



St Mary's CE High School Curriculum Map 23-24

Year 11 BTEC Art

The Art department aims to promote an awareness of the visual language as a means of communication. With this, students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
CONTENT <i>Declarative Knowledge – ‘Know What’</i>	Communicating Ideas in 2D ‘Urban Art’ Explore 2D visual language and working practices. Investigate 2D artists, craftspeople and designers. Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices. Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.	Communicating Ideas in 2D ‘Urban Art’ Explore 2D visual language and working practices. Investigate 2D artists, craftspeople and designers. Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices. Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.	Communicating Ideas in 2D ‘Urban Art’ Explore 2D visual language and working practices. Investigate 2D artists, craftspeople and designers. Apply 2D visual language using materials, equipment and techniques, observing and recording safe working practices. Apply 2D visual language, selecting and using a diverse range of materials, equipment and techniques effectively and with consistency.	Communicating Ideas in 3D ‘Urban Art’ How 3D visual language is used in different ways in 3D disciplines. How to use 3D making processes and techniques. Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media. Experimenting with different 3D making techniques and processes. Practising sketching out design ideas. Creating	Communicating Ideas in 3D How 3D visual language is used in different ways in 3D disciplines. How to use 3D making processes and techniques. Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media. Experimenting with different 3D making techniques and processes. Practising sketching out design ideas. Creating	Communicating Ideas in 3D How 3D visual language is used in different ways in 3D disciplines. How to use 3D making processes and techniques. Exploring how elements are created, modified and refined, e.g combining 3D formal elements and media. Experimenting with different 3D making techniques and processes. Practising sketching out design ideas.



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	<p>Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively. Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.</p> <p>Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.</p> <p>Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.</p> <p>Select and present examples of work by at</p>	<p>Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively. Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.</p> <p>Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.</p> <p>Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.</p> <p>Select and present examples of work by at</p>	<p>Apply 2D visual language, combining and using a diverse range of materials, equipment and techniques, creatively and imaginatively. Describe four of the skills and associated materials, techniques and processes required by practitioners working in 2D.</p> <p>Select and present effective investigations into a diverse range of 2D practitioners, explaining how they communicate their ideas.</p> <p>Select and present in-depth investigations into a diverse range of 2D practitioners, analysing how they communicate their ideas.</p> <p>Select and present examples of work by at</p>	<p>experimental 3D test pieces, trials, maquettes. Discussing and reviewing exploratory work using different 3D media in response to investigating constructing or modelling. Finding ways of assembling and joining in response to exploring the properties of materials in given tasks. Combining 3D materials or processes such as using two different 3D disciplines in experimental making. Using combinations of 3D formal elements in Experimental pieces</p>	<p>experimental 3D test pieces, trials, maquettes. Discussing and reviewing exploratory work using different 3D media in response to investigating constructing or modelling. Finding ways of assembling and joining in response to exploring the properties of materials in given tasks. Combining 3D materials or processes such as using two different 3D disciplines in experimental making. Using combinations of 3D formal elements in Experimental pieces</p>	<p>Creating experimental 3D test pieces, trials, maquettes. Discussing and reviewing exploratory work using different 3D media in response to investigating constructing or modelling. Finding ways of assembling and joining in response to exploring the properties of materials in given tasks. Combining 3D materials or processes such as using two different 3D disciplines in experimental making. Using combinations of 3D formal elements in Experimental</p>
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	<p>least four 2D professional practitioners, illustrating their different approaches. Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices. Identify how artists, craftspeople and designers communicate in 2D.</p>	<p>least four 2D professional practitioners, illustrating their different approaches. Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices. Identify how artists, craftspeople and designers communicate in 2D.</p>	<p>least four 2D professional practitioners, illustrating their different approaches. Apply 2D visual language with a limited range of materials, equipment and techniques using safe working practices. Identify how artists, craftspeople and designers communicate in 2D.</p>	<p>such as a wire model, a ceramic. Investigating and understanding the design process in given tasks. Creating sketches, roughs and maquettes in exploring the design process for given tasks. Using digital design programmes. Making annotated sketches of experimental pieces. Evaluating exploratory work. How to explore and investigate examples of 3D work by designers, artists and craftspeople. Researching different 3D specialisms. Understand the requirements of a brief through learning about.</p>	<p>such as a wire model, a ceramic. Investigating and understanding the design process in given tasks. Creating sketches, roughs and maquettes in exploring the design process for given tasks. Using digital design programmes. Making annotated sketches of experimental pieces. Evaluating exploratory work. How to explore and investigate examples of 3D work by designers, artists and craftspeople. Researching different 3D specialisms. Understand the requirements of a brief through learning about.</p>	<p>pieces such as a wire model, a ceramic. Investigating and understanding the design process in given tasks. Creating sketches, roughs and maquettes in exploring the design process for given tasks. Using digital design programmes. Making annotated sketches of experimental pieces. Evaluating exploratory work. How to explore and investigate examples of 3D work by designers, artists and craftspeople. Researching different 3D specialisms.</p>
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				How to initiate and develop ideas which might be generated through recording from a range of different sources.	How to initiate and develop ideas which might be generated through recording from a range of different sources.	Understand the requirements of a brief through learning about. How to initiate and develop ideas which might be generated through recording from a range of different sources.
Skills <i>Procedural Knowledge – ‘Know How’</i>	Practical understanding and working knowledge of 2D media and processes. Use of 2D media and applications: Paint, pencil, chalk/charcoal, ink and wash, mono print and lino printing. Multi Media and digital media – photography/ Photoshop	Practical understanding and working knowledge of 2D media and processes. Use of 2D media and applications: Paint, pencil, chalk/charcoal, ink and wash, mono print and lino printing. Multi Media and digital media – photography/ Photoshop	Practical understanding and working knowledge of 2D media and processes. Use of 2D media and applications: Paint, pencil, chalk/charcoal, ink and wash, mono print and lino printing. Multi Media and digital media – photography/ Photoshop	Practical understanding and working knowledge of 3D media and processes. Use of 3D media and applications: Clay relief, clay moulding / ceramic, paper/card construction, plaster casting, assemblage and installation art. Transcribing Annotation	Practical understanding and working knowledge of 3D media and processes. Use of 3D media and applications: Clay relief, clay moulding / ceramic, paper/card construction, plaster casting, assemblage and installation art. Transcribing Annotation	Practical understanding and working knowledge of 3D media and processes. Use of 3D media and applications: Clay relief, clay moulding / ceramic, paper/card construction, plaster casting, assemblage and installation art.



