

### **Wollaston School: 2021/22 Curriculum Map for Art and Photography Curriculum Lead:**

**Curriculum Aim:** At Wollaston the aim of the curriculum is to actively engage in the creative process of art, craft and design in order to develop effective and independent learners, with critical and reflective thinking skills in order to develop enquiring minds.

#### **We aim to encourage students throughout all 3 Key Stages to:**

- develop creative, imaginative and intuitive capabilities when exploring and making work
- allow students to gain more confidence when they take risks in their artwork, then learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- develop students' critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- develop students' ability to refine ideas and proposals, personal outcomes or solutions with increasing independence acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop students' knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop students' awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop students' awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Currently KS4 and KS5 follow the Eduqas specification, all assessment from KS3-KS5 will follow 4 assessment objectives, with a varied degree of difficulty depending on the Key stage. By exposing students to the different Assessment objectives at KS3 students will then have a firm foundation for them once they move further up the school into KS4 and KS5.

	Autumn 1 - 2021	Autumn 2 - 2021	Spring 1 – 2022	Spring 2 - 2022	Summer 1 – 2022	Summer 2 - 2022
<p><b>Year 7</b></p> <p>On entry students will complete a baseline drawing test. This baseline will be used to track drawing progress as they go up the Key Stages as further assessments will be carried out</p>	<p><b>Theme: Formal Elements</b></p> <p><b>Learning/Skills:</b> On entry students will complete a baseline drawing test. Students will learn about the formal elements in art through a series of task that require; research apply and review This will then end with the production of their first artist page</p> <p><b>Assessment:</b> Baseline drawing assessment</p> <p>Recording and knowledge Formal elements artist page</p> <p><b>Assessment objective focus</b> AO1</p>	<p><b>Theme: drawing</b></p> <p><b>Learning/Skills:</b> Students will create an artist research page on the artist Lisa Milroy. Students will then copy her work. Pupils will then use the grid method to enlarge a segment of her work. They will learn several skills but will focus on the accuracy of the enlargement. Work will then learn about tone and will complete their work by adding tone to their drawings</p> <p><b>Assessment:</b> Recording, enlargement and tone</p> <p><b>Assessment objective focus</b> AO3</p>	<p><b>Theme: Colour Theory</b></p> <p><b>Learning/Skills:</b> Students will learn about colour theory they will undertake 3 different exercises that they can apply this knowledge to with more than one media type. This will give them confidence to apply colour theory through a range media allow them to practise the skills before term 3</p> <p><b>Assessment:</b> Knowledge and application</p> <p><b>Assessment objective focus</b> AO1 and AO2</p>	<p><b>Theme: Artist response</b></p> <p><b>Learning/Skills:</b> Students will learn about the cut-out a process used by the French artist Henri Matisse. Students will learn about positive and negative shapes and will practice cutting skills. They will also use the colour theory knowledge that they have learnt in term one. They will learn how to create thumb nails and the importance of placement in successful compositions</p> <p><b>Assessment:</b> Cut-outs and composition</p> <p><b>Assessment objective focus</b> AO2</p>	<p><b>Theme: Experimentation and artist response</b></p> <p><b>Learning/Skills:</b> Students will look at artist/s that use colour techniques such as blending, burnishing, mixing They will learn these techniques through a series of exercise that allow them to apply them. These processes will then be assessed and used in the 2<sup>nd</sup> terms work.</p> <p><b>Assessment:</b> application of the techniques</p> <p><b>Assessment objective focus</b> AO1 and AO2</p>	<p><b>Theme: Final outcomes</b></p> <p><b>Learning/Skills:</b> Students will learn how to use primary sources to make final outcomes they will have to use the technical process that they have reviewed and refined in the first half term. They will use the processes and influences by the artists that they have studied</p> <p><b>Assessment:</b> Final personal outcome and evaluation</p> <p><b>Assessment objective focus</b> AO3 and AO4</p>

