interpretation of the Journey theme, through the use of printmaking and ceramics.</p>	<p>etc. Produce written reflections and analyses of their work that describes their individual interpretation of the Journey theme, through the use of paper manipulation</p> <p>Produce research into relevant artists that have created Art work inspired by the theme of Journey, and through written descriptions and analyses, will demonstrate their critical understanding of their sources.</p> <p>Identify at least two elements of what makes a good photograph, be able to use a camera safely, take a series of individual images, and produce a written analysis of their work that describes their individual interpretation of the Journey theme</p>	<p>accurate and realistic painting.</p>	<p>To research, resource and investigate their ideas through collecting source materials, such as images from the Internet, magazines etc. drawings, taking own photographs or videos.</p> <p>To research and print out at least 10 images which are linked to their chosen Journey theme in some way, or that represent the theme they have chosen.</p> <p>Take a series of accurate photographs.</p> <p>Produce individual drawings developed from personal photography</p> <p>To draw out thumbnail sketches of their initial ideas, being encouraged to produce several</p>	<p>personal responses</p>
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						different ones, but also based on their recognition of their own personal strengths, and to annotate the work.	
<i>Pupils should have remembered...</i>	<p>That the first ideas are not always the best.</p> <p>How Mind Mapping can promote and develop personal and individual ideas</p> <p>How mark-making can be used as a tool for adding expression and emotions to a piece of Art work.</p>	<p>How to correctly use specialist Art equipment</p> <p>The Etymology of the words Intaglio and Printmaking.</p> <p>The Etymology of the word Ceramics.</p> <p>That certain rules have to followed in order to produce accurate prints and ceramic tiles.</p>	<p>How to cut, score and fold paper in order to represent expression within Art work.</p> <p>Health & Safety guidelines must be adhered to when using particular Art equipment.</p> <p>The importance to connect personal work to that of other artists.</p> <p>The Etymology of the word Photograph</p> <p>How to select photographs for development by recognising the elements that make a good photograph.</p>	<p>How to draw an accurate grid.</p> <p>The Etymology of the word Graphite.</p> <p>That B grade pencils are softer and H grade pencils are harder</p> <p>The bigger a number, the softer or harder it is.</p> <p>How to mix and blend paint.</p> <p>How to thin paint to achieve a variety of tonal qualities.</p>	<p>How to identify their own particular strengths and ways of working in order to optimise success.</p> <p>How to ensure that personal investigations are relevant to their own chosen approach to the theme of Journey.</p> <p>The importance to connect personal work to that of other artists.</p> <p>How to correctly use specialist equipment.</p> <p>How to add accurate tonal qualities</p> <p>How to select ideas to facilitate</p>	<p>This is the only way to find out which one will work best, which best utilises their strengths and which one they prefer.</p> <p>That teacher set personalised targets for individual students are given in order to facilitate improvement and progress, which they should complete.</p> <p>To use the Annotation Booklet that they have access to, and use the differentiated examples to help them produce a written analysis</p>	

						progress and development	and evaluation of their own personal and individual response to the theme of Journey.
Year 10	Topic Title and NC link	Independent Projects					
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • The expectations of GCSE coursework, understanding the grading sections of the coursework. Assess what a low, middle, high set of coursework looks like. This subsequently helping with future self-assessment and projection predictions • How to independently evaluate and annotate artists research, using annotation booklet as guidance. Keywords and context references used throughout to explain ideas. • How to use artists research to inspire own art, making specific reference to how it links to their work. Artists work should not be copied but used to inspire. • How to consider other forms of art (apart from drawing and painting), video, performance, books, newspaper articles and poems • That drawing is a crucial element of GCSE art, demonstrating this throughout their work in appropriate forms. • That taking primary resource photographs is crucial, these should be specific to the idea that is being communicated and must be used within their work. • How to link media choice with concept/symbolism within their work, making clear and relevant choices throughout the project • Why they are completing tasks, continuously making links to their topic choice, having the ability to articulate what they are doing and why. • The importance of continuous annotating and evaluating of work, will help with the development and refinement of ideas and concepts. 					
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Independently mind map ideas • Research and find relevant artists for chosen theme. • Use the annotation booklet to write clear artists research writeups and evaluations of their own work • With guidance plan ideas for independent work using artists inspiration • Include good quality drawings within their work • Take and use relevant photographs within their work • Explore a range of different media and techniques with confidence, then make appropriate/relevant choices for further development • Refine ideas and techniques in response to feedback • Develop and refine ideas and where relevant plan and create a final outcome 					

		<ul style="list-style-type: none"> • Evaluate outcomes and suggest ways of moving forward with project (with support from green actions) • Manage their own workload following feedback actions
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • The importance of continuously referencing chosen topic when annotating progress. Demonstrating a clear understanding of their project.
		<ul style="list-style-type: none"> • Keywords and structure for writing up artists research • Practical processes completed and how they could be improved next time • At least some of the most significant contemporary artworks reference within their work, and the impact they have had. • How chosen artists and work relates to their work