

Shoreham Academy Art department: 7 year curriculum map

| | Autumn | Spring | Summer |
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| Year 7 | <p>Visual Elements/Still Life A project introducing students to the visual elements through still life. This project has a focus on building student's drawing and painting skills from KS2 to give them a solid foundation to build on.</p> <p>Skills focus/materials: Drawing, painting, artist research/analysis Artists: Paul Cezanne, Giorgio Morandi</p> <p>Has links to: All future projects as this gives students a grounding in the use of key materials and the visual elements, which are the building blocks of art.</p> | <p>Cubism A project building on the student's knowledge of still life from the Visual Elements project, looking at how the Cubists broke up, combined and reassembled viewpoints to create an abstracted image.</p> <p>Skills focus/materials: Drawing, painting, collage, artist research/analysis Artists: Pablo Picasso, Georges Braque</p> <p>Has links to: Builds on the still life element of the Autumn Yr 7 project and leads into Yr 7 Summer term project looking at Picasso's abstractions of faces inspired by African masks.</p> | <p>African Masks In this project students look at the purpose, significance and the meanings of African mask designs. They also learn about how African craftspeople make the masks. We will look at how Cubist artists were inspired by the simplification of the features on the masks and use these in their paintings. Students will design and make their own African inspired mask out of clay</p> <p>Skills focus/materials: Drawing, painting, ceramics, artist research/analysis Artists: Pablo Picasso, African craftspeople</p> <p>Has links to: This project builds on the Cubism unit looking at how Picasso was influenced by African masks. It links to the Yr 9 Identity and Yr 8 portraiture units looking at the structure and proportions of the face as well as the use of a masks to hide/change an identity. It also has links to the unit on 'Animal patterns' as many of the masks are inspired by simplified animals</p> |
| Year 8 | <p>Animal Patterns Project looking at how we can show visual texture through a range of mark making. Develops into creating an A3 painting using pattern and colour to add form to an animal.</p> <p>Skills focus/materials: Drawing, painting, artist research/analysis Artists: Carolee Clark, Marc Chagall</p> <p>Has links to: Having drawn simplified animals as part of the African masks project this will help students to break down the more realistic animals into basic shapes to aide with the drawing of accurate proportions and details. This project will also link with the Spring term Architecture project where we look at how animals/nature have inspired architects and designers with a focus on biomimicry</p> | <p>Architecture A project looking at how artists can be inspired by nature and their surroundings when designing buildings. Students will look at artists such as Zaha Hadid and Antoni Gaudi as well as buildings from our locality. Students will design and then create a 3b slab-built building from clay.</p> <p>Skills focus/materials: Drawing, printmaking, ceramics, artist research/analysis Artists: Zaha Hadid, Antoni Gaudi, Local architecture</p> <p>Has links to: This project will build on the spring term Architecture project where we look at patterns in nature and how to represent these using visual texture. It will also develop students 3d building skills learnt in the African mask project, this will be developed further in the Yr 9 Junk Food project.</p> | <p>Portraiture During this project students will learn about the proportions of the face to enable them to draw an accurate portrait. They will look at a range of portraits showing how we can express emotion not just through realism but with colour, mark making and composition.</p> <p>Skills focus/materials: Drawing, painting, artist research/analysis Artists: Andy Warhol, Chuck Close, Modigliani.</p> <p>Has links to: This project builds on students' basic knowledge of the structure of the face from the African masks project. It links to the identity project where student will recap their knowledge of the proportions of the face and drawing the features</p> |
| Year 9 | <p>Junk Food A project looking at the Pop artists and the inspiration they took from everyday objects especially food. Students will work from observation to produce a series of drawings in a range of materials before going on to design and create large scale sculptures of food from recycled materials (junk)</p> <p>Skills focus/materials: Drawing, oil pastel, 3d sculpture, artist research/analysis Artists: Joel Penkman, Wayne Theibauld, Andy Warhol</p> <p>Has links to: This project develops students 3d building skills from the Yr 7 mask project and the Yr 8 architecture project. It builds on drawing skills from visual elements and the ability to show visual texture through mark making from the Yr 8 animal project. The year 9 projects are designed to be taught in a similar way to the GCSE and links with the</p> | <p>Protest Art During this project students look at how messages can be portrayed through art, they will investigate the work of conceptual artists as well as street artists. Students will pick an issue of their choice and will create a series of designs combining image and text to portray their message. Students will be introduced to computer-based design programmes to help them with their design process. They will then select their best design to take forward into a final piece.</p> <p>Skills focus/materials: Drawing, painting, graphics, artist research/analysis Artists: Banksy, Ben Eine, Bob and Roberta Smith, Constructivism, Propaganda art</p> <p>Has links to: This unit builds on the student's skills in idea development, making contextual links and producing informed final pieces learnt during the Junk Food unit. The use of the visual elements and principles of art links to the Yr 7 Autumn term unit of work that also feeds into all other projects</p> | <p>Identity During this project students consider what 'Identity' is and what makes us <i>who</i> we are. Students will look at how they can show identity through a range of means, not just portraiture. Students will create a mixed media conceptual response</p> <p>Skills focus/materials: Drawing, painting, printmaking, mixed media Artists: Michael Craig-Martin, Yinka Shonibare, Audrey Flack, Dutch still life artists, Kandinsky</p> <p>Has links to: This project builds on the notion of art conveying a message that students were investigating in the previous unit along with the ability to use a mask to change your identity from the Yr 8 Masks project. This unit also links to the Yr 8 portraiture unit where students learnt about proportion of the face and showing emotion using colour, mark making and composition.</p> |