<p><b>Year 8</b></p> <p>In year 8 students will develop their knowledge and understanding of more art movements and cultures using more experimentation</p>	<p><b>Theme: Mythical creatures and surrealism</b></p> <p><b>Learning/Skills:</b></p> <p><b>Students will complete a baseline drawing assessment this data will be compared to Year 7.</b></p> <p>Students will learn about the Surrealist movement and the techniques some artists deployed to make their work. They will create an artist page on the surrealist game 'The Exquisite Corpse'</p> <p>They will then personally create their own mythical creatures. They will use contrasting techniques to do this and will need to use observational skills to make their outcomes</p> <p>They will look at the illustrator Dan Hiller and use pen drawing techniques to make their work.</p> <p><b>Assessment:</b></p> <p>Baseline drawing test Research and drawing</p> <p><b>Assessment objective focus</b></p> <p>A01 and A03</p>	<p><b>Theme: Mythical creatures and surrealism continued</b></p> <p><b>Learning/Skills:</b></p> <p>Students will look at the 19-century artist William De Morgan they will be shown his work on Mythical creatures. They will study pattern and will create their own patterns that use the Mythical creatures that they created in term 1a. They will study 3 different pattern forming techniques. These will then be made into more simplified design. The patterns will then be printed using poly-block</p> <p><b>Assessment:</b></p> <p>Pattern application and printing</p> <p><b>Assessment objective focus</b></p> <p>A01 and A02</p>	<p><b>Theme: Collage</b></p> <p><b>Learning/Skills:</b></p> <p>Students will look at the art form collage. They will then look at 3 artist's work in detail making a research page. They will complete lesson-based tasks to show how they are influenced by these artists. They will learn about 'Pastiche' they will be able to apply this to how they talk about their work.</p> <p><b>Assessment:</b> research and response</p> <p><b>Assessment objective focus</b></p> <p>A02</p>	<p><b>Theme: collage</b></p> <p><b>Learning/Skills:</b></p> <p>Students will look at how collage can be used with other media through the work of Louis Jover. Students will then use themselves or a family member to make a final collage that they will need to use a combination of the techniques that they have learnt. They will then evaluate the outcome.</p> <p><b>Assessment:</b> outcome and application of learnt techniques</p> <p><b>Assessment objective focus</b></p> <p>A04</p>	<p><b>Theme: illustration</b></p> <p><b>Learning/Skills:</b></p> <p>The focus this term will be on the original illustrator of the book Alice in Wonderland. Students will make a contextual page that looks at how Alice has been interpreted by the art world. They will make observational drawings from John Tenniel's engravings. Students will make their own illustrations from passages in the book</p> <p><b>Assessment:</b></p> <p>Analysis of sources and drawing Designs</p> <p><b>Assessment objective focus</b></p> <p>A01 and A03</p>	<p><b>Theme: illustration</b></p> <p><b>Learning/Skills:</b></p> <p>Students will follow on from the previous half term, looking at their designs they will create a pack of cards design. They will make either cut-outs or pop-up pieces that they will then use for their final designs</p> <p><b>Assessment:</b></p> <p>Final Designs and confidence of material process</p> <p><b>Assessment objective focus</b></p> <p>A04 and A02</p>

<p><b>Year 9</b> In year 9 three drawing tests are completed throughout the year 1 at the start to assess start, 1 at options time and one at the end of year 9 All are the same to show a comparison</p>	<p><b>Theme: Caricature</b></p> <p><b>Learning/Skills:</b> Students will start year 9 with a baseline drawing test Students will look at the satirical artist Gerald Scarfe to kick start a scheme on caricature. They will make an artist page. They will look at Caricature as art form more widely and practise Drawing different styles</p> <p>They will then use the style of Scarfe in a drawing where they practise the use of pen</p> <p>They will learn about facial proportions and practise the different parts of the face. They will tackle more complex head positions such as three-quarter turns</p> <p><b>Assessment:</b> drawing and context</p> <p><b>Assessment objective focus</b> AO1 and AO2</p>	<p><b>Theme: Caricature</b></p> <p><b>Learning/Skills:</b> Students will use what they have learnt in the character scheme of work to make a caricature of a real-life person they will need to plan the work</p> <p>They will make 4 different ideas and then will have to explore and justify which one they do. They will have to show that they have considered all the drawing techniques learnt in term 1a</p> <p>Students will create a final caricature using Scarfe's style to make the piece of work. They will enter their work into a year group competition</p> <p><b>Assessment:</b> Outcome and development</p> <p><b>Assessment objective focus</b> AO1 and AO4</p>	<p><b>Theme: mixed media</b></p> <p><b>Learning/Skills:</b> Students will look at a range of artists that use mixed media processes to make their work They will look at these examples and attempt pastiches of the work that they are exposed</p> <p>They will complete a comparison and will look at how they formally analysis art</p> <p>They will come to some conclusions of which process they prefer and will need to justify this.</p> <p><b>Assessment:</b> Analysis and development</p> <p><b>Assessment objective focus</b> AO1 and AO2</p>	<p><b>Theme: mixed media</b></p> <p><b>Learning/Skills:</b> Students will use observational skills to make primary resources. They will learn photography techniques</p> <p>They will learn to edit and annotate the work.</p> <p>They will use the photograph they have taken to make new experiments</p> <p><b>Assessment:</b> recording</p> <p><b>Assessment objective focus</b> AO3</p>	<p><b>Theme: identity</b></p> <p><b>Learning/Skills:</b> Students will be introduced to the Artist Tristan Eaton. They will do contextual research on the artist and will critically engage with what his work is about. They will make 2 pieces of work that use his style one that uses the process of ripping images to construct a new and the other that plays with logo and ad designs to make the patterned parts Students will then create their own portraits using the skills learnt</p> <p><b>Assessment:</b> Techniques and analysis</p> <p><b>Assessment objective focus</b> AO1 and AO2</p>	<p><b>Theme: identity</b></p> <p><b>Learning/Skills:</b> Students will complete another baseline drawing test which is of a pencil case.</p> <p>They will look at the contents of their bag and will discuss how belongings can represent people's personalities</p> <p>They will then simplify their drawings and create 4 different compositions looking at the work of Michael Craig-Martin. They will then draw and paint the final composition. They will then have to evaluate and justify the choices that they make.</p> <p><b>Assessment:</b> Compositions and colour applications</p> <p><b>Assessment objective focus</b> AO4 and AO3</p>
---	---	---	--	---	---	--

