

The Nottingham Emmanuel School – Art and Photography Curriculum Map (2019-2020)



	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p>Everyday objects drawing skills</p> <p>Learn about work and career of Andrea Joseph (illustrator) Evaluate effective drawings. Developing drawing skills using increasingly complex objects. Using construction lines Developing skills using line, contour, angles shape and proportion.</p>	<p>Everyday objects drawing skills</p> <p>Use of tone, texture and 3D form. Developing shading skills and mark making. Mono-printing from a line drawing, practical lesson routines. Cutting and presenting work.</p>	<p>Portraiture</p> <p>Colour theory to build on knowledge of formal elements. Proportions of the face Understanding the work of Craig Redman and Romero Britto and how they communicate ideas using colour, pattern, signs and symbols. Understanding symbolism.</p>	<p>Portraiture</p> <p>Gridding a portrait. Learning about Chuck close. Creating a portrait outcome using elements from Britto and Romero to communicate ideas about identity.</p>	<p>Land art</p> <p>Use a range of formal elements to create artwork inspired by Andy Goldsworthy and Richard Long. Develop understanding of the formal elements. Communicate ideas.</p>	<p>Gaudi</p> <p>Observational drawing- shells, poly block printing, designing a Gaudi window and creating using wax resist and watercolour. Exploring contour line and 3D form.</p>
Year 8	<p>Landscape- mixed media</p> <p>Building knowledge of art informed by historical contexts. Developing understanding of mark making, colour mixing, and the formal elements through looking at the work of Van Gogh, Matisse, and Hockney. Pen drawing, watercolour painting, pencil crayon.</p>	<p>Landscape- mixed media</p> <p>Developing a personal response to the theme of landscape using elements from the artists studied using mixed media. Making skills Compositional skills Taking about art Colour mixing, mark making and mixed media application. Observation skills.</p>	<p>Coral 2D and 3D skills</p> <p>Looking at composition, pattern and colour through the work of Yellena James and Michelle Morin. Observational skills, colour blending and mixing in the style of the artists. 3D making in clay inspired by Diane Lublinsi, Heather knight and Courtney Matterson.</p>	<p>Coral 2D and 3D skills</p> <p>2D relief sculpture inspired by Amy Eisenfeld. Watercolour painting techniques, understanding abstract composition, mixed media, harmonious colour blending.</p>	<p>Pop art superheroes</p> <p>Drawing skills- superheroes Pop art introduction and context of the time, mass production and Ben Day dots. Lichtenstein analysis and breakdown of the style. Designing a pop art relief sculpture.</p>	<p>Pop art superheroes</p> <p>Creating a relief sculpture using hand drawn elements and collage, merging a superhero and pop art elements.</p>
Year 9	<p>Arts award drawing skills</p> <p>Part A- Arts award. Developing observational drawing in a variety of media. Improving accuracy of observation, line, tone, shape, proportion, texture form and composition. Looking at the work of Cath Riley and the theme of food.</p>	<p>Arts award artists and skill building</p> <p>Part A- continuing to develop and reflect on drawing skills in a variety of media on the theme of food. Part B- Arts visit for Arts award. Part C- Research own artist Part D- Share an Arts skill. Developing skills in photography for recording in Art. (Photoshop basics)</p>	<p>Developing skills in new media</p> <p>Students explore a variety of media to respond to the theme of food. Analyse the work of Joel Penkman and Craolee Clark, developing skills in the application of paint using watercolour and acrylic, pencil crayon and collage in response to artists.</p>	<p>Developing skills in new media</p> <p>Continuing to develop skills inspired by artists, creating transcriptions and own work. Looking at Georgina Luck, combining pen drawing and expressive elements.</p>	<p>Planning outcome</p> <p>Starting a project and mind map a theme. Gather visual research, mood boards and own photographs. Select 2 artists to inspire a creative response Designing personal responses to a personal theme. Exploring media.</p>	<p>Creating outcome</p> <p>Creating a personal response in the style of selected artists. Reflect critically on work as it progresses. Selecting appropriate media, techniques and processes.</p>

