

KEVI CAMP HILL SCHOOL FOR GIRLS

ART & DESIGN – ART/FINE ART

CURRICULUM MAP (YEAR 7-13)



**KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS**

Educational excellence for our City

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	<p>Project theme: The Inanimate Object. Using toys and personal belongings as source material for art making.</p> <ul style="list-style-type: none"> Observational drawing. Understanding the formal elements of art through drawing. Experimental drawing using pen, ink, fine-liner and water. Using chalk and charcoal to respond to artist Lisa Milroy. Using collage to respond to Surrealism. Studying the work of Sarah Graham to explore colour and photorealism. Colour theory and introduction to water colour painting. Create a personal and meaningful outcome informed by students' own photography of toys and personal belongings. 	<p>Project theme: Food, culture and heritage</p> <ul style="list-style-type: none"> Creating a mind map and exploring ideas around food and culture as a source of inspiration for art making. Photography- documenting and composing images connecting food, culture and heritage. Drawing from photography- Cath Riley. Experimentation with oil pastel Wayne Thiebaud. Developing ideas further in response to artist Julia Stankevych. Working on textured surfaces. Personal response incorporating own ideas about food, culture and heritage in the form of a painted, mixed media outcome. 	<p>Project theme: Urban Environment</p> <ul style="list-style-type: none"> Collaborative, group project responding to the theme 'Urban Environment' through discussion, drawing and collage. Recording ideas through drawing- looking at the work of Stephen Wiltshire. Developing ideas further utilizing recyclable materials. Experimenting with cardboard to make group 'city' looking at the work of Barbara Gilhooley.
YEAR 8	<p>Project theme: Portraiture</p> <ul style="list-style-type: none"> Understanding proportions. Revisiting the formal elements of art through observational drawing. Portrait drawing using famous faces- Jenna Ortega, Cynthia Arivo, Priyanka Chopra. Drawing facial features considering symmetry and proportion. 	<p>Project theme: Portraiture continued: Popular Culture, Icons, Heroes and print making.</p> <ul style="list-style-type: none"> Introduction to printmaking -Andy Warhol monoprint response. Lino printing skills in repeat, registration, colour and process Developing pattern design inspired by the work of Shepard Fairey and Delita Martin 	<p>Project theme: Journeys</p> <ul style="list-style-type: none"> Creating a mixed media response to a personal interpretation of 'Journeys'. Looking at Chris Snow 'Starlings' and the work of a range of mixed media artists for inspiration Cross curricular link: poems inspired by 'Journeys'.

	<ul style="list-style-type: none"> Refining and building upon drawing skills regarding line, shape, shade and tone. 	<ul style="list-style-type: none"> Exploration and development of the idea of what it means to be an 'Icon', hero or role model and how this can be interpreted through visual language. Composition planning, bringing together ideas utilizing print, design, pattern and portraiture to create a personal outcome. 	<ul style="list-style-type: none"> Developing ideas to create a personal outcome in the form of mixed media.
YEAR 9	<p>Project theme: Close up</p> <ul style="list-style-type: none"> Looking 'close-up' at objects to explore line, shape, shade, texture using a range of materials in 'workshop' style lessons. Pupils will use the following materials to develop their practical skills: tonal pencil drawing, ballpoint pen drawing, Fine-liner and water, charcoal, pencil crayon and water colour paint. 	<p>Project theme: Decay</p> <ul style="list-style-type: none"> Practical independent 'mini-GCSE' style project on the theme of 'Decay'. Experimentation and refinement of observational drawing skills using a range of materials. Independent selection of artists to research and develop ideas inspired by them. Ability to understand how to connect research-based ideas and practical work with chosen techniques and materials alongside own photography. 	<p>Project theme: Decay and Performance Costume Design</p> <ul style="list-style-type: none"> Continued use of growth, decay and the natural world as a source of inspiration for fashion and performance costume. Looking at designers such as Alexander McQueen and Vivienne Westwood and sustainable fashion. Experimenting with different sustainable materials to create resources for an outcome. Teamwork planning, designing and creating a garment from sustainable materials.
YEAR 10	<p>NEA PORTFOLIO PROJECT 1: 'Home'</p> <ul style="list-style-type: none"> Workshops in drawing from observation using a range of wet and dry materials. Tonal pencil drawing, ball point pen drawing, Fine-liner and water, charcoal, pencil crayon and watercolour paint. Introduction of first artist research. Development of independent ideas through mind maps, gathering resources and presenting sketchbook work Using photography to inform responses to artists work and styles. 	<ul style="list-style-type: none"> Exploring media relating to composition ideas. Designing and creating a personal and meaningful outcome in response to the theme 'Home'. Presentation of a large-scale piece based on preparatory work. 	<ul style="list-style-type: none"> Review and refinement of large-scale piece Looking at further artists for inspiration in development of final composition ideas. Core skills workshops in preparation for Year 11.
YEAR 11	<p>NEA PORTFOLIO PROJECT 2: Mini project. Independent skills building.</p> <ul style="list-style-type: none"> Research and planning around an individually chosen theme. 	<p>FINAL EXAM</p> <ul style="list-style-type: none"> Selection of a starting point from an externally set task. Mind map, research, resources 	