<p><b>Year 10</b> NEA making time all students follow the Educas specification.</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> Students will make a series of drawings from observation they will look at anatomy and work from Renaissance examples and historically accurate drawing techniques.</p> <p>The exploration of skill will be supported further by further experimentation with a wide variety of media process</p> <p>Colour and tonal variations will be used in this work to support the outcomes. Refining and editing will be a principle part of their introduction to the course</p> <p><b>Assessment:</b> Development and recording</p> <p><b>Assessment objective focus</b> AO2 and AO3</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> Students will create Observational drawings of Themselves and family members.</p> <p>Students develop work that's they have done into collages in order to develop an outcome to print</p> <p>Student will need to learn about placement. Compositions they will use a view finder as a process so there is a focal point to the work</p> <p><b>Assessment:</b> <i>recording and refining</i></p> <p><b>Assessment objective focus</b> AO2 and AO3</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> The first task students will undertake is a refine, re-do, improve process. They will concentrate on the following regarding work made in term 1b such as: Composition, focal point, contrast and colour palette. This will last 2 weeks</p> <p>Students will then watch a Grayson Perry Documentary they will discuss the concept of Stereotypes and Characteristics Artists such as Tristan Eaton and Cindy Sherman will be analysed</p> <p><b>Assessment:</b> refining and contextualising <b>Assessment objective focus</b> AO2 and AO1</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> The Artist John Muaganggio and Africa Remix artists. Will help students to be experimental also this will help them to contextualise their work</p> <p>Using the refined printing skills that they have previously analysed in the previous term they will make responses to these artist's references</p> <p><b>Assessment:</b> Printing and experimenting</p> <p><b>Assessment objective focus</b> AO2 and AO1</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> Students will continue a dialogue on Power and how it has been represented By interpreting different viewpoints, they will be able to connect critically with the work of Grayson Perry</p> <p>The task will mean that they will make some pot designs like Perry</p> <p>They will do some initial sketches to plan what the shape and what they may add to the surface of their pots</p> <p><b>Assessment:</b> designing and opinion forming <b>Assessment objective focus</b> AO4 and AO2</p>	<p><b>Theme: Identity</b></p> <p><b>Learning/Skills:</b> Students will use their initial sketches to refine the design they come up with.</p> <p>They will then make the pot that will then have the final decouped design add to the surface of the pot.</p> <p>The students will then evaluate the final outcome for their portfolio</p> <p><b>Assessment:</b> Final pot and evaluating <b>Assessment objective focus</b> AO4</p>
---	---	---	--	---	--	---

<p><b>Year 11</b> Exam year all students will start their exam in January for a May finish</p>	<p>The start of year 11 is about filling gaps from year 10. Students will refine and improve work before a final major piece is developed, researched and executed.</p> <p>A new workshop or smaller project will support gaps and cover all 4 assessment objectives all work must be completed for final assessment in December.</p> <p><b>Assessment:</b> Development of final piece and refinement</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>Students to finish off planning final pieces. Students to make their final piece outcome to write an evaluation.</p> <p><b>Assessment:</b> The project will be marked with the inclusion of AO4 the final major outcome. The project will be marked as Mock so that the students can evaluate and plan for January</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3 and AO4</p>	<p><b>Exam Prep</b> Students will receive their exam titles they will have to choose from. Students will then research their chosen question and finalise starting points for their investigation</p> <p><b>Assessment:</b> Assessment of the starting points and areas of development</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p><b>Exam Prep</b> Student will undergo work that allows them to show experimentation, technical ability and development. Students will develop successful outcomes into a final piece Teachers will ensure that one to one outcome conversations take place to ensure that work is effectively edited and refined</p> <p><b>Assessment:</b> Final piece and idea developments before timed exam making period</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3 and AO4</p>	<p><b>Sit times final piece after Easter.</b></p> <p><b>Students will submit component 1 and 2 for centre assessed moderation All student then has work locked away till the following autumn to ensure smooth operation of moderation</b></p> <p><b>End of Course.</b></p> <p><b>GCSE Grades entered to Exam board.</b></p>	
<p><b>Year 12</b> The start of A level is getting</p>	<p><b>Art a variety of workshops:</b> that help take students out of their comfort zones. They will learn to</p>	<p>Students will complete a contextual skills workshop.</p>	<p>Students will investigate an area that not only interests</p>	<p>Students will develop their contextual</p>	<p>Students will develop a technique that they</p>	<p>Further technical development will be required here</p>

