



## Curriculum Map 2024 25

### Subject: Year 13 Art & Design

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
<b>CONTENT</b>  <i>Declarative Knowledge – ‘Know What’</i>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>	<p>Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.</p> <p>Each component aims to develop students’ ability to generate and develop ideas for their practical work and to build contextual understanding, from either a selfselected or teacher–negotiated focus. Students will be required to:</p>



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<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>	<ul style="list-style-type: none"> <li>● painting and drawing</li> <li>● printmaking</li> <li>● sculpture</li> <li>● lens-based image making.</li> </ul> <p>Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art.</p>
<p><b>Key Questions</b></p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p> <p>How will I explore and select appropriate</p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p> <p>How will I explore and select</p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p> <p>How will I explore and select</p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p> <p>How will I explore and select</p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p> <p>How will I explore and select</p>	<p>How will I develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding?</p>



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	<p>resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>	<p>appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>	<p>appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>	<p>appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>	<p>appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>	<p>How will I explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops?</p> <p>Have I recorded ideas, observations and insights relevant to intentions, reflecting critically on work and progress?</p> <p>Have I presented a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements?</p>
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<b>Assessment</b>	Weekly 1-2-1 yellow sticker feedback project assessment Concluding piece of work assessment	Weekly 1-2-1 yellow sticker feedback  Concluding piece of work – larger scale  Mixed Media piece	Weekly 1-2-1 yellow sticker feedback  Mock Exam Concluding piece of work	Weekly 1-2-1 yellow sticker feedback  Concluding piece of work  Writing piece – 1000+	Weekly 1-2-1 yellow sticker feedback  Concluding piece of work	Weekly 1-2-1 yellow sticker feedback  Concluding piece of work assessment  Component 2
Extended Learning /Extension Activities	<ul style="list-style-type: none"> <li>• Digital Art project</li> <li>• Art Investigation – extra credit</li> <li>• More in depth pieces of work on a larger scale</li> <li>• Exploring more complicated media</li> <li>• Gallery and Exhibition visits</li> </ul>					
Galleries and Museums	<ul style="list-style-type: none"> <li>• Tate Britain <a href="http://www.tate.org.uk/visit/tate-britain">http://www.tate.org.uk/visit/tate-britain</a></li> <li>• Tate Modern <a href="http://www.tate.org.uk/visit/tate-modern">http://www.tate.org.uk/visit/tate-modern</a></li> <li>• The National Gallery <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a></li> <li>• The National Portrait Gallery <a href="http://www.npg.org.uk/">http://www.npg.org.uk/</a></li> <li>• The Victoria and Albert Museum <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></li> <li>• The British Museum <a href="http://www.britishmuseum.org/">http://www.britishmuseum.org/</a></li> <li>• The Design Museum <a href="http://designmuseum.org/">http://designmuseum.org/</a></li> <li>• The Natural History Museum <a href="http://www.nhm.ac.uk/">http://www.nhm.ac.uk/</a></li> <li>• The Science Museum <a href="http://www.sciencemuseum.org.uk/">http://www.sciencemuseum.org.uk/</a></li> <li>• The Wallace Collection <a href="http://www.wallacecollection.org/">http://www.wallacecollection.org/</a></li> </ul>					
The Super Curriculum	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them.</li> </ul>					



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- 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.