**The Nottingham Emmanuel School – *Subject* Curriculum Map (2022-2023)**

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| Intent statement | | | The Art and Photography department SOWs’ and resources ensure that all students at NES are able to access and experience a curriculum that is diverse, broad and balanced, relevant and adapted to each student’s learning needs. Learning through and about Art enriches the experience of studying while at school as well as preparing students for life after school. Art encourages self-expression and creativity and can build confidence as well as a sense of individual identity. | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students by researching artists and art movements from different contexts and backgrounds. The diversity within the Art and Photography curriculum is explored by:   * Learning about LGBTQ+ artists such as David Hockney, Frida Khalo and Francis Bacon. * Learning about artists with mental and physical disabilities such as Chuck Close and Vincent Van Gogh. * Learning about black artists such as TS Abe, Kara Walker, Jean-Michel Basquiat and Kehinde Wiley and the Black Lives Matter movement. * Learning about different cultures through exploring African’s Adrinka patterns and Gaudi’s architecture. | | | | | | |
|  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 7 | Title and objectives | **Everyday objects drawing skills** | **Everyday objects drawing skills** | **Landscape** | **Landscape** | **Land Art** | **Land Art** |
| Core knowledge and skills | * 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. | * 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. | * 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. | * Creating a personal response to a landscape using mixed media techniques. * Exploring marking, colour theory, perspective, and composition. | * Using the formal elements to create a response to Land Art stimulus. * Critical analysis of artists’ work. | * Use a range of formal elements to create artwork inspired by Andy Goldsworthy and Richard Long. * Develop understanding of the formal elements. * Communicate ideas. |
| Drawing skills:   * Proportion * construction lines * reference points * tone. | Drawing skills:   * tone application * Creating form through the use of a good tonal range * Creating texture. | Drawing and Painting skills   * Mark making techniques. * Colour mixing and application skills. | Drawing and Painting skills.   * Mark making techniques. * Colour mixing and application skills. | Drawing skills  3D – Sculpture skills | Mixed media/ 3D |
| Covid recovery | Baseline assessment completed to allow to identify gaps in knowledge and skills.  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.  More scaffolded learning implemented in lessons in order to increase students’ confidence in developing drawing skills – gridded drawings and application of tone.  Adapted worksheets with broken down tasks – step by step instructions.  . | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |
| Year 8 | Title and objectives | **Portraiture** | **Portraiture** | **Coral** | **Coral** | **Cultural pattern project** | **Expressing ideas BLM** |
| Core knowledge and skills | * 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. | 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. | Looking at composition, pattern and colour through the work of Yellena James and Michelle Morin. Linking to surface pattern design. | Creating a clay sculpture inspired by Diane Lublinski Heather Knight | Printing with repeat patterns  Symbolism in art –Adrinka patterns, use of colour, patterns from different cultures. Looking at pattern arrangements and motif design. | Looking at contemporary black artists .including those that draw upon diverse pattern. Exploring Kehinde Wiley.  Making a personal response to a theme. |
| Drawing Skills – Gridded drawing and tone. | Drawing and collage skills | 2D and 3D Skills | Sculpture skills | Painting skills | Analysis and Response  Collage and painting skills |
| Covid recovery | Baseline assessment completed to allow to identify gaps in knowledge and skills.  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.  Strong focus on consolidation of skills learnt in Y7 throughout this unit of work to increase students’ proficiency in drawing.  More scaffolded learning implemented in lessons in order to increase students’ confidence in developing their drawing skills.  Adapted worksheets with broken down tasks – step by step instructions. | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |
| Year 9 | Title and objectives | **Drawing skills** | **Drawing skills** | **Pop Art** | **Still Life** | **Word Art/Typography** | **Word Art/Typography** |
| Core knowledge and  skills | **Artists studied:** Cath Riley | **Artists studied:** Georgina Luck | **Artists studied:**  Roy Lichtenstein  Andy Warhol | **Artists studied:**  Roy Lichtenstein  Andy Warhol | **Artists studied:**  Charles Demuth  Tariq Sheshani | **Artists studied:**  Charles Demuth  Tariq Sheshani |
