

## Curriculum Mapping in the Department of Art and Design

|                       | Year 7   | Year 8  | Year 9  | Year 10   | Year 11  |
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| <b>Art and Design</b> | <p><b>Topic: The Formal elements</b></p> <p><b>Knowledge:</b><br/>To know what the formal elements of Art and Design are.</p> <p>To know the names of different shading styles</p> <p>To understand basic colour theory of the colour wheel.</p> <p><b>Skills:</b><br/>To develop skills in the use of various media as you make recordings of different insects.</p> <p>To be able to examine and analyse the work of various artist that have created work around the theme of insects.</p> <p>To be able to interpret the style of other artists work and apply this to your own ideas.</p> <p>To develop your design skills and creative use of composition, pattern, text, colour, image and media.</p> | <p><b>Topic: Gargoyles</b></p> <p><b>Knowledge:</b><br/>To develop observational drawing skills and exploring mark making.</p> <p>To develop strong design skills and be able to make reference to your research and initial drawings.</p> <p>To explore cardboard construction techniques and be able to manipulate materials to achieve your intentions.</p> <p>To explore surface decoration techniques.</p> <p>To be able to modify and refine your own work as it progresses.</p> <p><b>Skills</b><br/>To understand how and why gargoyles are an architectural feature.</p> <p>To know how to use the glue gun and a craft knife safety for modelling purposes.</p> | <p><b>Topic: Skills workshops- Architecture</b></p> <p><b>Knowledge:</b><br/>To understand what is meant by the term architecture.</p> <p>To develop your understanding of what is meant by the terms value/tone and form.</p> <p>To gain an understanding of the work of various contemporary artists who are inspired by architecture.</p> <p><b>Skills:</b><br/>To explore the visual qualities of pencil and be able to create a tonal range with it.</p> <p>To develop an understanding of how to show form through the use of tone/value.</p> <p>To develop observational drawing skills.</p> <p>To explore the visual qualities of watercolour paint and be able to use it in different ways.</p> <p>To develop an understanding of how to combine various materials for visual effect.</p> <p>To develop 3D modelling skills.<br/>To be able to use modelling tools safely.</p> | <p><b>Topic: Architecture</b></p> <p><b>Knowledge</b><br/>To understand what is meant by the term architecture.</p> <p>To understand the mixed media techniques used by Artists Ian Murphy and Lucy Jones.</p> <p>To consider how architects use decorative features such as stained-glass windows, mosaic and gargoyles.</p> <p><b>Skills</b><br/>To develop strong observational drawing skills and be able to create tonal range in your drawings.</p> <p>To develops skills in the use of mixed media.</p> <p>To develop skills in 3D modelling and modelling materials.</p> <p><b>Topic : Identity</b></p> <p><b>Knowledge:</b><br/>Consider contemporary portraiture and be introduced to the work of various contemporary artist.</p> <p>To know how to develop creative ideas and take inspiration from others.</p> | <p><b>Topic: Externally set task</b></p> <p><b>Knowledge:</b><br/>To know how to develop ideas and take inspiration from the work of others.</p> <p>To understand the design process when develop ideas towards a final outcome.</p> <p>To know how to research themes and artists to help develop ideas towards their own work.</p> <p><b>Skills:</b><br/>To be able to record ideas through drawing and photography.</p> <p>To develop skills in independent learning and be able to create work independently.</p> <p>To develop skills in the exploration of appropriate media and techniques for a given theme.</p> <p>To be able to create an original response to a given theme or brief</p> <p>To be able to work to a set timescale and deadline.</p> |

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|                              |  |   |  | <p>To know how to use a grid to aid accuracy in drawing.</p> <p>To understand what is meant by the term portraiture.</p> <p><b>Skills:</b><br/>To develop strong observational drawings skills.</p> <p>To develop skills in the use of various media.</p> <p>To develop the ability to develop conceptual ideas inspired by the work of others.</p> <p>To develop skills in portraiture.</p> |  |
| <b>Cross Curricular Link</b> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation<br/><b>History:</b> history of gargoyles</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   |
| <b>Textiles</b>              | <p><b>Topic:</b> Natural forms</p> <p><b>Knowledge:</b><br/>To consider the visual qualities of natural forms.</p> <p>To know about the work of various artists inspired by natural forms.</p> <p>To know how to use tone and composition when creating a drawing.</p> <p>To know about different printing</p> <p><b>Skills:</b><br/>To develop skills in observational drawing.</p> | <p><b>Topic:</b> Under the Microscope</p> <p><b>Knowledge:</b><br/>To know how the formal elements translate into Textiles.</p> <p>To know which techniques work well and how to do them with accuracy</p> <p>To consider how various artists have used the theme Under the Microscope.</p> <p><b>Skills:</b><br/>To be able to create observational drawings to inspire your Textiles.</p> | <p><b>Topic:</b> Recycled materials</p> <p><b>Knowledge:</b><br/>To understand what is meant by re-useable materials.</p> <p>To develop an understanding of experimental textiles</p> <p>To gain an understanding of the work of various contemporary artists who are inspired by recycling and combining re-useable materials.</p> <p>Develop an understanding of how to use new processes and equipment.</p> | <p><b>Topic:</b> Under the Sea/<br/>Independent project</p> <p><b>Knowledge:</b><br/>To understand how to develop ideas in reference to the designers they have studied and the sources they have collected.</p> <p>To know about different textile techniques and processes which work well for the theme.</p> <p>Develop an understanding of how to use new processes and equipment.</p>   | <p><b>Topic:</b> Externally set task</p> <p><b>Knowledge:</b><br/>To know how to develop ideas and take inspiration from the work of others.</p> <p>To understand the design process when develop ideas towards a final outcome.</p> <p>To know how to research themes and artists to help develop ideas towards their own work.</p> <p><b>Skills:</b><br/>To be able to record ideas through drawing and photography.</p> |

