

RMGS CURRICULUM MAP ART DEPARTMENT

The Art curriculum aims to teach students practical skills, including drawing and making, alongside creativity and knowledge and understanding about Art and Design. Students start with basic drawing and painting skills, exploring the formal elements of line, tone, colour, shape, pattern texture and form, looking at the work of artists and responding creatively in a variety of media.

Skills, knowledge and independence are built on each year aiming towards the requirements for GCSE in Year 10 and upwards.

Basic mark-making and drawing skills in Year 7, looking at individual artists and keeping a sketchbook are stepped up in Year 8, looking at an Art movement and doing a 3D ceramics project. Year 9 have a rotation of three different 'mini GCSE style' projects, helping students make an informed choice for exam options.

We follow the AQA 'Art Craft and Design' syllabus at GCSE and the AQA 'Fine Art' syllabus at A level. AQA 'Art Craft and Design' requires students to research, draw, record, experiment, refine and produce final outcomes in drawing and painting and one other area. Students do either a taster or a whole project of printmaking/ photography or ceramics within their course so their portfolio is balanced but varied.

Year 12, with its experimentation, materials-based workshops and variety of short but linked projects teaches students the practical skills and the knowledge and understanding to enable them to tackle Year 13 confidently.

In Year 13 students plan and carry out an extended 'Personal Investigation' into an area of Art and design of their choice. Their practice and experience through their school career aims prepare them for this and allow them to create work which is both original and done to a high standard.

A level 'Fine Art' students either go on to a creative degree course (recently including Fine Art, architecture, Animation, illustration and Art History) or they use their Art as part of a balanced set of A level subjects to apply for a different degree course which suits their future plans.

Termly Curriculum Overview						
Year Group	Autumn 1	2	Spring 3	4	Summer 5	6

7	<p>Drawing and mark-making. Basic skills and understanding the formal elements. Using a sketchbook.</p> <p>Student self assessment in sketchbooks.</p>	<p>Painting and mixed media skills. Understanding colour theory.</p> <p>Collage and painting outcomes.</p>	<p>Portraiture: How to draw a face in proportion step by step. Measuring. Symmetry.</p> <p>Showing improvement of skills in sketchbook</p>	<p>Understanding landscape and space in paintings. Looking at artist Hundertwasser and learning about composition.</p> <p>Painted outcome, marked by teacher.</p>	<p>Working on a theme. Improving skills. Collaging and mixed media: Insects.</p> <p>Art exam. Testing Knowledge and understanding as well as drawing and design skills.</p>	<p>Working on a theme improving skills. Collaging and mixed media: Masks. Group work.</p> <p>Feedback.</p>
8	<p>Understanding an art movement: Pop Art. Research and presentation.</p> <p>Marked and assessed tasks in sketchbooks.</p>	<p>Applying ideas from an Art movement. Using Pop Art style to improve painting skills and develop a personal response.</p>	<p>Using design skills to plan a 3D slab pot, based on 'Art Deco.' Making in clay. Understanding how to use tools and clay techniques including rolling</p>	<p>Designing decoration for slab pots based on artists work. Using the formal elements (line/shape/colour pattern) to decorate pot. Improving painting skills.</p>	<p>Improving knowledge of drawing the face, building on Yr 7. Revisiting accuracy and proportions.</p>	<p>Experimenting with different artists approaches to the face, including collage, pen and pencil techniques and surrealism</p>

	POP ART and CLAY 3D project are done on a rotation so one teacher at a time is using the clay trolley and equipment.	Finished Pop Art painting. teacher feedback	slabs and joining clay. Finished 3D piece, self-assessment and teacher feedback.	Finished vessel recorded and evaluated in sketchbooks, Teacher mark.	Art exam: testing knowledge and skills.	Collaging and using mixed media. Class feedback and student self-evaluation. End of year reporting grades.
9	Project 1: VH Working on a theme: Birds. Exploring different media: pen, paint, wire, clay. Homework feedback Teams, class feedback.	3D building/ sculpture and extending painting skills Homework feedback Teams, class feedback. Marking for monitoring reports.	Project 2: JLO Geometric Art Looking at William Morris, tessellated pattern, accuracy/ symmetry and design Homework feedback Teams, class feedback.	Developing designs into print-making and mixed media. Homework feedback Teams, class feedback. Marking for monitoring reports.	Project 3: ES Drawing and printmaking techniques. Homework feedback Teams, class feedback.	Refining and improving printmaking skills. Presentation skills Homework feedback Teams, class feedback. Marking for monitoring reports.
10	Introduction to media, techniques and	Drawing/ Painting/ writing about Art.	Developing ideas for a finished piece. Mind-	Photography or ceramics project, depending on GCSE	Continuing 2 nd GCSE project: 3D/ clay	Planning and carrying out final more

