

Art and Design Curriculum map 2018-2019

Year 7 curriculum model supports the idea that not every experience needs to result in a finished product for it to be engaging. There is a rotational system that is skills based curriculum rather than project based. Students learn new skills in each of the six rotations. This model also allows time for an iterative design challenge aimed to consolidate, develop and extend individual skills through a bespoke task during the summer term.

Art & Design	Art 1	Art 2	Art 3
Year 7	Observational recording : <ul style="list-style-type: none"> • Create a compositional drawing • Development of shade and tone • Use of colour wheel, primary and secondary colour • Apply colour within basic surface pattern design 	Shape and form: <ul style="list-style-type: none"> • Analysis of natural form inspiring architecture • Create fantasy buildings inspired by Gaudi • Translating drawings into a model • Use model making/clay using additive and subtractive techniques 	Know your artist: <ul style="list-style-type: none"> • Practise an Illustrative style • Applying different media to backgrounds • Apply colour within basic surface pattern design • Apply mark making to, and • Focus on Clair Rossiter
Art & Design	Food Preparation and Nutrition	Design Technology	Art Textiles
Year 7	Healthy eating: <ul style="list-style-type: none"> • Safe use of vegetable knives (bridge and claw grip) • Demonstrate basic food hygiene related to food preparation, cooking and storage • Work co-operatively in groups to make poached egg on toast, French bread pizza, ragu sauce, flat breads • Investigate role of fibre in the body 	Starting blocks: <ul style="list-style-type: none"> • Use basic tools including coping saws, Tenon saws and bench hooks to cut and shape pinewood and ply wood • Safe use of machine tool (belt sander and hand drill) • Demonstrate ability to follow basic health and safety precautions within a workshop environment • Working with increasing accuracy and precision when cutting out pinewood 	Mark making: <ul style="list-style-type: none"> • Develop a variety of media and techniques to record ideas • Identify links with artists (Alicia Burke) who use mark making in their work. • Understand the basic elements of art and design, developing imaginative and innovative ideas • Use a variety of wet and dry media including mono printing

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Year 8 curriculum model is project based which builds on the skills set from Year 7 curriculum. Projects focus on developing a more in depth technical knowledge, a higher level of creativity and a focus on quality finish. Students are encouraged to work with independence and problem solving to make design decisions about their own work.

Art & Design	Design Technology	Art Textiles	Food Preparation and Nutrition
Year 8	<p>Creatures:</p> <ul style="list-style-type: none"> • Understand how to create a pine toy using inspiration two animals • Knowledge about presentation Knowledge soft wood/ hard wood • Using technical equipment such as belt sander, pillar drill, coping saw, Tenon saw and files, pyro graph tool • Understand key processes including marking out, cutting, the use of jigs and finishing techniques 	<p>Bon Appetite:</p> <ul style="list-style-type: none"> • Understand the diverse and explorative nature of both art and art textiles • Explore the work of artist Georgina Luck, her expressive use of watercolour, Pop Art and soft sculpture to produce practical responses, with analytical elements • Create an original piece of soft sculpture based around a doughnut 	<p>Food poisoning and Super foods</p> <ul style="list-style-type: none"> • Identify common food poisoning bacteria (E Coli and salmonella) and signs and symptoms • Ideal conditions for growth • High risk foods and food hygiene • Role of micro nutrients in the body • Explore link between food choices and diet related health conditions • Food science (egg theory) • Pastry making and rubbing in method

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Year 9 curriculum model is based around building core foundation skills for GCSE courses in Design and Technology, Art Textiles or Food Preparation and Nutrition. Projects are focussed on building a range of relevant technical skills and projects are delivered using a fast paced rotational system. This system aims to engage and challenge students and to support them to make informed option choices.

Art & Design	Design Technology	Art Textiles	Food Preparation and Nutrition
Year 9	<p>Passive amplifier:</p> <ul style="list-style-type: none"> Understand how to make a commercially viable product Develop accuracy marking out Using technical equipment with precision and accuracy Quality of expected finish <p>Technical drawing and modelling</p> <ul style="list-style-type: none"> Knowledge about technical drawing Measurement and tessellation Understand the importance of prototyping and why this is an industrial practice Evaluation and third-party testing 	<p>Graffiti wall:</p> <ul style="list-style-type: none"> Surface pattern techniques such as block printing and hand embroidery Develop drawing skills including typography to create a graffiti tag. Review graffiti artist Banksy Develop observational drawing <p>Under the Sea:</p> <ul style="list-style-type: none"> Develop imaginative ideas demonstrating originality and flair Experimental techniques e.g. shaving foam marbling, hand embroidery and free machine embroidery Review Artist Ernst Haeckel 	<p>Just desserts:</p> <ul style="list-style-type: none"> Functional properties of flour, fat, sugar and eggs Science behind cake making Science behind raising Agents Diet related conditions Obesity, dental caries <p>Regional and Seasonal food:</p> <ul style="list-style-type: none"> Food Provenance Primary and secondary sources Food and the environment Genetic modification, local and seasonal food Process of gelatinisation

Year 9 curriculum model is based around building core foundation skills for GCSE courses in Art. Projects are very focussed on technical skills and are delivered using a linear system to build a variety of art skills appropriate to GCSE. The linear model aims to secure foundation skills and then stretch and challenge students and to support them to make informed option choices.

Art	Half term 1&2 Cultural colours	Half term 3&4 Face time	Half term 5&6 Viewpoints
Year 9	<ul style="list-style-type: none"> Develop an understanding and awareness of Art in other cultures Mexican Day of the Dead Festival. Develop students' imaginative designs through cultural motifs Identify the use of symbols, colour and imagery in the artwork of other cultures and religions Research and annotate the work of artists and craftspeople 	<ul style="list-style-type: none"> To develop ideas through analytical focused investigations looking at portraiture. To build on and apply, previously learnt skills in line drawing and application of colour To show an understanding of the colour wheel and use knowledge to inform decisions To refine observational drawing technique 	<ul style="list-style-type: none"> Identify the techniques and ideas behind the work of artists Understand how different artist use imagery with a variety of media. To apply the techniques and ideas of other artist to their own work. To develop independent research skills and an understanding of assessment objectives used in GCSE Art