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|                              | <p>To be able to use a range of printing techniques including relief printing and heat transfer.</p> <p>To be able to set up a sewing machine safely and use with accuracy.</p>   | <p>To experiment with techniques to create samples based on your drawings.</p> <p>To select appropriate techniques</p> <p>Be able to adapt and combine materials and processes.</p> <p>Present a skilful and personal final piece.</p> <p>Be able to set up a sewing machine and use with accuracy.</p>       | <p><b>Skills:</b><br/>To experiment with techniques to create textile samples.</p> <p>To work safely with textile equipment</p> <p>Explore the way different artists use and combine re-usable materials.</p> <p>Be able to combine materials for visual effect.</p>   | <p>To develop the confidence to present work in a more stylized way</p> <p><b>Skills:</b><br/>To explore the work of various textile and fashion designers and produce responses to their work.</p> <p>Experiment with a range of techniques and process</p> <p>Observe imagery to produce a series of studies using mixed media.</p> <p>Be able to create an original and informed response that reflects the theme and the style of the artists they have studied.</p> | <p>To develop skills in independent learning and be able to create work independently.</p> <p>To develop skills in the exploration of appropriate media and techniques for a given theme.</p> <p>To be able to create an original response to a given theme or brief</p> <p>To be able to work to a set timescale and deadline.</p> |
| <b>Cross Curricular Link</b> | <p><b>Science.</b><br/>How natural forms are created.<br/>Chemical reactions of dye</p> <p><b>Maths</b><br/>Proportion and scale</p> <p><b>Literacy</b><br/>Key words throughout project</p>  | <p><b>Maths</b><br/>Proportion and scale</p> <p><b>Literacy</b><br/>Key words throughout project</p>  | <p><b>SMSC</b><br/>Sustainability and recycling</p> <p><b>Maths</b><br/>Proportion and scale</p> <p><b>Literacy</b><br/>Key words throughout project</p>   | <p><b>SMSC</b><br/>Appreciating the work of others/ cultures</p> <p><b>Science</b><br/>Combining materials and processes</p> <p><b>Maths</b><br/>Proportion and scale</p> <p><b>Literacy</b><br/>Key words throughout project</p>  | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units</p> <p><b>English:</b> spelling, grammar, punctuation.</p>  |
| <b>Graphic Design</b>        | <p><b>Topic: Visual Identity</b></p> <p><b>Knowledge:</b><br/>Be able to show an understanding of pop culture from a specific era.</p> <p>To know what the pop art movement was and it's connection to popular culture.</p> <p>Be able to draw reference to a range of pop artists within a design.</p> | <p><b>Topic: Illustration</b></p> <p><b>Knowledge:</b><br/>To explore the theme of illustration, looking at a range of illustrators.</p> <p>To understand the term 'composition' and techniques to create the best outcomes.</p> <p>To know how to navigate around computer software to develop a design.</p> | <p><b>Topic: Magazine Cover Design</b></p> <p><b>Knowledge:</b><br/>To understand what is meant by full bleed, partial bleed &amp; open space layouts.</p> <p>To develop your understanding of selecting appropriate typefaces &amp; fonts.</p> <p>To gain an understanding of colour theory &amp; palette design.</p> | <p><b>Topic: Openings/Vinyl Record Sleeve Design</b></p> <p><b>Knowledge:</b><br/>To understand the style and process of an artists work.</p> <p>To develop your understanding of selecting appropriate typefaces &amp; fonts.</p> <p>To gain an understanding of colour theory &amp; palette design.</p>  | <p><b>Topic: Externally set task</b></p> <p><b>Knowledge:</b><br/>To know how to develop ideas and take inspiration from the work of others.</p> <p>To understand the design process when develop ideas towards a final outcome.</p> <p>To know how to research themes and artists to help</p>                                      |

