

Levenshulme High School – Curriculum Map – Y8 – Y11 Art

		Term 1		Term 2		Term 3	
No. of Weeks		Weeks 1 – 6	Weeks 6 – 12	Weeks 12 - 18	Weeks 18 - 24	Weeks 24 - 30	Weeks 30 - 38
	Topic Title	The Natural World The Sea	The Natural World Creatures of the deep.	Coral reefs (3D).	Coral reefs (Ceramics).	The Natural World- Stage 5: The sky (birds with issues).	The Natural World- Stage 6: Destruction.
Year 8	Pupils should know... Core knowledge and concepts to learned	<p>How to analyse, evaluate and interpret the work of others in a meaningful way.</p> <p>Use a range of sources to support their work and inspire visual outcomes, such as using poetry and descriptive words.</p> <p>How to find own visual resources to support development of work and personal areas of interest.</p> <p>The difference between a range of media and related techniques and processes affecting outcomes.</p> <p>How and why the sea provides inspiration to creative artists/writers and thinkers throughout history and including the present day.</p>	<p>How to select, research, interpret and analyse sources of inspiration relevant to project intentions.</p> <p>How to create a successful collage: applying the formal elements effectively (scale, proportion, composition etc).</p> <p>How to use tonal shading pencils with accuracy and care.</p> <p>How the common theme of mythical creatures in Art & Design links to key movements such as surrealism.</p>	<p>How to read and interpret the use of symbolism in 3D works of art.</p> <p>How colour is used symbolically and how this links to colour theory.</p> <p>How to use drawing for the purpose of planning and designing.</p> <p>Why it is important for craft-based works to engage with conceptual meaning, and the potential power of this.</p>	<p>Where clay comes from, the main processes associated with its use in art.</p> <p>How to make an accurately formed pinch pot.</p> <p>How to attach separate clay forms together correctly, using the correct tools and processes.</p> <p>How to assess, modify and refine 3D outcomes in relation to their own design plans and intentions.</p>	<p>How to identify and interpret stylisation within a range of artists' works.</p> <p>Properties of different papers, cards and cardboard and how these can be manipulated to suit intentions.</p> <p>How to use primary and secondary reference material to support high quality outcomes.</p> <p>How to create 3d forms and simulate textures using paper.</p>	<p>The ways in which artists have used the theme of destruction to add deeper meaning to it.</p> <p>How to work as a team, including collaborating, compromising and sharing ideas.</p> <p>How to delegate tasks and distribute leadership roles according to individual strengths.</p> <p>The stages of making and implementing paper-based 3D works.</p> <p>How to manage time effectively when working on projects which span a series of lessons.</p>

