St Bede's Inter-Church School Art & Textiles Curriculum Map

	Autumn 1 (Michaelmas)	Autumn 2 (Advent)	Spring 1 (Epiphany)	Spring 2 (Lent)	Summer 1(Easter)	Summer 2 (Trinity)
	Introduction to the development of ideas		*Final outcome in paint*	*Development of ideas*	*Final 3D outcome in paper & cardboard*	
Year 7 I lesson per week	**Portraits: Mark making** Main emphasis: Development of ideas/linking to portraiture (contextual) ***Techniques:*** • *Observational drawing* • *Line* • *Tone* • *Pencil rendering* • *Proportion* • *Sketchbook presentation* • *Context* **Sketchbook development: Peer assessment/self-assessment**	**Portraits: Mark making/colour theory** Main emphasis: Building on knowledge & understanding of colour theory ***Techniques:*** • *Colour wheel* • *Primary colour* • *Secondary colour* • *Complimentary colour* • *Water colour* • *Oil pastel* • *Acrylic* • *Limited colour range* **Sketchbook development: Peer assessment/self-assessment**	**Portraits: Painting** Main emphasis: Refining ideas & building on tone & form/linking to given artist ***Techniques:*** • *Limited colour range* • *Graduation of colour to create form* • *Acrylic paint* • *Composition* • *Review & refine* ***Final outcome/development of ideas:*** ***Departmental standardization/use of generic departmental assessment grid/self-assessment/ peer assessment***	**Portraits: Development of ideas, extending creativity** Main emphasis: Development of ideas/linking to 3D sculptures (contextual) ***Techniques:*** • *Line* • *Tone* • *Proportion* • *Sketchbook presentation* • *Context* • *Water colour* • *Water colouring pencil* **Sketchbook development: Peer assessment/self-assessment**	**Portraits: Making a sculpture** Main emphasis: Refining 2D ideas in a 3D outcome **Techniques:** • **Interpreting a 2D drawing, three dimensionally** • **Creating form & structure** • **Using glue gun & cardboard** • **Refining 3D form/techniques in paper** **Sketchbook development: Peer assessment/self-assessment**	**Portraits: Refining 3D techniques** Main emphasis: Review & refine & building on knowledge & understanding of context ***Techniques:*** • *Refining 3D form in paper & creating structure using glue* • *Building structurally refines 3D outcome* • *Creating height/depth with paper to create shadow* • *Building 3D form & creating form from the cast shadow* ***Final outcome/development of ideas:*** ***Departmental standardization/use of generic departmental assessment grid/self-assessment/ peer assessment***

		Development of ideas	Colour Theory		Final outcome in paint	Development of ideas		Final 3D outcome in card & found materials	
Year 8 1 lesson per week		**Food & Drink: Mark making** Main emphasis: Development of ideas/understanding & using perspective *Techniques:* • *Observational drawing* • *Expressive mark making* • *Line* • *Tone* • *Perspective drawing* • *Sketchbook presentation* • *Context* • *Watercolour* ==**Sketchbook development: Peer assessment/self-assessment**==	**Food & Drink: Colour theory** Main emphasis: Development of ideas/linking to given artist *Techniques:* • *Perspective drawing* • *Sketchbook presentation* • *Context* • *Architectural* • *Landscape* • *Townscape* • *Watercolour* • *Imagination* • *Expressive* ==**Sketchbook development: Peer assessment/self-assessment**==		**Food & Drink: Painting** Main emphasis: Refining ideas & building on colour theory & pattern making./linking to given artist *Techniques:* • Acrylic paint • Colour mixing • Refined pattern making • Composition • Review & refine ==***Final outcome/development of ideas: Departmental standardization/use of generic departmental assessment grid/self-assessment/ peer assessment***==	**Food & Drink: Development of ideas, focusing on individuality/ creativity** Main emphasis: Development of ideas/linking to 3D Cardboard houses *Techniques:* • Biro pattern/mark making • Ink & dip pen • Collage • Imagination • Architectural • Sketchbook presentation • Context ==**Sketchbook development: Peer assessment/self-assessment**==		**Food & Drink: Model making** Main emphasis: Refining 2D ideas in a 3D outcome/cardboard building *Techniques:* • Building design • Pen mark making • Cardboard cutting/accuracy • Interpreting a 2D drawing, three dimensionally ==**Sketchbook development: Peer assessment/self-assessment**==	**Food & Drink: Refining 3D techniques** *Main emphasis:* Review & refine & building on knowledge & understanding of context *Techniques:* • Building structurally refines 3D outcome • Biro drawing/refined outcome • Pattern mark making/ • Refining glue gun techniques • Model making /assemblage ==***Final outcome/development of ideas: Departmental standardization/use of generic departmental assessment grid.***==