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|                                     | <p>To develop your knowledge of graphics software to manipulate a design, in order to create a final outcome.</p> <p><b>Skills:</b><br/>Be able to incorporate elements of pop culture within a design.</p> <p>To be able to examine and analyse the work of various artists that have created work inspired by popular culture.</p> <p>To be able to interpret the style of other artists work and apply this to your own ideas.</p> <p>To develop your design skills and creative use of graphics, pattern, text, colour, image and media.</p> | <p><b>Skills:</b><br/>To be able to examine the work of various illustrators that have created digital illustrations.</p> <p>Be able to analyse some illustrations using content/form/process and mood.</p> <p>Be able to independently select suitable camera settings to take a series of pictures.</p> <p>To be able to interpret the style of other artists work and apply this to your own ideas.</p> <p>To develop tonal skills when using pencil as you create an initial design idea.</p> <p>To develop your design skills and creative use of software, composition, tone, text, colour, image and media.</p> <p>To develop your skills in manipulating digital media brushes to add texture.</p> <p>To organise your composition using layers.</p> | <p><b>Skills:</b><br/>To explore magazine layout styles from a range of artists.</p> <p>To develop an understanding of how to use graphic software to digitally manipulate images.</p> <p>To experiment with typography to create different outcomes.</p> <p>To experiment with layout to create different outcomes.</p> <p>To develop an understanding of how to construct a design while learning a range of skills.</p> <p>To be able to develop and refine a design to create a final outcome.</p> | <p>To gain an understanding of image resolution.</p> <p>To understand the difference between vector and raster graphics.</p> <p>To understand the importance of colour theory in branding.</p> <p><b>Skills:</b><br/>To develop observational drawing skills.</p> <p>To develop an understanding of how to use graphic software to digitally manipulate images.</p> <p>To experiment with typography to create different outcomes.</p> <p>To be able to utilise pathfinder tools to combine, extract and cut out vector graphics.</p> <p>To be able to use digital drawing tools to develop an initial idea.</p> <p>To be able influenced by a theme or location and be able to create inspired design ideas.</p> <p>To be able to develop and refine a design to create a final outcome.</p> <p>To develop your design skills and creative use of graphics, pattern, text, colour, image and media.</p> | <p>develop ideas towards their own work.</p> <p><b>Skills:</b><br/>To be able to record ideas through drawing and photography.</p> <p>To develop skills in independent learning and be able to create work independently.</p> <p>To develop skills in the exploration of appropriate media and techniques for a given theme.</p> <p>To be able to create an original response to a given theme or brief</p> <p>To be able to work to a set timescale and deadline.</p> |
| <p><b>Cross Curricular Link</b></p> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/><b>English:</b> spelling, grammar, punctuation</p>   |

# Photography

## Topic: Diversity

### Knowledge

To think about how photographers create images that communicate a message

To understand what is meant by the term diversity

To consider how we develop and explore ideas in photography

### Skills

To be able to use a digital camera.  
To understand how to transfer images from a camera to photo editing software.

To be able to crop an image.

To be able to add text to an image

To be able to create your own original images through the medium of photography.

To be able to create an image that communicates a message.

To be able to recreate the style/techniques of given photographer.

## Topic: Sense of place

### Knowledge

To understand about the genres of street, landscape and travel photography

To know how to take inspiration from the work of other photographers

To know how to develop ideas in response to a given theme.

To consider how photographers capture the "sense" of a place.

### Skills

To develop skills in taking photographs with strong composition.

To develop skills in the use of Photo editing software.

To be able to use the camera settings in order to achieve various effects.

## Topic: Person of Interest

### Skills

To be able to explore ideas based on a given theme.

To develop skills in portrait, studio and fashion photography.  
To be able to take inspiration from a range of portrait photographers.

To explore mixed media within photography and be able to use a range of techniques to develop creative outcomes.

## Topic: Externally set task

### Knowledge:

To know how to develop ideas and take inspiration from the work of others.

To understand the design process when develop ideas towards a final outcome.

To know how to research themes and artists to help develop ideas towards their own work.

### Skills:

To be able to record ideas through drawing and photography.

To develop skills in independent learning and be able to create work independently.

To develop skills in the exploration of appropriate media and techniques for a given theme.

To be able to create an original response to a given theme or brief

To be able to work to a set timescale and deadline.

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|                                     |   |   |   | <p><b>Knowledge</b></p> <p>To know how to use the camera settings confidently.</p> <p>To know how to use lighting within photography.</p> <p>To consider how text and image can be used to communicate a message.</p> |   |
| <p><b>Cross Curricular Link</b></p> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/> <b>English:</b> spelling, grammar, punctuation</p> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/> <b>English:</b> spelling, grammar, punctuation</p> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/> <b>English:</b> spelling, grammar, punctuation</p> | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/> <b>English:</b> spelling, grammar, punctuation<br/> <b>Geography</b><br/> Considering the landscapes and the built environment.</p>          | <p><b>Maths:</b> scale, ratio proportion, arrangement, shape, units<br/> <b>English:</b> spelling, grammar, punctuation</p> |