| **Outcomes:** Pencil drawing | **Outcomes:** Mixed media – Watercolour and pen drawing. | **Outcomes:** Mixed media/ Posca/paint pens | **Outcomes:** Mixed media/ Posca/paint pens | **Outcomes:** Drawing skills  Annotation  Research and analysis | **Outcomes:** Drawing skills  Annotation  Research and analysis |
| Covid recovery | 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. | 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.  Embedded skills from Autumn 1 help students to consolidate their learning. | Enabling students to develop fine motor skills.  Sequence lessons’ structure to support progress in relation to the Teaching and Learning Framework. | | Focus on consolidating the use of Tier 2 and Tier 3 language.  Implementation of reading strategies to support artist analysis and research. | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams.  Homework task will be used to support the research of careers within Art.  Artist Workshop | | | | | |
| Year 10 | Title and objectives | **Fragments- ideas and drawing** | **Fragments- Exploring the work of others** | **Fragments- Developing ideas** | **Fragments- Developing ideas** | **Fragments - Experimentation** | **Fragments – Final Outcome** |
| Core knowledge | 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. | Students to research and select own artists. Students will be given a range of artists as a suggestion for their research, however they can select any artist which is suitable for their own project.  **Artists that will be introduced to students:**  Jenny Saville, Kehinde Wiley, Vincent Van Gogh, Cath Riley, Georgina Luck, Paula Rego, Andy Warhol, Michael Craig Martin, Patrick Caulfield, Josh Bryan, Michael Landy, David Hockney, Picasso, Lucien Freud, Matisse, Mondrian, Carl Beazley, Hannah Hoch, Lucien Freud, Nick Lepard, Mark Powell, Frida Kahlo, Kara Walker, Chuck Close, Shepard Fairey, Albrecht Durer, Stephen Conroy, Lisa Milroy, Wayne Thiebaud, Sarah Graham, amongst other suitable artists selected for individual students.  Artist 1 research,  Artist 1 transcription.  Artist 2 research  Artist 2 transcription.  A01- Developing ideas through looking at the work of others and A02 experimenting, | Taking photographs to explore theme. Linked to work so far.  Design idea 1- presenting a mini outcome. | Design idea 2- presenting a mini outcome.  Dirt lessons- refine and improve work. | Development review.  Planning for final outcome  Gathering more sources,  Media experiments. | Creating final outcome for mock exam in response to brief. |
| Skills | Understanding the structure of a GCSE Art Portfolio  Develop ideas from different sources  Drawing and Painting skills  Analysing and responding to artists and art movements  Presenting work | | | | | |
| Covid recovery | Planning appropriate in class workshops and allocating time to develop practical skills and application of media. | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams.  Workshop delivered by a practising Artist/Photographer/Designer. | | | | | |
| Year 11 | Title and objectives | **UNIT 1- Developing theme further**  **60% of the final grade** | **UNIT 1- Present a personal response**  **60% of the final grade** | **UNIT 2 – Externally set assignment**  **40% of the final grade** | **UNIT 2 – Externally set assignment**  **40% of the final grade** | **UNIT 2 – Externally set assignment**  **40% of the final grade** | **UNIT 2 – Externally set assignment**  **40% of the final grade** |
| Core knowledge | 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.  Development review  Design idea 1.  Design idea 2.  Photographs for recording and to support design ideas. | Final design ideas.  Responding to feedback  Refinement of work.  Using evaluation to improve.  Workshop drawing activities.  MOCK EXAM- Outcome to be created in 5 hours to show resolution of theme. | Develop a unit of work in response to the externally set assignment.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | Develop a unit of work in response to the externally set assignment.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | Responding to teacher’s feedback to improve work  Final Exam – 10h exam to work on a final outcome  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | Submission of work for moderation. |
| Skills | Drawing and Painting skills  Analysing and responding to artists  Presenting work | Drawing and Painting skills  Analysing and responding to artists  Presenting work | Drawing and Painting skills  Analysing and responding to artists  Presenting work | Drawing and Painting skills  Analysing and responding to artists  Presenting work | Drawing and Painting skills  Analysing and responding to artists  Presenting work | Drawing and Painting skills  Analysing and responding to artists  Presenting work |
