

CURRICULUM MAP: Art

“We believe that every one of our students, regardless of background, is entitled to encounter the best that has been thought, said and done through a broad and ambitious curriculum.”

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Year 11 Units	PERSONAL PROJECT Identity	PERSONAL PROJECT Identity	PERSONAL PROJECT Identity	EXAM Issued in January	EXAM	EXAM
Key concepts	Theme of Identity given to students to investigate through different artists, materials & medias which have been used previously in the student's Creative career at TSLA.	Theme of Identity given to students to investigate through different artists, materials & medias which have been used previously in the student's Creative career at TSLA.	Theme of Identity given to students to investigate through different artists, materials & medias which have been used previously in the student's Creative career at TSLA.	Question paper received and students have the opportunity to choose the area which best suits their skills and interest, they will then amalgamate all the skills learnt over the past 2-3 years and produce a project based on a theme covering all the assessment objectives.	Question paper received and students have the opportunity to choose the area which best suits their skills and interest, they will then amalgamate all the skills learnt over the past 2-3 years and produce a project based on a theme covering all the assessment objectives.	Question paper received and students have the opportunity to choose the area which best suits their skills and interest, they will then amalgamate all the skills learnt over the past 2-3 years and produce a project based on a theme covering all the assessment objectives.
Builds on	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their journey for their chosen personal theme. Students specialising in an area they have been most confident at in KS4.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their journey for their chosen personal theme. Students specialising in an area they have been most confident at in KS4.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their journey for their chosen personal theme. Students specialising in an area they have been most confident at in KS4.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their journey for the exam theme.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their journey for the exam theme.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements, print making, 3D work, editing photography to create their final piece for their exam theme.
Leads to	Leading on to the preparation for independent work ready for the issue of their exam paper.	Leading on to the preparation for independent work ready for the issue of their exam paper.	Leading on to the preparation for independent work ready for the issue of their exam paper.	Leading on to final GCSE grades & further education in the creative subjects.	Leading on to final GCSE grades & further education in the creative subjects.	Leading on to final GCSE grades & further education in the creative subjects.
Year 10 Units	THE WORLD AROUND ME	THE WORLD AROUND ME	THE WORLD AROUND ME	PAINTING WORKSHOP	PAINTING WORKSHOP	PAINTING WORKSHOP
Key concepts	Students investigate Hastings old town through print making outcomes. After a trip students complete drawing tasks of key buildings found in the old town. Artists transfer their drawing skills to Lino printing & complete their first stage of cutting away & printing.	Continuation of Lino print reduction. Students continue to produce multiple prints with different colours & backgrounds, creating a repeat pattern. Students mount & present their best prints together. They collage & make new compositions with any left-over prints.	Study of screen printing using old town images, different backgrounds & colours. Students refine their prints by creating compositions that have perspective by printing in stages & collaging.	Students learn the steps on how to use acrylic paints through still life compositions. Students will look at different painters who use different processes & techniques. Artists will transfer their investigations into practice by creating studies of the artist's work.	Students learn the steps on how to use acrylic paints through still life compositions. Students will look at different painters who use different processes & techniques. Artists will transfer their investigations into practice by creating studies of the artist's work.	Artists create a final study of their own take on Still Life paintings. Use their own photography & techniques they have learnt to transfer their learning into a final piece.
Builds on	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements & print making to create their journey for their project.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements & print making to create their journey for their project.	Building on all skills learnt throughout the student's creative education at TSLA. Reflecting & using Formal elements & print making to create their journey for their project.	Construction, Building, imagination, creativity, manipulating, developing & establishing skills.	Construction, Building, imagination, creativity, manipulating, developing & establishing skills.	Project final piece. A consolidation of their skills evidenced in final piece & photography with annotation & evaluation
Leads to	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.	Leading on to the completion of their GCSE in Art & design by producing work for their coursework portfolio.
Year 9 Units	TYPOLOGIES	JUNK FOOD ART	JUNK FOOD ART	JUNK FOOD ART	OP ART	OP ART