<p><i>Pupils should be able to do...</i></p> <p><i>Skills developed</i></p>	<p>Produce confident written and verbal responses to analysing, interpreting and evaluating the work of artists- identifying their uses of symbolism.</p> <p>Identify and apply figurative language/ creative writing as a window into making visual works of art.</p> <p>Analyse and interpret key works of poetry in relation to imagery, making independent connections between the two.</p> <p>Create a range of experimental artwork based on movement, sound and imagery- selecting materials and equipment relevant to intentions.</p> <p>Evaluate outcomes in a meaningful way using assessment criteria effectively.</p>	<p>Dissect and analyse imagery using given frameworks.</p> <p>Apply formal elements to their own work/responses, in particular demonstrating good use of composition and scale.</p> <p>Use the grid method with increased proficiency and confidence as a tool for refining drawing skills.</p> <p>Use tonal shading pencils with accuracy and discrimination in order to replicate tone, textures and detail.</p> <p>Use watercolours with some control and precision, applying consistency and colour theory knowledge with increasing proficiency.</p>	<p>Independently collect and use relevant resources to support with the development of their work.</p> <p>Create a range of close up studies which accurately portray attention to detail and texture.</p> <p>Evaluate the use of symbolism and meaning with the work of a range of ceramic artists and designers.</p> <p>Design their own ceramic 3D outcome which uses mark making, colour and construction methods to express an idea.</p> <p>Use assessment criteria to continually review and improve their own progress.</p>	<p>Follow their own designs in order to create a ceramic sculpture, demonstrating the highest-level construction methods and mark making techniques possible.</p> <p>Apply colour selectively in ways relevant to the intentions of their concept.</p> <p>Use paint as a way of enhancing surface texture and creating tonal variation.</p>	<p>Apply a variety of craft-based paper skills relevant to intentions. Having the end goal of making an enlarged 3D sculpture of a chosen bird.</p> <p>Experiment with using mixed media to replicate different styles of art.</p> <p>Compare, contrast and make judgements about how different artists apply mark making to their work and what this represents.</p>	<p>Apply the value of democracy when shifting from individual work to a more team-based approach.</p> <p>Work together as a team to refine chosen concept, showing individual areas of leadership as democratically elected.</p> <p>Work through construction stages at a purposeful pace (time management) to ensure their outcomes are completed on time and to the highest quality.</p> <p>Confidently and convincingly articulate their concepts and journey/processes verbally to others in the class.</p>
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	<p>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</p>	<p>To develop students' awareness of how artists respond to the same theme in diverse ways (cultural capital).</p> <p>To develop independence and resilience through more experimental, higher-risk practical challenges.</p> <p>To enable deeper learning relating to artists intentions and outcomes (by exploring more abstract and expressive ways of working, students learn that sometimes the most successful/effective/meaningful art work is not necessarily what we think of as the most realistic/ skilful/ beautiful work).</p>	<p>To ensure that students revisit the main tools artists use to support all forms of drawing skills development</p> <p>(grid method, hand-rendering techniques etc) to continually revisit key skills and build on areas for improvement through practise.</p>	<p>To develop students' understanding and application of drawing for different purposes and within different fields of Art, craft and design.</p> <p>Drawing as a planning/thinking tool, and less for the purpose of producing finished works of art.</p> <p>Embedding industry/ career links in relation to design subjects- where drawing for design is a fundamental skill.</p>	<p>To provide students with opportunities to develop 3D sculptural skills.</p> <p>To capitalise on the benefits of ceramics on student wellbeing.</p> <p>To continue the development of fine motor skills, attention to detail, and resilience needed in order to progressively build on students' 3D modelling skillsets.</p> <p>To make connections between 3D outcomes and conceptual thinking, such that they become aware of how all forms of art can be used for expression and exploration of ideas.</p>	<p>To gain deeper understanding of stylisation in art: why and how this is used (new learning).</p> <p>To build on and secure students understanding of mark making</p> <p>This acts as a stepping stone into the y9 Journeys project when students will use mark making tools more independently to express their own thoughts and feelings.</p>	<p>To guide students through the process of letting go of preconceptions about what makes good art: providing them with ways they can challenge their thinking and prior knowledge (what they might think they see can make it stronger- a valuable life lesson and metaphor outside of the art processes they will undertake).</p> <p>This sets the tone for the faster-paced, more experimental approaches pupils will undertake in Year 9. Encouraging a more explorative resilient attitude towards learning through doing.</p>
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		Term 1		Term 2		Term 3	
Year 9	No. of Weeks	Weeks 1 – 6	Weeks 6 – 12	Weeks 12 - 18	Weeks 18 - 24	Weeks 24 - 30	Weeks 30 - 38
	Topic Title	Journeys Project	Journeys Project	Journeys Project	Human Impact	Human Impact	
	<i>Pupils should know...</i> <i>Core knowledge and concepts to learned</i>	<p>To demonstrate confident written and verbal responses when analysing, interpreting and evaluating the work of artists- identifying their links to the theme of Journeys.</p> <p>To explore a range of personal and meaningful ideas through class discussion, mindmapping and regular analysis of the theme.</p> <p>How mark-making helps to tell a story or communicate an emotion/theme/concept.</p> <p>How broadening of experimental tools and techniques can create strong visual examples and communicate concepts.</p> <p>To use the Grid Method to produce an accurate tonal observational drawing.</p>	<p>To analyse the artwork of relevant fine artists who explore a range of concepts and ideas linked with the theme of journeys.</p> <p>To understand and apply printmaking processes such as Mono printing.</p> <p>To develop understanding of colour theory and the application of tints, shades, tertiary hues in Lino printing.</p> <p>How to modify demonstrated printing techniques and processes to suit own intentions.</p>	<p>To develop more personal and meaningful ideas linked with the theme of Journeys. Working towards an independent final outcome.</p> <p>To understand and apply colour theory to a range of painting processes.</p> <p>To reflect on personal and meaningful ideas linked with the theme of Journeys.</p>	<p>To understand a range of environmental issues and how our actions as human beings may impact the natural world.</p> <p>To investigate a range of artists who address this theme in their artwork and respond with meaningful insights into how we can address this.</p> <p>To return to drawing in experimental ways as a means of communicating environmental issues.</p>	<p>To investigate 3D construction techniques to construct living creatures with recyclable materials such as wire and cardboard.</p> <p>Understanding the properties of these media through a range of experimentation and development of building strategies.</p> <p>To work collaboratively in teams to build a stable and engaging structure that represents and endangered animal.</p>	
	<i>Pupils should be</i>	Confidently discuss with other students their individual and	To broaden and apply a range of	To analyse and discuss personal	To analyse and discuss	Translating shapes in 2	Translating shapes in 2 dimensional