Year 10	<p>Introduction to theme 'fragments'</p> <p>Developing ideas through mindmap, moodboard, and observational drawing from objects. Taking photographs to explore theme. Observational drawing using gridding from a photograph. Exploring the range of formal elements to create an effective drawing using pencil.</p>	<p>Researching the work of others</p> <p>Selecting 2 artists and exploring their style through analysis and research. Creating a transcription of each artists work to improve handling of media. Presenting a sketchbook effectively.</p>	<p>Personal response</p> <p>Using the artists studied to develop a design idea 1, working from own photos to produce a personal response linked to a personal theme. Keeping a record of planning and development of ideas in sketchbook.</p>	<p>Personal response</p> <p>Using the artists studied to develop a design idea 2, working from own photos to produce a personal response linked to a personal theme. Keeping a record of planning and development of ideas in sketchbook.</p>	<p>Working towards outcome</p> <p>Refinement of work Development review Final design ideas planning. Photographs Planning mock exam.</p>	<p>Creating outcome</p> <p>Create final outcome. Responding to feedback Refinement of work. Using evaluation to improve. Workshop drawing activities</p>
Year 11	<p>Developing theme further</p> <p>Additional artist and transcription (researching the work of others) Observational drawing (recording)</p>	<p>Developing design ideas</p> <p>Developing design ideas Photography. Undertaking 10 hour final piece. (produce a personal response) Refining personal portfolio unit for submission. Deadline for coursework portfolio worth 60%.</p>	<p>Start exam unit</p> <p>Develop an idea, research the work of others. Experiment with a range of media Record ideas and processes in a sketchbook</p>	<p>Exam unit</p> <p>Developing design ideas, researching the work of others. Experimenting with a range of media. Record ideas and processed in a sketchbook.</p>	<p>Practical exam</p> <p>Undertake the 10 hour practical exam to create a final outcome. Final deadline for all exam work is the exam at the beginning of May, worth 40%</p>	
Year 12 Photography	<p>Skill and knowledge building</p> <p>Developing understanding of practical photography skills. Aperture, Shutter speed, DOF, ISO, Exposure, Focus, composition, visual elements. Developing contextual understanding across a wide range of genres: Fine Art, surveillance, landscape, urban, fashion, family narrative, still life, portrait, documentary.</p>	<p>Mock exam unit</p> <p>Completing a mini unit of work on the theme 'weird and wonderful'. Practical application of skills and knowledge from AUT1. Development of photoshop knowledge, techniques and processes to communicate ideas.</p>	<p>Externally set exam unit. (100%)</p> <p>Responding to a theme to develop a body of practical work that covers all 4 of the assessment outcomes below.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Externally set exam unit. (100%)</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Personal investigation (A2 60%)</p> <p>Students choose their own theme based on personal interests. Research into relevant contextual information to write an extended essay. Students also create a body of practical work linked to their personal theme.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Personal investigation (A3 60%)</p> <p>Students choose their own theme based on personal interests. Research into relevant contextual information to write an extended essay. Students also create a body of practical work linked to their personal theme.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response</p>

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Year 12 Art	<p>Developing skills</p> <p>The main focus is on recording through a range of drawing activities. Using a range of media, techniques and processes creatively from direct observation in a variety of scales. Key focus on the effective application of the formal elements.</p>	<p>Mini project</p> <p>Students undertake a mini project covering all of the assessment objectives.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Starting externally set exam unit.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Externally set exam unit</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Complete practical exam as a culmination of the externally set exam unit and start the Personal investigation.</p> <p>Students choose their own theme based on personal interests. Research into relevant contextual information to write an extended essay. Students also create a body of practical work linked to their personal theme.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Personal investigation</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>
Year 13 Photography	<p>Personal investigation (A2 60%)</p> <p>Students choose their own theme based on personal interests. Research into relevant contextual information to write an extended essay. Students also create a body of practical work linked to their personal theme.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Personal investigation (A2 60%)</p> <p>Students choose their own theme based on personal interests. Research into relevant contextual information to write an extended essay. Students also create a body of practical work linked to their personal theme.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Externally set exam unit. (40%)</p> <p>Responding to a theme to develop a body of practical work showing that covers all 4 of the assessment outcomes below.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Externally set exam unit. (40%)</p> <p>Responding to a theme to develop a body of practical work showing that covers all 4 of the assessment outcomes below.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Practical exam- the culmination of the externally set exam unit.</p> <p>Undertake the 20 hour practical exam to create a final outcome.</p> <p>Final deadline for all exam work is the exam at the beginning of May, worth 40%</p>	