

SPRS – Academic Year 2021- 2022

Curriculum Map – Subject: KS3/4 Art

Aim – To give all pupils the opportunity to develop their understanding of artists, art movements, techniques/skills in a broad variety of media. Pupils will then use this knowledge to refine and experiment with a range of materials and composition styles. They will record their study work through their sketchbook, annotating and analysing where appropriate. Pupils are expected to produce a final piece of work at the end of each topic which clearly demonstrates the learning journey and critical thinking.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 th Sept 2021 – 22 nd Oct 2021 7 Weeks	Learning Cycle 2 1 st Nov 2021 – 17 th Dec 2021 7 Weeks	Learning Cycle 3 5 th Jan 2022 – 18 th Feb 2022 7 Weeks	Learning Cycle 4 28 th Feb 2022 – 8 th Apr 2022 6 Weeks	Learning Cycle 5 25 th Apr 2022 – 27 th May 2022 5 Weeks	Learning Cycle 6 6 th June 2022-25 th July 2022 7 Weeks
AQA Unit Awards – Artist study/illustration. Baseline Assessment	AQA Unit Awards – Collage, mixed media and collage. Formal Assessment – Completion of final piece. Self-evaluation (WWW) Pupil Voice	AQA Unit Awards – Studying the Natural Form. Interior Design. Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice	AQA Unit Awards – Artist Study/Land Art. Photography/Nature. Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice	AQA Unit Awards Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice	AQA Unit Awards Formal Assessment Completion of final piece. Self-evaluation (WWW) Pupil Voice
<u>Intent – Artist Study</u> Pupils will look at the artist Jon Burgerman and study his style before using it to influence their own studies. <u>Implementation –</u> AO1 – Develop - Pupils to critically respond to the work of Jon Burgerman by observing a variety of examples of his artworks. Identifying key components of composition, tone, colour, technique and	<u>Intent – Collage</u> Pupils will understand the term collage and learn to investigate and develop new ideas with a focus on surface pattern and texture. <u>Implementation –</u> AO1 Introduction to collage, developing collage techniques with a focus on colour and texture. AO2 Using a range of materials including inks, watercolours and	<u>Intent – Textiles</u> Pupils will study textile artists and learn various printing and textile techniques. They will collect materials (with a focus on locally found natural stimuli) to experiment with. <u>Implementation –</u> Focus on natural forms and include a range of textile and 3D art. Artists include – William Morris Lucienne Day June Lee	<u>Intent – Land Art</u> Pupils will study the work of land artists and learn the term 'ephemeral' art. They will learn the importance of recording their temporary artwork. <u>Implementation –</u> Artist – Andy Goldsworthy AO1 Discuss the concept of ephemeral art and	<u>Intent – Personal Study</u> Pupils will choose the style, techniques, artist or movement they have enjoyed the most and want to develop further. <u>Implementation –</u> Use knowledge and techniques learnt from previous units and apply to personal topic of interest. This must include – Research of artist who work within the given discipline.	<u>Intent – Drifffield Show Preparation</u> Pupils will respond to pre-set topic titles within given craft categories. <u>Implementation –</u> Artwork created to comply with Drifffield Show categories in 2d/3d. This could involve photography, drawing/ painting, or sculpture. Plan and work to a deadline and

<p>meaning. Describing activities.</p> <p>Pupils to look at the cultural context of Burgerman's work and develop an understanding of the place it has in contemporary art. Watch interviews with Burgerman.</p> <p>Research artwork and select a particular piece they respond to the most. Work in the style of Jon Burgerman, picking out specific sections to enlarge and draw.</p> <p>AO2 Refine & Experiment – Using materials (felt/paint pens, acrylic, black liners etc.) create own characters in the style of Burgerman. Can be based on the pupil themselves or someone they know. This can be developed into a series of characters on a theme and different scales.</p> <p>Taking a line for a walk. Various materials.</p>	<p>different tools, create papers showing textures suitable to create for example – A collage bird.</p> <p>Paying attention to contrasting/harmonious colours, colour runs etc. Develop mosaic patterns. Slicing and weaving patterned papers and created papers.</p> <p>Create templates of e.g. bird ready to take textural papers.</p> <p>Note health and safety when handling cutting tools.</p> <p>Assembling templates to form 3D object.</p> <p>Illustrate surface design onto finished collage bird.</p> <p>AO3 Record evidence for sketchbooks.</p> <p>AO4 Develop pupil's analysis of their own artwork through evaluation questions that show higher level thinking and responses. Pupils to reflect on the</p>	<p>Deidre Adams Michael Brennan Wood</p> <p>AO1 Developing, drawing by responding to the local environment and natural form using different techniques.</p> <p>Discussing natural form and textile art.</p> <p>Photographing (macro) textures from local environment. Sketching and rubbings collected in sketch books.</p> <p>AO2 Experiment with different textile techniques including –</p> <p>Stitching as line and shade – Range of stitch techniques using 'How to Guides'.</p> <p>Felt work – Developing further skills in textiles, creating samples based on natural form.</p> <p>Create lino print samples based on abstraction of natural forms using a variety of materials.</p>	<p>photography as a method of recording.</p> <p>Research Andy Goldsworthy and collect images.</p> <p>Identifying the nature of the materials used (all natural and not manmade).</p> <p>AO2 Nature walks to photograph and collect found materials. Paying attention to – shapes, texture, form and colour.</p> <p>Rock balancing</p> <p>Sand drawing</p> <p>Twig weaving</p> <p>Paper plate/leaf layering</p> <p>Cracking clay</p> <p>Mud faces</p> <p>Challenge card activities.</p> <p>AO3 Decide on the chosen materials after experimenting ready for final piece,</p>	<p>Materials relevant to the subject area.</p> <p>Show recall of learnt techniques.</p> <p>Finished artwork.</p> <p>Analysis of completed artwork.</p> <p>Record for sketchbooks.</p> <p><u>Impact</u> – Pupils will have developed a deeper understanding of their chosen artist/movement/techniques and presented a meaningful and personal response.</p>	<p>produce a finished piece of work that responds to the initial intention.</p> <p><u>Impact</u> – Pupils will have produced a finished artwork that gives consideration to the viewer. They will have responded appropriately to a given starting point.</p>
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<p>Describe character to a 'blind' peer for them to draw. Critique own work. What worked well? What would I improve?</p> <p>AO3 - Record Ext – Develop 2D characters in 3D. Materials could include soft felt cushion models or polymer clay. AO4 – Present Final Piece. Written evaluation of character. Completion of evaluation sheet.</p> <p>Further development & extension – Animate final character.</p> <p><u>Impact</u> – Pupils will have completed an artist study through visual analysis and experimentation to produce an imaginative and successful final piece.</p>	<p>techniques used in the project.</p> <p><u>Impact</u> – Pupils will have created a final piece (collage bird/or similar idea) which will reflect the use of new techniques learnt during this topic.</p>	<p>Batik – Plan batik designs.</p> <p>AO3 & 4: Recording and Analysis Record, analyse and evaluate the experimentation of different textile samples leading to the final piece, showing links with inspiration from other artists and strong understanding of materials and techniques.</p> <p><u>Impact</u> – Pupils will have produced a 2d/3d completed textile design using extensive study/experimental ideas.</p>	<p>Use all new techniques to create.</p> <p>AO4 Photographing all artwork and creating a permanent record.</p> <p><u>Impact</u> – Pupils will have learnt that the processes involved in the making and recording of art are just as important as the final completed piece.</p>		
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