	<p>drawing and keeping a sketchbook at GCSE. Theme: Natural forms</p> <p>Holiday work and sketchbook monitoring.</p>	<p>Improving practical skills. Making connections with artists work and developing ideas. Print-making OR 3D clay.</p> <p>Feedback on outcomes and sketchbooks.</p>	<p>mapping/ thumbnail sketches. Beginning a final outcome+ one day off timetable in March to complete it.</p> <p>Project marked against GCSE marking criteria.</p>	<p>teacher. Skills and techniques. (students will get a taster of the other project in Year 11.)</p> <p>Feedback in class. Marking of homework tasks.</p>	<p>working on the theme of figures. Observation developed and refined into artwork.</p> <p>Class feedback and students annotating/ documenting/ improving work in their books.</p>	<p>ambitious outcome ideas. Presenting work or photographs (including of 3D) as appropriate.</p> <p>Class feedback and students annotating/ documenting/ improving work in their books.</p>
11	<p>Students choose an exam question from an AQA exam paper for their final unit of work. Structuring a project.</p>	<p>Continuing with GCSE exam (PEQ) project, developing ideas, planning, testing and refining. 2 day practical session to produce a final outcome.</p>	<p>Refining and completing portfolios. Revisiting and improving Re-visiting Natural Forms project and producing a</p>	<p>Filling in gaps and weaknesses in Assessment Objectives. focussing on the presentation, organisation and refinement of projects 2 and 3.</p>	<p>Final presentation, organisation and refinement of Portfolio of all coursework ready for marking.</p>	

	<p>Research/ observational drawing and photography. Class feedback and individual discussions based on sketchbook work.</p>	<p>Project marked against GCSE marking criteria.</p>	<p>stronger quality outcome 2D or 3D.</p> <p>Interim teacher marking and feedback to identify gaps and areas for improvement.</p>	<p>Preparing Portfolio of all coursework ready for marking.</p> <p>Interim teacher marking and feedback to identify gaps and areas for improvement.</p>	<p>Final marking of portfolio against AQA mark scheme and assessment criteria.</p>	
12	<p>Induction into basic A level skills. Keeping a sketchbook. Observational drawing. Research. Photography/ composition. Clay and card modelling. Feedback in class and</p>	<p>Painting including making surfaces and grounds. Using 3D pieces photography and research so far to develop painted wet media and mixed media outcomes. Public Art/ Art with a message.</p>	<p>Working on a sustained project. 'Cabinet of Curiosities' or Collect, Select and arrange. Using all skills so far to produce an installation or arrangement of objects, record and document it.</p>	<p>Continue 'Cabinet of Curiosities' project, take the images back into ambitious 2D or 3D pieces. Identifying strengths weaknesses and preferences Marking against AQA mark scheme</p>	<p>Group tasks: Art with a message/ site specific Art. Lettering and composition. Working to commission and presenting ideas for discussion to Head of Sixth</p>	<p>Beginning personal investigation. Identifying a subject area and question for research. Planning for independent summer gallery visit/ photography visit.</p>

	marking/ grading of summer Independent scholarship work.	Feedback in class and sketchbook checks.		and assessment criteria..	Form or a Head of Department. Using feedback and re-planning. Project managing.	Class discussion and feedback including peer and self assessment.
13	Artists research and observation relevant to chosen personal investigation theme. Working in sketchbooks. Feedback and discussion in class	Larger artists research and observational studies relevant to intentions, documenting progress in sketchbooks. Beginning written study. Developing ideas. Feedback, marking and discussion in class	Developing and improving final outcome ideas. Testing materials and techniques. Refining and planning. Completing written study. Feedback in class and written notes on the study.	Completing and presenting 15 hour final outcomes. Selecting a technical area to develop further. 3D/Print-making/ Photography etc. Marking with AQA mark scheme and assessment criteria.		