

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	Project theme: The Inanimate Object. Using toys and personal belongings as source material for art making. - 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.	Project theme: Food, culture and heritage - 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.	Project theme: Urban Environment - 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 Gilhooly.
YEAR 8	Project theme: Portraiture - 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.	Project theme: Portraiture continued: Popular Culture, Icons, Heroes and print making. - 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	Project theme: Journeys - 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'.

	Refining and building upon drawing skills regarding line, shape, shade and tone.	- 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.	Developing ideas to create a personal outcome in the form of mixed media.
YEAR 9	Project theme: Close up - 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.	Project theme: Decay - 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.	Project theme: Decay and Performance Costume Design - 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	NEA PORTFOLIO PROJECT 1: 'Home' - 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.	- 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.	- 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	NEA PORTFOLIO PROJECT 2: Home continued-personal development. Independent skills building.	FINAL EXAM - Selection of a starting point from an externally set task. - Mind map, research, resources	

	- Research and planning around an individually chosen aspect of their original theme. - 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.	- 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	Skills based workshops: Gaining confidence with a range of media and processes at A-Level Workshops include: - 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 Independent work: - 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)	Developing ideas for a 'personal investigation.' Select a theme for NEA portfolio from a selection of themes provided. - 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	PORTFOLIO PROJECT FOR A LEVEL NEA: - 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	PORTFOLIO PROJECT FOR A LEVEL NEA: Working through ideas for Personal Investigation independent theme and brief.	FINAL EXAM - Select a starting point from Externally Set Task (exam paper) - Mind map, gather resources, research artists	

	• 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 • Present written work as appropriate • Regular group presentation/ feedback sessions	• 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 • Present main piece in timed exam (15 hours) Internally assessed or externally moderated.	
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