Key concepts	Year 9 students are investigating the photographic style of Typologies. They discover what a typology is & brainstorm different idea for a typology. The focus for their images are junk food packaging & sweets. They progress on to learning how to take images with the TSLA cameras, use photoshop to edit their images & create different photographic outcomes with the images they have taken.	Continuation of editing techniques & documenting in sketch books the processes that they have completed. Students review the artwork if Sarah Graham & analyse her artwork. Grahams work will influence their own by choosing an image of sweets that they have taken in previous term. Students learn trace & transfer methods & how to use watercolour paints.	Continuing the investigation of Sarah Grahams by choosing an image of sweets that they have taken & adding colour with details by using watercolour paints. Student progress on to creating a second piece of work relating to the artist however adding colour & details through the use of acrylic paints. Starting with a wash & plotting their colours.	This term students work into their acrylic paintings by mixing their colours using primary paint & white. Students complete their acrylic study, making sure details are included such as texts & highlights. Their paintings are merged together in a class typology, reflecting back on to their investigations from Term 1.	Students create pieces linking to Jen Stark & her use of formal elements in her pieces. Year 9 create pieces by using drawing skills paper cutting skills & digital skills to create many outcomes in the style of Jen Stark.	Students create pieces linking to Jen Stark & her use of formal elements in her pieces. Year 9 create pieces by using drawing skills paper cutting skills & digital skills to create many outcomes in the style of Jen Stark
Builds on	Reading, understanding & documenting key information on the artist. Creating a layout using images in the style of their work. Learning new techniques & processes digitally. Develops independent working, self-assessment, Review, Improve, Develop & Evaluate	Reading, understanding & documenting key information on the artist. Creating a layout using images in the style of their work. Construction, Building, imagination, creativity, attachment, manipulating, developing.	Construction, Building, imagination, creativity, attachment, manipulating, developing.	Project final piece. A consolidation of their skills evidenced in photography with annotation & evaluation.	Reading, understanding & documenting key information on the artist. Creating a layout using images in the style of their work.	Project final piece. A consolidation of their skills evidenced in photography with annotation & evaluation.
Leads to	Photographical & editing skills which can be used cross subjects & are valuable for the future.	Project leads to composition skills, drawing skills & painting skills.	Project leads to composition skills, drawing skills & painting skills.	Understanding collaboration of work	Digital, animation & decision making for their GCSE courses.	Digital, animation & decision making for their GCSE courses
Year 8 Units	LARGER THAN LIFE	LARGER THAN LIFE	LARGER THAN LIFE	LARGER THAN LIFE	INVESTIGATING EXPRESSIONS	DRAWING SKILLS
Key concepts	Project starts with observational art making of cell structures using pencils & watercolours. Students investigate the Scientist Ernst Haeckel & his illustrations of organisms.	Continuing from Haeckel's investigation, year 8 start developing different outcomes such as marbling & PVA puddles, delving into tactile art making, still with the project theme in mind. Lea Anderson is added to the project. Students understand what installation art is & how Anderson makes her work.	Year 8 learn new skills such as photography & paper craft to create cell like forms. They also learn the skills of sewing & beading into fabric like cells.	The last term on the project entails gathering all of their individual pieces of work they have created into one final mixed media cell study. They refine & work into their final pieces by adding more sewing elements, print elements & paper elements.	Year 8 investigate the different artists linked to the expressionism art movements. Studying artists such as Vincent Van Gough by copying their work, featuring impasto painting & watercolours. Students learn about synaesthesia & Kandinsky, developing & creating pieces whilst listening to music.	Following on from the previous project students are going to develop their drawing skills through techniques such as shading, continuous line & contour drawing.
Builds on	DEVELOPMENT OF THE USE OF LINE, SHAPE & COLOUR WITHIN ART. Pattern, construction of ideas, colour combinations, common shapes. Reading, understanding & documenting key information on the artist. Creating a layout using images in the style of their work.	Evaluate and analyse creative works using the language of art, craft and design & know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Produce creative work, exploring their ideas and recording their experiences Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Construction, Building, imagination, creativity, attachment, manipulating, developing, team work Develops independent working, self-assessment, Review, Improve, Develop & Evaluate	Project final piece. A consolidation of their skills evidenced in photography with annotation & evaluation.	Development of media & techniques which have been learnt previously in year 7 & 8. Investigations into different artists in depth & responding to their work. Planning, investigation skills, responding. Combining techniques together Producing a final outcome.	Development of media & techniques which have been learnt previously in year 7 & 8. Investigations into different artists in depth & responding to their work. Planning, investigation skills, responding. Combining techniques together Producing a final outcome.
Leads to	Learning about the combination of Art & Science together through the use of the formal elements & creative outcomes.	Learning about the combination of Art & Science together through the use of the formal elements & creative outcomes	Learning about the combination of Art & Science together through the use of the formal elements & creative outcomes	Learning about the combination of Art & Science together through the use of the formal elements & creative outcomes	Project leads to composition skills, drawing skills & painting skills.	Project leads to composition skills, drawing skills & painting skills.
Year 7 Units	Fantastical Creatures	Fantastical Creatures	Fantastical Creatures	Marks in flight	Marks in flight	Marks in flight



