

## KS4 Curriculum Map - Art:

Topic	Substantive Knowledge  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills)  This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities  What assessments will be used to measure student progress?
Calavera, Natural Forms & Memento Mori	<ul style="list-style-type: none"> <li>Natural Forms</li> <li>Observational Drawing</li> <li>Calavera &amp; Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Typography and colour theory to generate creative title page</li> <li>Observational drawing of natural forms making use of mark making</li> <li>Converting 3D forms to 2D designs</li> <li>practice Calavera designs with reference to colour theory</li> <li>Composite final outcomes incorporating component elements</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Summative feedback</li> <li>Peer Assessment</li> <li>Self -Assessment</li> </ul>
Appropriation & Anatomy	<ul style="list-style-type: none"> <li>Anatomical Drawing</li> <li>Mark Making</li> <li>Appropriation &amp; Parody</li> </ul>	<ul style="list-style-type: none"> <li>pen and ink to reproduce Da Vinci anatomical studies</li> <li>Tonal media techniques to draw chosen cartoon character</li> <li>Research/development of skeleton and anatomy</li> <li>Research into relevant artists to inform final outcome</li> <li>Composite outcome incorporating relevant reference to components</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Summative feedback</li> <li>Peer Assessment</li> <li>Self -Assessment</li> </ul>
Appropriation & The Vitruvian Man	<ul style="list-style-type: none"> <li>Proportions of the human body</li> <li>What the Vitruvian Man is and why it is famous</li> <li>Appropriation</li> </ul>	<ul style="list-style-type: none"> <li>Study from Da Vinci's Vitruvian man using appropriate technique</li> <li>Research/ studies from chosen character exploring pose/proportion/anatomy</li> <li>Composite final outcome from component parts</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessment</li> <li>Summative feedback</li> <li>Peer Assessment</li> <li>Self -Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of the design process to generate ideas</li> <li>• Resolving ideas in a final outcome</li> </ul>		
Mythological Hybrids & Alebrije	<ul style="list-style-type: none"> <li>• Hybrids in culture including Alebrije</li> <li>• Digital Collages in Adobe Photoshop</li> <li>• Colour theory and geometric pattern in design</li> <li>• Paint techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Concept drawings combining creatures in imaginary hybrids</li> <li>• digital collage to generate Imaginary hybrids</li> <li>• Pattern/colour research development</li> <li>• Refinement of final response exploring pose</li> <li>• Refinement of colour scheme and use of flat, monotone paint</li> <li>• composite final outcome with reference to component parts</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Summative feedback</li> <li>• Peer Assessment</li> <li>• Self -Assessment</li> </ul>
Experimental Approaches & Strange Skeletons	<ul style="list-style-type: none"> <li>• Fossils &amp; imaginary creatures</li> <li>• Experimental and creative methods of 'drawing'</li> </ul>	<ul style="list-style-type: none"> <li>• Use of techniques explored previously to generate imaginary skeletons</li> <li>• Use of experimental drawing techniques based on skeleton design</li> <li>• Use of a stencil/mask to create an image</li> <li>• Bleach Erasing</li> <li>• Wax Resist/Scraffito</li> <li>• Lino Printing/Relief Printing</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Summative feedback</li> <li>• Peer Assessment</li> <li>• Self -Assessment</li> </ul>
Fossils & Mixed Media	<ul style="list-style-type: none"> <li>• Exploring Relief and producing a mixed media imaginary fossil</li> </ul>	<ul style="list-style-type: none"> <li>• Use of mixed media and low relief techniques</li> <li>• Use of simple modelling techniques</li> <li>• Application of surface texture</li> <li>• Rendering and Dry brushing</li> <li>• Mixing neutral colours</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Summative feedback</li> <li>• Peer Assessment</li> <li>• Self -Assessment</li> </ul>
Surfaces: The Human Presence	<ul style="list-style-type: none"> <li>• The Human Presence</li> <li>• Using mixed media to experiment with low relief</li> </ul>	<ul style="list-style-type: none"> <li>• Use of experimental techniques and mark making</li> <li>• Observational drawing/painting of crushed form</li> <li>• Studies from Albrecht Durer's 'Pillows'</li> <li>• Using tonal painting to render a 3D form</li> <li>• Using photography to document human presence</li> </ul>	<ul style="list-style-type: none"> <li>• Informal verbal feedback</li> <li>• Summative feedback</li> </ul>