	<p>able to do...</p> <p>Skills developed</p>	<p>personal ideas relating to a variety of 'Journey' themes.</p> <p>Create independent mind maps demonstrating the breadth and depth of their own ideas in response to given starting points.</p> <p>Produce a series of exercises that shows understanding of how mark-making can describe expression in Art work.</p> <p>Observational tonal drawing techniques to accurately depict objects linked to the theme of Journeys.</p>	<p>printmaking techniques such as monoprinting and lino cut.</p> <p>To refine visual outcomes through application and experimentation with colour theory.</p> <p>To gather, research and explore personal and meaningful imagery linked with the theme of Journeys.</p>	<p>concepts and ideas linked with a range of artists who address the theme of Journey in their artwork.</p> <p>To plan towards a final outcome through design drawings, developed imagery and ideas and testing of materials/media.</p> <p>To draw out thumbnail sketches of their initial ideas, being encouraged to produce several different ones,</p> <p>To produce a final painted outcome linked with the theme of Journeys.</p>	<p>personal concepts and ideas linked with a range of artists who address Human Impact in their artwork.</p> <p>To develop experimental recording skills of endangered animals.</p> <p>Problem solving to build and produce 3D modelling outcomes</p>	<p>dimensional images into 3 dimensions.</p> <p>To broaden 3-dimensional construction skills using a new and more challenging material.</p> <p>To record, reflect and refine from the challenges associated with working with this new material.</p>	<p>images into 3 dimensions.</p> <p>To broaden 3-dimensional construction skills using a new and more challenging material.</p> <p>To record, reflect and refine from the challenges associated with working with this new material.</p>
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	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To model for students the initial development of personal ideas and concepts required in at GCSE level. (independent mind mapping in initial stages of project development).</p> <p>To encourage class interrogation and analysis of artworks. Making connections to wider world and culture.</p> <p>To broaden and engage students by introducing more challenging technical skills and processes.</p> <p>To build confidence in key skills required at GCSE.</p>	<p>To broaden and develop students technical skill and ability to reflect and refine on work through technical printing processes.</p> <p>To develop analytical visual skill and application in use of colour theory. This builds on learning around colour theory in year 7 and 8.</p> <p>To return to and encourage independent personal investigation into a theme through research lessons and homework.</p>	<p>Building on frameworks for artist analysis and development of ideas explores in Y7, Y8 and Y9.</p> <p>Students will now develop towards an outcome that has is led by own personal research (primary or secondary).</p> <p>The outcome that students produce aims to refine painting skills, giving students a longer period to work on this than they have had in previous academic years- now they have built on these skills.</p>	<p>To broaden skill set and develop key skills. Using dexterity, planning, problem solving and experimentation as a means of building final outcomes.</p> <p>To return to learning from Y7 and Y8 in designing and planning 3D sculptural outcomes.</p>	<p>To broaden skill set and develop key skills. Using dexterity, planning, problem solving and experimentation as a means of building final outcomes.</p> <p>To return to learning from Y7 and Y8 in designing and planning 3D sculptural outcomes.</p>	<p>To broaden skill set and develop key skills. Using dexterity, planning, problem solving and experimentation as a means of building final outcomes.</p> <p>To return to learning from Y7 and Y8 in designing and planning 3D sculptural outcomes.</p>
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Year 10 & 11	Topic Title	60% Project Y10 – HT2 Y11 (2-3 projects)			40% Project (Externally Set Exam) HT2 – HT5 Y11		
	<i>Pupils should know...</i> <i>(Core knowledge and concepts to learned)</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. Artist's 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. • The importance of continuously referencing chosen topic when annotating progress. Demonstrating a clear understanding of their project. • Keywords and structure for writing up artist's research • Practical processes completed and how they could be improved next time • At least some of the most significant contemporary artwork's reference within their work, and the impact they have had. • What chosen artists and their works relate to their own work and ideas. 					
	<i>Pupils should be able to do...</i> <i>(Skills being developed)</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 					

	<ul style="list-style-type: none"> • 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 • Evaluate outcomes and suggest ways of moving forward with project (with support from green actions) • Manage their own workload following feedback actions • Make purposeful and discriminating choices about the type of work they make (material and equipment choices, style of work, artists and other sources of inspiration used for reference and contextualisation). • Have built on the skill level explored through independent study in year 10, refining work constantly in response to personalised feedback.
<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<ul style="list-style-type: none"> • Provides students with the opportunity for autonomous application of the skills built upon in previous years, to ensure maximum engagement with, and meaning behind, their work. • Fulfils the requirements of the GCSE course to the highest standard: the specification states that for those students wanting to achieve in the higher mark bands students should produce their own independent projects which are personal and meaningful to them. This allows all students the ability to access such grades. • Fosters self-regulation and time management skills from the beginning of the GCSE course, to enable students to develop effective learning habits from the start. • Provides students with the choice they are entitled to, regarding which materials, techniques, processes, and ideas to use within their personal work.