	<ul style="list-style-type: none"> Independently researching and responding to chosen artists informed by students' own photography. Experimentation with appropriate and relevant materials. Composition planning and creating a personal and meaningful outcome. 	<ul style="list-style-type: none"> Independent work to develop ideas and explore possible media. Presentation of drawing skills and composition planning. Annotating and presenting to a high standard. Main piece generated in 10 hour timed exam 	
YEAR 12	<p>Skills based workshops: Gaining confidence with a range of media and processes at A-Level</p> <p>Workshops include:</p> <ul style="list-style-type: none"> Different styles of drawing Indian Ink Ink and Bleach Chalk and charcoal Mono-printing Oil painting Acrylic painting Photoshop and image manipulation Presentation skills Research skills <p>Independent work:</p> <ul style="list-style-type: none"> Developing ideas in response to the theme 'Around Us' Linking with workshop techniques and responding to own resources and chosen artists Presentation of main piece on a large scale (at least A3) 	<p>Developing ideas for a 'personal investigation.' Select a theme for NEA portfolio from a selection of themes provided.</p> <ul style="list-style-type: none"> Mind map, gather resources, research artists. Graphics students design new brief linked to their chosen theme. Be able to develop ideas independently but through tutorials and feedback through group and teacher discussion. Explore media appropriately and purposefully Make decisions, select and refine ideas Regular group presentation/ feedback sessions 	<p>PORTFOLIO PROJECT FOR A LEVEL NEA:</p> <ul style="list-style-type: none"> Start to refine ideas for Personal Investigation independent starting point. Mind map, gather resources, research artists Be able to develop ideas independently but through tutorials and feedback through group and teacher discussion. Explore media appropriately and purposefully Make decisions, select, sustain and refine ideas Start to structure supporting written work either in essay form or embedded alongside practical work.
YEAR 13	<p>PORTFOLIO PROJECT FOR A LEVEL NEA:</p> <ul style="list-style-type: none"> Working through ideas for Personal Investigation independent theme and brief. Mind map, gather resources, research artists 	<p>FINAL EXAM</p> <ul style="list-style-type: none"> Select a starting point from Externally Set Task (exam paper) Mind map, gather resources, research artists Be able to develop ideas independently but through tutorials and feedback through group and teacher discussion. 	

	<ul style="list-style-type: none"> • Be able to develop ideas independently but through tutorials and feedback through group and teacher discussion. • Explore media appropriately and purposefully • Make decisions, select, sustain and refine ideas • Present written work as appropriate • Regular group presentation/ feedback sessions 	<ul style="list-style-type: none"> • Explore media appropriately and purposefully • Make decisions, select and refine ideas • Present main piece in timed exam (15 hours) Internally assessed or externally moderated. 	
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