



The Nottingham Emmanuel School – Art and Photography Curriculum Map (2021-2022)

	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>Landscape</p> <p>Art History overview and timeline to refer to in books. Exploring mark making techniques looking at Van Gogh, colour theory and mixing through Matisse / Hockney. Exploring a variety of media.</p>	<p>Landscape</p> <p>Creating a personal response to a landscape using mixed media techniques.</p> <p>Exploring marking, colour theory, perspective, and composition.</p>	<p>Gaudi</p> <p>Exploring architecture through research, sculpting a turret with recycled materials and designing a sculpture for Parc Guell. Students will know about what inspires artists, their process, and be able to use their style to create their own designs and outcomes.</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>COVID RECOVERY Baseline assessment completed to allow to identify gaps in knowledge and skills.</p> <p>Students are more involved in the learning process through increased Afl opportunities with an aim of improving students' skills in Art – Students become more confident and know what they are expected to learn and to what standard.</p>	<p>COVID RECOVERY More scaffolded learning implemented in lessons in order to increase students' confidence in developing drawing skills – gridded drawings and application of tone.</p> <p>Adapted worksheets with broken down tasks – step by step instructions.</p>				

Year 8	Portraiture	Portraiture	Coral 2D and 3D skills	Coral 2D and 3D skills	Cultural pattern project	Expressing ideas BLM
	<p>Exploring the work of T.S Abe to learn the proportion of the face. Developing drawing skills to draw a celebrity portrait in the style of the artist. Learning to use the gridding method of drawing.</p> <p>COVID RECOVERY</p> <p>Baseline assessment completed to allow to identify gaps in knowledge and skills.</p> <p>Students are more involved in the learning process through increased Afl opportunities with an aim of improving students' performance in Art – Students become more confident and know what they are expected to learn and to what standard.</p> <p>Strong focus on consolidation of skills learnt in Y7 throughout this unit of work to increase students' proficiency in drawing.</p>	<p>Exploring the work of Hattie Stewart. Developing a piece of artwork combining the pencil portrait alongside collage and doodling in order to create an imaginative outcome that shows a personal response to the artists studied in the project.</p> <p>COVID RECOVERY</p> <p>More scaffolded learning implemented in lessons in order to increase students' confidence in developing their drawing skills.</p> <p>Adapted worksheets with broken down tasks – step by step instructions.</p> <p>Strong focus on consolidation of skills learnt in both Y7 and Aut1 throughout this unit of work to increase students' proficiency in drawing.</p>	<p>Looking at composition, pattern and colour through the work of Yellena James and Michelle Morin. Linking to surface pattern design.</p>	<p>Creating a clay sculpture inspired by Diane Lublinski Heather Knight</p>	<p>Printing with repeat patterns Symbolism in art –Adrinka patterns, use of colour, patterns from different cultures. Looking at pattern arrangements and motif design.</p>	<p>Looking at contemporary black artists .including those that draw upon diverse pattern. Exploring Kehinde Wiley. Making a personal response to a theme.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9</p>	<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>COVID RECOVERY</p> <p>Strong focus on consolidation of skills learnt in previous years throughout this unit of work to increase students' proficiency in drawing – gridded drawing, use of construction lines and tone application.</p>	<p>Arts award artists and skill building</p> <p>Part B- Virtual Arts visit for Arts award.</p> <p>Part C- Research own artist (homework task)</p> <p>Part D- Share an Arts skill.</p> <p>Skill development lined to food-own response to Cath Riley.</p> <p>Reflection for part A.</p> <p>COVID RECOVERY</p> <p>Students are more involved in the learning process through increased Afl opportunities with an aim of improving students' performance in Art – Students become more confident and know what they are expected to learn and to what standard.</p> <p>Embedded skills from Autumn 1 help students to consolidate their learning.</p>	<p>Continuing to develop skills inspired by artists, creating transcriptions and own work. Looking at Joel Penkman and Georgina Luck, combining pen drawing and expressive elements.</p> <p>Gathering and presenting evidence for arts award portfolio</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 Sarah Graham, developing skills in the application of colour</p> <p>Completing arts award and moderation.</p> <p>Continuing to develop skills inspired by artists, creating transcriptions and own work. Looking at Joel Penkman and Georgina Luck, combining pen drawing and expressive elements.</p>	<p>Planning outcome</p> <p>Starting a project and mind map a theme.</p> <p>Gather visual research, mood boards and own photographs. Select 2 artists to inspire a creative response (introducing more artists to inspire personal responses.</p> <p>Designing personal responses to a personal theme.</p> <p>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.</p> <p>Selecting appropriate media, techniques and processes.</p>