<p>students to question and evaluate their practice they will develop the critical analysis skills that they need in order to question what interests them for their personal investigations</p>	<p>present their work on boards so that they understand the difference from presentable work and their sketchbooks</p> <p>Students will produce 2 A1 boards to present at the end of the half term. They will need to justify the layout and be critical of the work that isn't included and have a clear rationale</p> <p><b>Assessment:</b> Presentation and application Regular tutorials to support progress</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>Students will first visit London to look at the work of artist that use traditional painting techniques. They will select one artist on that trip to do a personal investigation and study</p> <p>Students will produce 2 A1 sheets to present at the end of the half term.</p> <p><b>Assessment:</b> contextual studies and Development of ideas Regular tutorials to support progress</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>them, one that they have a personal relationship to.</p> <p>Students will need to present their ideas to teachers and other students to justify their choices. This will help inform their written communication and their creative intent</p> <p>Students will create 2 boards that show the research and initial thought processes that they have undertaken</p> <p><b>Assessment:</b> Research and initial experiments Regular tutorials to support progress</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>research further. They will be encouraged to experiment for more sustained idea developments.</p> <p>Primary resources will be more extensive, and ideas more focused and written analysis and evaluation will be judged</p> <p>2 boards will be submitted for assessment</p> <p><b>Assessment:</b> Research and experimentation</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>have highlighted in the investigation Students will work on refining the technique that supports their creative process</p> <p>Photographic and visual elements of the creative process will be needed to record and presented onto 2 boards</p> <p><b>Assessment:</b> Development</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>	<p>The teacher tutorials will help to focus the student so that there are sustained links in the project and that work will relate and show a coherent flow</p> <p>2 boards will be produced and discussed</p> <p><b>Assessment:</b> Refinement</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3</p>
<p><b>Year 13 Exam year and final piece completion of personal investigation component 1</b></p>	<p>Students will continue to develop ideas and explore images and materials. Student's experiments should start leading them towards a final idea. Students will have to reflect on how effective their starting point was and has their journey</p>	<p>Students will start their outcome and ensure that they do this early so any amendments or reviews have tie to come to fusion.</p> <p>Student execute the NEA final pieces</p>	<p>January review evaluate and refine NEA</p> <p>1<sup>st</sup> Feb students will start their exam preparations, choosing</p>	<p>Students should start exploring and developing a final idea. They should know before the Easter what they need to do for the exam after Easter.</p>	<p><b>Sit timed final piece making time, end of Course</b></p> <p><b>Submit Component 1 and 2 for center assessed moderation</b></p>	

<p><b>Completion and submission of contextual studies unit (essay)</b></p>	<p>produced enough to successfully bring their work to a form of conclusion. Students will complete all preparatory work for their final outcome Plans are submitted before half term so that the correct feedback is given Students will complete their 1<sup>st</sup> full draft of the written component Students will outline in bullet point form what the conclusions might be</p> <p><b>Assessment:</b> Highlighted areas that are not covered Regular tutorials to support progress</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3, AO4</p>	<p>Final drafts of the essay are submitted for final assessment</p> <p><b>Assessment:</b> Outcomes and Essay</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3, AO4</p>	<p>a title and exploring and developing it.</p> <p>Student plan and attend their own visit to a museum or gallery that is relevant to their exam question</p> <p>Students will produce 2 A1 sheets to present at the end of the half term. Students will continue to explore their exam theme. Students will do a collection of photographer/ artist studies. Students will also start to explore areas of interest.</p> <p>Students will produce 2 A1 sheets to present at the end of the half term. They will need to experiment and refine techniques and processes</p> <p><b>Assessment:</b> Research and development</p>	<p>Students will produce 2 A1 boards to present at the end of the half term.</p> <p><b>Assessment:</b> exploration and idea</p> <p><b>Assessment objective focus</b> AO1, AO2, AO3, AO4</p>	<p><b>A Level Grades entered to Exam board</b></p>	
--	---	--	---	---	--	--





Nene Valley  
Partnership  
Excellence in Education

			<b>Assessment objective focus</b> AO1, AO2, AO3,			
--	--	--	---	--	--	--