Key concepts	<p>Research into artist Alexis Diaz and Lineras family Hybrid animals – creators of Alebrijes. Alebrijes fact poster on the creation of Alebrijes. Students move on to look at & create their own Mexican patterns using shapes & icons associated with the Mexican culture.</p>	<p>Creating printed grounds & assembling a creature like puppet. Students team up & story board a scenario in which their puppet will be used a character for. This progresses on to the creations of stop animation production in team.</p>	<p>Alebrijes (Mexican Folk Art) creating a mystical creature by collaging body parts together. Mixed media decorate animal.</p>	<p>Observational drawing of peacock feathers. Using found objects to create marks with ink (dip ink textures, drawing with objects and sticks) onto variety of backgrounds (such as colourful paper and book pages).</p>	<p>Research into illustrators Ellen Gigenbach and Mark Herald birds. Looking at mark making, shape, pattern and texture. Producing a Haiku to incorporate into their art.</p>	<p>Continuation of drawing skills through the process of mono printing. Using their work previously made as papers to create a 3D paper bird. Creating an animation of a bird in flight using Photoshop.</p>
Builds on	<p>Drawing skills using new techniques & processes such as collaging. The use of dexterity by creating a photomontage of hybrid animals. Understanding of relevant information about Artists & craft makers & how that information can help them create pieces.</p>	<p>Collaborative working in teams on creating a story & producing using their puppets. Photography skills & computer skills by using photoshop.</p>	<p>Dexterity of making 3D figures. Recalling of creatures previously looked at in the project. Using imagination to create their pieces. Assemblage of body parts. Decoration of piece reflecting back on to Mexican patterns & colours.</p>	<p>Any previous art taught in Primary school & their knowledge of birds in our environment. Textural rubbings & Gestural marks Observational drawing & Mark making & Tonal separation</p>	<p>Observational drawing, collage skills & researching through the reading of text. Student's knowledge of descriptive words & poetry. Observational Drawing Skills Artist research and Investigations Skills Giving own opinion</p>	<p>Drawing skills using new techniques & processes such as mono printing. The use of dexterity by creating an origami bird & the use of computer skills through the creation of animation. Mono printing Collage construction Combining techniques together Producing a final outcome. Following a step by step process to create a GIF.</p>
Leads to	<p>Investigation of Mexican Folk art through the creation of an Alebrijes creature.</p>	<p>Investigation of Mexican Folk art through the creation of an Alebrijes creature.</p>	<p>Investigation of Mexican Folk art through the creation of an Alebrijes creature.</p>	<p>Investigate the Formal Elements in Art through different outcomes based on the study of birds.</p>	<p>Investigate the Formal Elements in Art through different outcomes based on the study of birds.</p>	<p>Consolidation of work created to a final outcome of a 3d Origami birds & digital work.</p>