Surfaces: The Human Body	<ul style="list-style-type: none"> <li>Mixed Media &amp; low relief</li> <li>Trompe L'oeil and 2d/3d optical Illusions</li> <li>The electron microscope</li> <li>Google Earth</li> </ul>	<ul style="list-style-type: none"> <li>Studies of can magnifications using appropriate techniques</li> <li>Produce 2D relief of crushed can making use of mixed media/relief knowledge</li> <li>Making effective use of dry brushing etc</li> <li>Experimental studies based on the electron microscope</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Self, Peer &amp; Summative</li> </ul>
Surfaces: The Environment	<ul style="list-style-type: none"> <li>Magnifications</li> <li>Satellite imagery</li> <li>Considering links between the body and the landscape</li> </ul>	<ul style="list-style-type: none"> <li>Use of Google Earth to source relevant images of the landscape</li> <li>Experimental studies using varied techniques</li> </ul>	<ul style="list-style-type: none"> <li>Formative,</li> <li>Self, Peer &amp; Summative</li> </ul>
Surfaces: Journeys	<ul style="list-style-type: none"> <li>Contact sheet</li> <li>Exploration of composition techniques</li> <li>experimental techniques to experiment with composition/ technique</li> <li>Comic Strip composition</li> </ul>	<ul style="list-style-type: none"> <li>Independent use of photography to document surfaces</li> <li>Photoshop to generate trial compositions</li> <li>Use of techniques learned to produce final outcome</li> <li>Use of Photoshop to generate composition in Rauschenberg style</li> <li>A3 composite piece produced with reference to components</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment</li> <li>Summative review</li> </ul>
Portraits (1)	<ul style="list-style-type: none"> <li>Portrait workshops</li> <li>Collation of primary source reference material</li> </ul>	<ul style="list-style-type: none"> <li>mark making to indicate tone, texture, form</li> <li>expressive pencil drawing techniques</li> <li>Impeded drawing techniques</li> <li>Ink wash and tonal painting</li> <li>Colour theory in Fauvist style portrait</li> <li>Mixing skin tones and paint handling</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Self &amp; Peer</li> <li>Summative</li> </ul>
Portraits (2)	<ul style="list-style-type: none"> <li>Digital Collage</li> <li>Frida Kahlo</li> </ul>	<ul style="list-style-type: none"> <li>Photoshop to generate digital collages</li> <li>Collation of appropriate primary/secondary source reference</li> <li>Use of sketchbook to develop project and ideas</li> <li>Incorporation of appropriate artist reference</li> </ul>	<ul style="list-style-type: none"> <li>Formative</li> <li>Self &amp; Peer</li> <li>Summative</li> </ul>

Portraits (3)	<ul style="list-style-type: none"> <li>• Development of personal response to Portrait scheme</li> <li>• Artist Research</li> <li>• Statement of intent</li> <li>• digital collage</li> </ul>	<ul style="list-style-type: none"> <li>• Photoshop to generate design ideas relevant to chosen theme</li> <li>• Sketchbook work developing personal response in chosen media</li> <li>• Sketchbook work documenting relevant artist reference</li> <li>• Sketchbook work documenting relevant primary/secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Self &amp; Peer</li> <li>• Summative</li> </ul>
Portraits (4)	<ul style="list-style-type: none"> <li>• grid/scale ratio</li> <li>• Resolution of outcome</li> <li>• Evaluation</li> <li>• Resolution and refinement</li> </ul>	<ul style="list-style-type: none"> <li>• Generation of final outcome in chosen media</li> <li>• Use of components in composite outcome</li> <li>• Evaluation of project and self reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Self &amp; Peer</li> <li>• Summative</li> </ul>
Exam (1)	<ul style="list-style-type: none"> <li>• Mind map</li> <li>• Mood board</li> <li>• Primary &amp; secondary source research</li> <li>• Studies from relevant artists/contextual sources</li> <li>• Statement of intent</li> </ul>	<ul style="list-style-type: none"> <li>• Use of mind map to generate lateral and creative thinking</li> <li>• Use of Photoshop to create appropriate mood board</li> <li>• Use of appropriate techniques to produce studies from primary/secondary sources</li> <li>• Research appropriate artists who relate to intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Self &amp; Peer</li> <li>• Summative</li> </ul>
Exam (2)	<ul style="list-style-type: none"> <li>• Development</li> <li>• Trial compositions</li> <li>• Trial final outcome</li> <li>• Revised statement of intent</li> </ul>	<ul style="list-style-type: none"> <li>• Developmental work in varied media exploring chosen theme</li> <li>• Incorporation of primary source reference linked to intentions</li> <li>• Refinement and development of design ideas</li> <li>• Trial compositions and final outcomes being considered</li> </ul>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Self &amp; Peer</li> <li>• Summative</li> </ul>
Exam (3)	<ul style="list-style-type: none"> <li>• Final exam piece (10 hours)</li> <li>• Evaluation of project</li> <li>• Refinement and Resolution of preparatory work as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Composite outcome produced with reference to component parts</li> </ul>	<ul style="list-style-type: none"> <li>• Formative</li> <li>• Self &amp; Peer</li> <li>• Summative</li> </ul>