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	Stencilling – using a carving knife and spray paint application Transcribing Annotation	Stencilling using a knife and spray paint Transcribing Annotation	Stencilling using a knife and spray paint Transcribing Annotation	Photography	Photography	Transcribing Annotation Photography
Key Questions	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>	<p>What is my current attainment target?</p> <p>How can I improve my artwork?</p> <p>How can I achieve my target grade?</p> <p>What do I need to do in order to refine my skills further?</p> <p>What do I have to do to master this process or skill?</p> <p>Have you completed the brief?</p> <p>Is your final piece fit for purpose?</p>
Assessment	Unit 3 assessment	Unit 3 assessment	Unit 3 assessment	Unit 1 assessment	Unit 1 assessment	Unit 1 assessment



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	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment	Concluding piece of work Weekly 1-2-1 feedback Yellow sticker assessment
Extended Learning /Extension Activities	<ul style="list-style-type: none"> • Digital Art project • Art Investigation – extra credit • More in depth pieces of work on a larger scale • Exploring more complicated media • Gallery and Exhibition visits 					
Galleries and Museums	<ul style="list-style-type: none"> • Tate Britain http://www.tate.org.uk/visit/tate-britain • • Tate Modern http://www.tate.org.uk/visit/tate-modern • • The National Gallery http://www.nationalgallery.org.uk/ • • The National Portrait Gallery http://www.npg.org.uk/ • • The Victoria and Albert Museum http://www.vam.ac.uk/ • • The British Museum http://www.britishmuseum.org/ • • The Design Museum http://designmuseum.org/ • • The Natural History Museum http://www.nhm.ac.uk/ • • The Science Museum http://www.sciencemuseum.org.uk/ • 					



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	<ul style="list-style-type: none">• The Wallace Collection http://www.wallacecollection.org/
The Super Curriculum	<ul style="list-style-type: none">• There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities.• Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.• Visits to galleries allow students to experience real life artwork; observing and connecting with the artists' messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.• Students are encouraged to engage with monthly art magazine subscriptions to allow them insight into the current art world around them.• Students are expected to keep an A5 art journal to document their own connection to the visual art world around them – this will feed into their own projects of work.