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| | GCSE AOs, the students are developing ideas, making contextual links, recording and then producing and a personal and informed final piece | to this point. This project leads to the summer term 'identity' project where the students will look at conceptual art to portray a message. | |
| Year 10 | <p>Natural Forms Coursework project 1 <u>September – February ½ term</u> During this project students experiment with a range of materials, building on their knowledge and skills from KS3. The artists and objects considered will initially be more teacher directed to enable students to build confidence with their use of materials and contextual analysis. Students will then develop the project in their own direction, looking at artists of their choice that link with the theme 'natural forms'. They will use the skills they have learnt earlier in the project to create study sheets relating to their area of interest before developing this into a final piece.</p> <p>Skills focus/materials: Drawing, painting, printmaking, 3d sculpture, photography, artist research/analysis Artists: Peter Randall-Page, Karl Blossfeldt, Paul Cezanne, students' personal choice of artists relating to the theme</p> | <p>Independent Coursework Project 2 <u>February of Yr 10 – Christmas of Yr 11</u> During this project students will choose a theme to base their individual project/idea on. They will use the skills they have learnt in the Natural Forms project to help them research a range of contextual links, experiment with materials, record their ideas/ findings in drawn, written and photographic means before developing an original and personal final piece that links with the artists they have looked at. For this project all students will be working on developing a direction of their own, all students will be working on something personal and different to each other. This unit culminates in the students creating a final piece in 10 hours, over two days, under mock exam conditions. The Natural Forms unit and the Independent Coursework project are marked together and will make up 60% of the student's final grade</p> <p>Skills focus/materials: Drawing, painting, printmaking, 3d sculpture, photography, artist research/analysis Artists: Students personal choice of artists relating to the theme</p> | |
| Year 11 | <p>Independent Coursework Project 2 <u>February of Yr 10 – Christmas of Yr 11</u> Students continue working on their independent project continued from last year. This project finishes just before Christmas, ready for students to begin their Externally set assignment in January.</p> | <p>Component 2 Externally set assignment This unit is set by the exam board, AQA, students will receive an exam paper in January containing seven questions, of which they will respond to one. Having selected a question students will research a range of contextual links, experiment with materials, record their ideas/ findings in drawn, written and photographic means before developing an original and personal final piece that links with the artists they have looked at. The final pieces will be created under exam conditions over a period of ten hours (split into sessions). The Externally Set Assignment is work 40% of the student's grade</p> <p>Skills focus/materials: Drawing, painting, printmaking, 3d sculpture, photography, artist research/analysis Artists: Students personal choice of artists relating to the theme</p> | |
| Year 12 | <p>Component 1 Portfolio - Sense of Place An introductory unit supporting students to build on the skills learnt throughout GCSE. This unit helps students to develop their knowledge and skills using an appropriate range of materials, processes and techniques. Through a series of workshops students look at a range of artists and craftspeople who create a 'sense of place' within their work. Students will create a sketchbook of work investigating an idea, concept, theme or issue of their choice that links to the overarching theme.</p> <p>Skills focus/materials: Drawing, painting, printmaking, photography, graphics, sculpture, ceramics, artist research/analysis Artists: Wyndham Lewis, Audrey Flack, Yinka Shonibare, Joseph Beuys, Rebecca Horn, Dexter Dalwood, Carravagio, Antony Gormley, Maggie Hambling, students independent choice of artists</p> | <p>Component 1 Portfolio – Student directed coursework unit During this project students will choose an area of investigation, developing on the Sense of Place project, to base their individual project/idea on. They will use the skills they have learnt in the Sense of Place project to help them research a range of contextual links, experiment with materials, record their ideas/ findings in drawn, written and photographic means before developing an original and personal final piece that links with the artists they have looked at. For this project all students will be working on developing a direction of their own, all students will be working on something personal and different to each other. This unit culminates in the students creating a final piece in 15 hours.</p> <p>Skills focus/materials: Drawing, painting, printmaking, 3d sculpture, photography, artist research/analysis Artists: Students personal choice of artists relating to the theme</p> | <p>Component 1 Personal Investigation This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.</p> |
| Year 13 | <p>Finalise Component 1 portfolio – Student directed & Component 1 Personal investigation Students continue working on their independent project continued from last year. This project finishes in January, ready for students to begin their Externally set assignment in February.</p> | <p>Component 2 Externally set assignment This unit is set by the exam board, AQA, students will receive an exam paper in February containing seven questions, of which they will respond to one. Having selected a question student will research a range of contextual links, experiment with materials, record their ideas/ findings in drawn, written and photographic means before developing an original and personal final piece that links with the artists they have looked at. The final pieces will be created under exam conditions over three sessions, totalling a period of fifteen hours. The Externally Set Assignment is work 40% of the student's grade</p> <p>Skills focus/materials: Drawing, painting, printmaking, 3d sculpture, photography, artist research/analysis Artists: Students personal choice of artists relating to the theme</p> | |

