



St George's School
ART Department
Year 9 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THE BIG IDEAS & KNOWLEDGE <i>Overview of topics or key questions</i></p>	<p>Landscape Project. Canvas or A2 Artist study. In preparation for transition to GCSE. Large scale work outside A4 sketch book spreads. BUILDING towards GCSE practice.</p>	<p>Canvas / A2 sheet painting in preparation for GCSE for those that choose it. Own choice. Acrylic and canvas skills. BUILDING on all previous knowledge and skill building.</p>	<p>Sculpture project such as; Fantasy towers. Artist research. Clay work. Design and planning. OR Luke Dixon Illustration Project (to alleviate pressure on kiln/clay resources)</p>	<p>Continuation of Sculpture project such as Ceramic towers. This requires own designs that BUILD on previous clay experiences that are more prescriptive OR 3D work focussing on architecture</p>	<p>Mixed media work Observational drawing OR A2 sheet artist study- GCSE style work</p>	
	<p>Careers in Art project. Researching art careers and putting art in context.</p>					
<p>SKILLS & STRATEGIES <i>Procedural knowledge, literacy and numeracy skills</i></p>	<p>Development of ideas and articulation of own interests. BUILDING autonomy.</p>	<p>Composition Formal elements Colour mixing Handling of acrylic paints.</p>	<p>Research. Design. Planning. Drawing. Illustration Rules of perspective.</p>	<p>Complex manipulation of clay / sculpture materials. BUILDING on previous 3D learning. Research. Design. Planning. Drawing. Rules of perspective.</p>	<p>Contextual research. GCSE style A2 work for some students or sketchbook option</p>	<p>Painting and colour mixing. Utilising more in depth writing frames and articulation of own ideas and analysis. BUILDING on all previous contextual learning.</p>
	<p>Understanding Art in context and careers post GCSE / A level / University.</p>					
<p>FEEDBACK <i>Noteworthy tasks and assessments</i></p>	<p>Sketch book spread based on research of landscape artists.</p>	<p>Canvas painting. Feedback in class and via PR's.</p>	<p>Sketch book spread.</p>	<p>Sculpture outcome. Assessment and feedback in class and via PR's.</p>	<p>A2 sheet. Feedback one to one, echoing GCSE format.</p>	<p>A2 sheet. Feedback one to one, echoing GCSE format.</p>
	<p>Sketch book assessed utilising the Department target stamp. The visual nature of successive spreads and this target stamp informs and articulates progress.</p>					
<p>BREADTH <i>Opportunities, trips, wider reading, cultural capital</i></p>	<p>Understanding genres of and world views. Understanding landscape art and why artists produce it..</p>	<p>Articulating self / other interests and world views.</p>	<p>Careers Info/ design and illustration Harry Potter. Hogwarts. Set designers. Day trip or virtual tour.</p>	<p>Understanding of a design process through the study of others. Widening understanding of what art is.</p>	<p>Widening understanding of what art is. Developing own preferences for art and understanding of different styles and genres.</p>	<p>Understanding of requirements of GCSE. Refinement. Tenacity, patience etc.</p>