



KS3 and KS4 Art Curriculum Map

St. Anthony's Girls' Catholic Academy

As a department our aim is to offer a stimulating and exciting educational environment in which students of all abilities are offered a comparable range of artistic opportunities and feel comfortable to excel with their creative endeavours. We strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities throughout our curriculum. Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression.

The exam period culminates in Term 3 with a 10 hour (5 hours over 2 days) exam. Students produce their final outcome in this time based on their selected exam theme. This is conducted in the Art classrooms and subject staff supervise this time. The end of the 10 hours signifies the end of students GCSE course. The exam unit has then finished but students may add to their coursework modules until around mid-May.



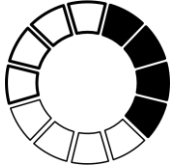
**Final Exam
10 Hours**

**Term 3 – Final Exam –
Externally Set Assignment**

The final unit of work at GCSE level is an exam component. This consists of around 7 questions or titles set by the exam board. They vary from year to year but are always very open and creative. Students pick the one title they find most interesting/accessible and produce a portfolio of work based on this theme under the guidance of staff. Exam projects start in January and run until around late April during class time.



Y11 begins with students studying the final formal elements of 'Colour and Tone'. This project can be carried out in sketchbooks or on larger boards. The theme is determined by students. The project consists of a significant amount of painting, often on a large scale. Students look at colour theory and focus on refining their skills to produce high quality outcomes in order to secure them a top grade in their coursework module.



Term 1 – The Formal Elements – Colour and Tone

**Term 2 – Exam – Externally Set
Assignment**

**YEAR
11**

In Term 3 students explore the formal element of 'Shape'. We endeavour where possible to get students out of school and explore links with the National Glass Centre to complete glass fusing and Screen printing. Again the theme is established by students and the media/skill supported by staff.



In Term 2 students produce a lino print of a subject matter determined by them. This focuses on the manipulation of the formal element 'Line' by creating marks, patterns and textures to introduce an intricate outcome. Positive and negative space are key to good compositional design and students produce a project's worth of preliminary studies in relation to their selected theme.



Term 3 – The Formal Elements – Shape

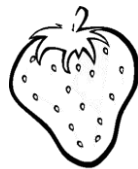
**Term 2 – The Formal Elements – Line,
Pattern/Texture and Space**

**Term 2 - Man-made
vs Nature – GCSE
Style Project**



As the project continues student move into more refined and developed work, with a focus on recording and experimenting much like that in AO2 and AO3 of the GCSE specification.

Students complete Year 9 with a 'Final Outcome' again indicative of a standard project at GCSE level linked to AO4. This final product is a culmination of ideas, contexts and material exploration and experimentation. It can be personalised to students own observations across Year 9.



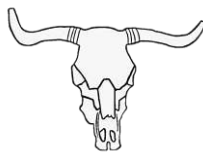
Students begin their GCSE In Fine Art looking at the topic of 'Food'. This is designed to be an introductory unit where students familiarise themselves with the setup of a larger A3 sketchbook and the demands of the exam board criteria. Students personalise their project by picking a food genre that is of interest to them.

**YEAR
10**

**Term 3 – Man-made vs Nature – GCSE
Style Project**

Term 1 – Food

In Year 9 students study an extended project, much like that followed at GCSE level, in order to prepare those students who opt for the subject later in the academic year. There are two sides to this project and students compare and contrast artists, materials and ideas linked to Man-made objects and Nature. In this term students focus on developing key research and analytical skills linked to the artist Georgia O'Keeffe and AO1 in the GCSE specification.



Students will complete Year 8 by looking at an environmental project. This project has wider links with the protection of our natural environment. Students will explore the work of Yellena James through mixed media collage and pen work. Students will compare and contrast organic and geometric shapes and forms building on their understanding of a Landscape composition from Term 3 of Year 7.



**Term 1 – Man-made vs Nature
– GCSE Style Project**

Term 3 – Environments

**YEAR
9**

Term 2 – Traditional Portraiture



Students will explore the correct scale and proportions of the human face learning key skills linked to contour and shape. Students will explore subtle tone and colour as they layer different tints and hues related to skin tone and colour mixing. This builds upon key skills learned in Term 2 of Y7 but focusses on Realism instead of Abstraction.



Students complete Y7 by looking at a project based on Landscapes. Contextual research continues by linking learning to Van Gogh and his Post-Impressionist style. This project centres around the understanding of perspective and dimension but also affords students the opportunity to explore and develop their skills using a range of art materials.

Term 3 - Landscapes

Term 1 – Natural Forms

**YEAR
8**

Term 1 – Drawing Skills – The Formal Elements



In Year 8 students opening project is based on Natural Forms. This builds upon students drawing knowledge in Term 1 of Year 7 but with a greater degree of challenge in the shapes and forms studied. Students explore the work of Georgia O'Keeffe as a contextual source and explore a range of drawing materials and mark-making.



**Term 2 – Abstract
Portraiture –
Cubism**

Students begin to add context to their work by looking at Abstract Portraiture through the movement of Cubism, looking at key artists such as Picasso. Students drawing work builds upon their formal elements understanding.



Students begin the year by looking at the formal elements in Art. These consist of Line, Tone, Shape/Form, Pattern/Texture, Colour and Space. This unit helps students build upon their KS2 drawing skills and the successful manipulation of a variety of painting and drawing materials.



Assessment at KS4

All work at KS4 is assessed against the exam board criteria, consisting of four separate assessment objectives. This informs a creative journey from contextual research through to the production of personal and meaningful outcomes. Formal written feedback is given at key intervals across the academic year in line with the schools assessment calendar. Verbal feedback is given on a one-to-one basis every lesson.

Homework tasks enrich and consolidate the learning of the lesson

Assessment at KS3

Student's work is assessed against the understanding of the context/topic of study, application and manipulation of the formal elements, refinement of skills, evaluation and quality of reflection. 2 pieces of classwork and 1 piece of homework are assessed each half term.

Homework is set each half term in the form of a PLTS project.

School links:

<https://st-anthonys-academy.com/curriculum/art/>
<https://aaasixthform.com/>

Twitter Handle:

@ArtStAnthonys

Y6 Induction programme carried out in the half term prior to the start of Y7 (summer school offered)
KS3 focus on The development of the formal Elements
DC (SL) has linked with Trust Primary Schools on the development of KS2 Art curriculum.

Welcome



"Every child is an artist. The problem is how to remain an artist once we grow up"

Pablo Picasso