| Covid recovery | Planning appropriate in class workshops and allocating time to develop practical skills and application of media. | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams.  Workshop delivered by a practising Artist/Photographer/Designer. | | | | | |
| Year 12 Photography | Title and objectives | **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%)** |
| Core knowledge | 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 and documentary. | 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. | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response |
| Skills | Digital darkroom  Photoshop skills  Digital camera - settings | Digital darkroom  Photoshop skills  Digital camera – settings  Analysing and responding to sources | Digital darkroom  Photoshop skills  Digital camera – settings  Analysing and responding to sources  Presenting work – digital portfolio | Digital darkroom  Photoshop skills  Digital camera – settings  Analysing and responding to sources  Presenting work – digital portfolio | Digital darkroom  Photoshop skills  Digital camera – settings  Analysing and responding to sources  Presenting work – digital portfolio | Digital darkroom  Photoshop skills  Digital camera – settings  Analysing and responding to sources  Presenting work – digital portfolio |
| Covid recovery | Planning appropriate in class workshops and allocating time to develop practical skills and application of media. | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |
| Year 12 Art | Title and objectives | **Developing skills** | **Mini project- digital takeover** | **Portrait painting unit** | **Personal investigation.** | **Personal investigation.** | **Personal investigation.** |
| Core knowledge | 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.  **Art history content once a week A01 and prep for personal investigation.** | Students undertake a mini project covering all of the assessment objectives.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response.  **Art history content once a week A01 and prep for personal investigation.** | Workshops exploring painting skills, building on the digital takeover project to create a personal meaningful response in paint.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response.  **Art history content once a week A01 and prep for personal investigation.** | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. |
| Skills | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. |
| Covid recovery | Planning appropriate in class workshops and allocating time to develop practical skills and application of media. | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |
| Year 13 Photography | Title and objectives | **Personal investigation (A2 60%)** | **Personal investigation (A2 60%)** | **UNIT 1 – Refinement and development of portfolio**  **Unit 2 –Externally set assignment** | **Unit 2 –Externally set assignment**  **40% of the final grade** | **Unit 2 –Externally set assignment**  **40% of the final grade** | **Unit 1- personal portfolio 60%**  **Unit 2 –Externally set assignment**  **40%** |
| Core knowledge | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response.  Unit 2 –Developing Ideas | **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. | **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. | Submission of work for moderation. |
| Skills | Develop ideas  Analyse and respond to the work of others  Present | Develop ideas  Analyse and respond to the work of others  Present | Develop ideas  Analyse and respond to the work of others  Present | Develop ideas  Analyse and respond to the work of others  Present | Develop ideas  Analyse and respond to the work of others  Present | Develop ideas  Analyse and respond to the work of others  Present |
| Covid recovery |  | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |
| Year 13 Art | Title and objectives | **Personal investigation (A2 60%)** | **Personal investigation (A2 60%)** | **Unit 2 –Externally set assignment**  **40% of the final grade** | **Unit 2 –Externally set assignment**  **40% of the final grade** | **Unit 2 –Externally set assignment**  **40% of the final grade** | **Unit 1- personal portfolio 60%**  **Unit 2 –Externally set assignment**  **40%** |
| Core knowledge | 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.  AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | AO1- develop ideas  AO2- Experiment with techniques and processes.  AO3- Record ideas  AO4- present a personal meaningful response. | Submission of work for moderation. |
| Skills | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. | Drawing and Painting skills.  Analysis and response to artists and art movements.  Art in Context.  Presenting work.  Annotation skills. |
| Covid recovery |  | | | | | |
| Careers | Each term we will share through Teams platform a video/interview that links to careers.  Students will be able to share their thoughts and ideas through the conversation on Teams. | | | | | |