<p style="text-align: center;">Year 10</p>	<p>Fragments- ideas and drawing</p> <p>Starting to develop theme. PEOPLE, PLACES, NATURE or OBJECTS. Mood board, mind map. Observational drawing using gridding from a photograph. Exploring the range of formal elements to create an effective drawing using pencil. Expressive drawing AO1- developing ideas. A03- recording.</p> <p>COVID RECOVERY Strong focus on consolidation of skills learnt in Y9 throughout this unit of work to increase students' proficiency in drawing.</p> <p>SOW adapted to ensure students are supported in developing their projects. Instructional scaffolding implemented at this stage to increase students' confidence.</p> <p>Introductory project used to identify any gaps in students' knowledge and skills.</p>	<p>Fragments- EXPLORING WORK OF OTHERS</p> <p>Artist 1 research, Artist 1 transcription. Artist 2 research Artist 2 transcription.</p> <p>A01- Developing ideas through looking at the work of others and A02 experimenting,</p> <p>COVID RECOVERY</p> <p>Drop in sessions at lunch time and after school put in place to support students outside lessons.</p> <p>Students are more involved in the learning process through increased Afl opportunities with an aim of improving students' performance in Art – Students become more confident and know what they are expected to learn and to what standard.</p>	<p>Fragments- DEVELOPING IDEAS</p> <p>Taking photographs to explore theme. Linked to work so far. Design idea 1- presenting a mini outcome.</p>	<p>Fragments- Developing ideas</p> <p>Design idea 2- presenting a mini outcome. Dirt lessons- refine and improve work.</p>	<p>Fragments-</p> <p>Development review. Planning for final outcome Gathering more sources, Media experiments.</p>	<p>Fragments.</p> <p>Creating final outcome for mock exam in response to brief.</p>
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Year 11	<p>UNIT 1- Developing theme further</p> <p>Using the artists studied to develop design ideas, 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>Development review Design idea 1. Design idea 2. Photographs for recording and to support design ideas.</p> <p>COVID RECOVERY</p> <p>Component 2 removed to allow for sufficient time for students' portfolio work.</p>	<p>UNIT 1- Present a personal response</p> <p>Final design ideas. Responding to feedback Refinement of work. Using evaluation to improve. Workshop drawing activities. MOCK EXAM- outcome create in 5 hours to show resolution of theme.</p> <p>COVID RECOVERY</p> <p>Refinement and development of Portfolio</p> <p>Intervention at lunch time and after school put in place to support students.</p>	<p>UNIT 1 – Refinement and development of portfolio</p> <p>Responding to teacher's feedback to improve work</p>	<p>UNIT 1 – Refinement and development of portfolio</p> <p>Responding to teacher's feedback to improve work</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>Digital Portfolio to be created and submitted for moderation</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 Photography	Skill and knowledge building	Photo Homage mini project	Weird and wonderful mini project	Personal investigation (A2 60%)	Personal investigation (A2 60%)	Personal investigation (A3 60%)
	<p>Developing understanding of practical photography skills. Aperture, Shutter speed, DOF, ISO, Exposure, Focus, composition, visual elements.</p> <p>Developing contextual understanding across a wide range of genres: Fine Art, surveillance, landscape, urban, fashion, family narrative, still life, portrait, documentary.</p>	<p>Completing a mini unit of work on the theme 'photo homage' Practical application of skills and knowledge from AUT1. Development of photoshop knowledge, techniques and processes to communicate ideas in response to a photographer of the students' choice.</p>	<p>Responding to a theme to develop a body of practical work that covers all 4 of the assessment outcomes below. 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>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</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>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>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	Developing skills	Mini project- digital takeover	Portrait painting unit	Personal investigation.	Personal investigation.	Personal investigation
	<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 and experimentation.</p> <p>Art history content once a week A01 and prep for personal investigation.</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>Art history content once a week A01 and prep for personal investigation.</p>	<p>Workshops exploring painting skills, building on the digital takeover project to create a personal meaningful response in paint.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p> <p>Art history content once a week A01 and prep for 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. Include portrait workshops and acrylic painting.</p> <p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</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 100%)</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>COVID RECOVERY</p> <p>Component 2 removed to allow for sufficient time for students' portfolio work.</p> <p>Action plans implemented and reviewed weekly with an aim to provide students with detailed, meaningful feedback.</p> <p>Feedback provided on MS teams</p> <p>Timetable for studio time created for students' independent work.</p>	<p>Personal investigation (A2 100%)</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>COVID RECOVERY</p> <p>Component 2 removed to allow for sufficient time for students' portfolio work.</p> <p>Action plans implemented and reviewed weekly with an aim to provide students with detailed feedback.</p> <p>Feedback provided on MS teams</p> <p>Timetable for studio time created for students' independent work.</p>	<p>UNIT 1 – Refinement and development of portfolio</p> <p>Responding to teacher's feedback to improve work AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>UNIT 1 – Refinement and development of portfolio</p> <p>Responding to teacher's feedback to improve work AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	<p>UNIT 1 – Refinement and development of portfolio</p> <p>Responding to teacher's feedback to improve work AO1- develop ideas AO2- Experiment with techniques and processes. AO3- Record ideas AO4- present a personal meaningful response.</p>	
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