St Bede's Inter-Church School Art Assessment Map

	Autumn 1 (Michaelmas)	Autumn 2 (Advent)	Spring 1 (Epiphany)	Spring 2 (Lent)	Summer 1(Easter)	Summer 2 (Trinity)
Year 9 2 lessons per week	**Development of ideas**		**Final outcome in paint**	**Development of ideas**	**Final 3D outcome in recycled materials**	
	Past, present and/or future: Introduction to skills The main emphasis: To link with the work of others, incorporating extensive and a range of drawing/mark making. **Techniques:** • *Observational drawing* • *Expressive mark making* • *Line* • *Tone* • *Still life* • *Acrylic* • *Embroidery* • *Sewing* • *Natural form* • *Sketchbook presentation* • *Context* Sketchbook development: Peer assessment/self-assessment	*Past, present and/or future: Linking to given artist* The main emphasis: To imaginatively build a clear journey of ideas, imaginatively linking to given artists. **Techniques:** • *Imagination* • *Expressive* • *Creativity* • *Develop ideas through informed investigations* • *Refine ideas through experimentation* • *Record ideas relevant to intentions* Sketchbook development: Peerassessment/self-assessment	*Past, present and/or future: Presenting a personal, informed & meaningful response* The main emphasis: To complete an outcome that links to journey of ideas. **Techniques:** • *Tone* • *Form* • *Colour mixing & theory* • *Acrylic* • *Painting technique* • *Time management* • *Embroidery* • *Sewing* Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment	*Past, present and/or future: Introduction to skills* The main emphasis: To link with the work of others, incorporating extensive and a range of drawing/mark making in relation to a 3D outcome/garment. **Techniques:** • *Observational drawing* • *Expressive mark making* • *Line* • *Tone* • *Collage* • *Wax resist* • *Ink* • *Diffuser* • *Sketchbook presentation* • *Context* • *Embroidery* • *Dress making* Sketchbook development: Peer assessment/self-assessment	*Past, present and/or future: Refinig ideas through experimenting & selecting appropriate resources* The main emphasis: To link with the work of others & create 3D artwork with imagination & creativity **Techniques:** • *Assemblage* • *Recycled materials* • *Papier mache* • *Stencilling* • *Wire* • *Collage* • *Surface decoration* • *Embroidery* • *Dressmaking* Sketchbook development: Peer assessment/self-assessment	*Past, present and/or future: Refining 3D techniques* *Main emphasis:* Review & refine & building on knowledge & understanding of context **Techniques:** • *Building structurally refines 3D outcome* • *Pattern mark making* • *Refining glue gun techniques* • *Model making/assemblage* • *Combining a range of 2D materials & techniques* • *Embroidery* • *Dressmaking* Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment
	Autumn 1 (Michaelmas)	**Autumn 2 (Advent)**	**Spring 1 (Epiphany)**	**Spring 2 (Lent)**	**Summer 1(Easter)**	**Summer 2 (Trinity)**
Year 10 2 lessons per week	**Development of ideas**		**Final outcome in paint**	**Development of ideas**	**Final 3D outcome: Independent choice**	
	Links & connections: Introduction to skills The main emphasis: To link with the work of others, incorporating extensive and a range of drawing/mark making. **Techniques:** • *Observational drawing*	*Links & connections: Linking to given artist* The main emphasis: To imaginatively build a clear journey of ideas, imaginatively linking to given artists. **Techniques:**	*Links & connections: Presenting a personal, informed & meaningful response* The main emphasis: To complete an outcome that links to journey of ideas. **Techniques:**	*Links & connections: Introduction to skills* The main emphasis: To link with the work of others, incorporating extensive and a range of drawing/mark making in relation to a 3D/garment outcome.	*Links & connections: Refining ideas through experimenting & selecting appropriate resources* The main emphasis: To link with the work of others & create 3D artwork with imagination & creativity	*Links & connections: Refining 3D techniques* *Main emphasis:* Review & refine & building on knowledge & understanding of context *Techniques:*

				Techniques:			
	- *Expressive mark making* - *Line* - *Tone* - *Still life* - *Acrylic* - *Embroidery* - *Dressmaking* - *Natural form* - *Sketchbook presentation* - *Context* ==**Sketchbook development: Peer assessment/self-assessment**==	- *Imagination* - *Expressive* - *Creativity* - *Develop ideas through informed investigations* - *Refine ideas through experimentation* - *Record ideas relevant to intentions* ==**Sketchbook development: Peer assessment/self-assessment**==	- *Tone* - *Form* - *Colour mixing & theory* - *Acrylic* - *Painting technique* - *Time management* ==**Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment**==	- *Observational drawing* - *Expressive mark making* - *Line* - *Tone* - *Collage* - *Wax resist* - *Ink* - *Diffuser* - *Sketchbook presentation* - *Context* - *Embroidery* - *Dressmaking* ==**Sketchbook development: Peer assessment/self-assessment**==	*Techniques:* - *Assemblage* - *Recycled materials* - *Papier mache* - *Stencilling* - *Wire* - *Collage* - *Surface decoration* - *Embroidery* - *Dressmaking* ==**Sketchbook development: Peer assessment/self-assessment**==		- *Building structurally refines 3D outcome* - *Pattern mark making* - *Refining glue gun techniques* - *Model making/assemblage* - *Combining a range of 2D materials & techniques* - *Embroidery* - *Dressmaking* ==**Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment**==

	Mock exam & courswork selection (60%)			ESA (40%)			
Year 11 2 lessons per week	Following a given theme independently – under the following headings: - **Natural world** - **People** - **Objects** - **Places** - **Activities** - **Imagination** *Independent work – Pupils to extend a theme, clearly indicating a journey of thoughts and ideas. Pupils to make connection with appropriate artists, experiment with materials, and generate stimulating thoughts and ideas. Pupils to produce a piece of work out of the work journal before embarking on a finished piece of art work* • *Making clear connections with the work of others* • *Record observation appropriate to intentions* • *Analyses and evaluate images* • *Developing and exploring ideas and media, refining and modifying as the work progresses* ==**Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment**==		Following a given theme independently – under the following headings: • **Natural world** • **People** • **Objects** • **Places** • **Activities** • **Imagination** *Independent work – Pupils to extend a theme, clearly indicating a journey of thoughts and ideas. Pupils to make connection with appropriate artists, experiment with materials, and generate stimulating thoughts and ideas. Pupils tol produce a piece of work out of the work journal before embarking on a finished piece of art work* • *Making clear connections with the work of others* • *Record observation appropriate to intentions* • *Analyses and evaluate images* • *Developing and exploring ideas and media, refining and modifying as the work progresses* ==**Final outcome/development of ideas: Departmental standardization/use of Edexcel GCSE assessment grid/self-assessment/ peer assessment**==			