



Expressive Arts Curriculum Map

Art	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 7</p>	<p>Baseline Assessment</p> <p>Formal elements</p> <p>Skills</p> <p>Demonstrate and application of the following in their basic forms: Line, Value/Tone, Colour, and Shape, form, pattern and texture.</p> <p>Knowledge</p> <p>Investigating the Visual Elements and to be able to identify each element and put it into context through artists work.</p> <p>Assessment</p> <p>Baseline assessment- Drawing and written analysis task.</p> <p>Match up images to keywords.</p>	<p>Lettering and perspective</p> <p>Skills</p> <p>Applying one and two point perspective rules. Shading Creative thinking Typography investigation Size and scale. Cardboard construction, folding, slotting and tabs.</p> <p>Knowledge</p> <p>Construction techniques of perspective. Vanishing points. Four types of lettering, serif, sans serif, Decorative and freehand.</p> <p>Assessment</p> <p>Final piece- card sculpture</p> <p>Keyword spelling test</p>	<p>Portraiture and mark-making</p> <p>Skills</p> <p>Pencil drawing Artist Collaboration Selecting appropriate mark-making. Use of pressure Critical analysis Line Tone</p> <p>Knowledge</p> <p>Mark-making techniques. Pencil hold to create tone and values. Grid method in creating a drawing.</p> <p>Assessment</p> <p>Large scale class/ group portrait made up of mark-making squares.</p>	<p>Continuous line portraits.</p> <p>Skills</p> <p>Applying line Blending colours Investigating properties of watercolour and acrylic paints.</p> <p>Knowledge</p> <p>Written annotation, describe, analyse, mood and evaluation. Influences of artists and designers. Hue and Value</p> <p>Assessment</p> <p>Line portrait in colour.</p> <p>Key word test.</p>	<p>Matisse</p> <p>Skills</p> <p>Paper cutting skills Surface texture Composition of shapes and positioning. Application of Shape to create movement. Application and selection of colour to create mood.</p> <p>Knowledge</p> <p>Influences of artists and designers. Foreground, middle ground and background. Fluid and geometric shapes. Collage techniques- Layering, overlapping and spacing.</p> <p>Assessment</p> <p>Matisse style image linking to movement.</p> <p>Key Vocabulary test</p>	<p>Keith Haring</p> <p>Skills</p> <p>Appropriate application into colours linked to emotions. Critical analysis skills. Control of materials – felt pens. Application of primary colours.</p> <p>Knowledge</p> <p>Investigation into colours linked to emotions. Colour theory Blending two hues Flat colour</p> <p>Assessment</p> <p>Keith Haring inspired artwork.</p> <p>Key word test.</p>



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<p>Year 8</p>	<p>Michael Craig Martin</p> <p>Skills</p> <p>Application of bold colour and harmonious colours. Simple refined lines. Application of size and scale in style of artist. (over exaggeration) Using the printmaking tools with accuracy. Pen and wash technique</p> <p>Knowledge</p> <p>Colour theory Line Size and scale Collaboration Poly printing process.</p> <p>Assessment</p> <p>Final Print (individual) and a group collaboration large scale image.</p>	<p>Insects</p> <p>Skills</p> <p>Observational drawing Application of pencils grades B to 6B. Application of highlights. Use of pressure when applying tone. Application of comic styles. Developing ideas Critical analysis</p> <p>Knowledge</p> <p>Tone Line Shape Detail using highlights. Graphical codes and conventions. Wire/ 3D techniques.</p> <p>Assessment</p> <p>Wire insect and observational drawing.</p>	<p>Portraits</p> <p>Skills</p> <p>Demonstrate face mapping Apply accurate tone based on a light source. Know how to measure facial features.</p> <p>Knowledge</p> <p>Line Proportions Tone Influences from artists and designers. Critical understanding and cultural context of a portrait.</p> <p>Assessment</p> <p>An accurate pencil portrait.</p>	<p>Cultural pattern</p> <p>Skills</p> <p>Critical analysis Forming pattern through symmetry and repetition. Application of contrast though space. Linking shapes or pattern to religious/ cultural meaning.</p> <p>Knowledge</p> <p>Maori culture, social and historical context. Pattern Positive and negative Contrast. Shape.</p> <p>Assessment</p> <p>Maori celebrity portrait.</p>	<p>Still Life</p> <p>Skills</p> <p>Observation of primary and secondary objects. Refining the use of pressure to create smooth tone and textured surfaces. Application of composition to create emphasis. Application of oil pastels using harmonious colours.</p> <p>Knowledge</p> <p>Composition Balance and unity Tone/ Value Traditional art Detail Colour theory</p> <p>Assessment</p> <p>Pencil drawing of a primary source using a still life artist's technique.</p>	<p>Cubism</p> <p>Skills</p> <p>Application of line to create broken imagery. Layering and overlapping line imagery. Using tone to distort an image. Selecting modern objects to interpret the cubist style.</p> <p>Knowledge</p> <p>Cubist techniques and methods. Cultural context and understanding. Tone</p> <p>Assessment</p> <p>Pencil or colour modern cubist still life with at least two artist influences.</p>
<p>Year 9</p>	<p>Bottles</p> <p>Skills</p> <p>Refining designs Application of surrealist imagery Combining colour combinations. Applying stencilling techniques accurately. Mind mapping to create ideas. Crating techniques to draw objects.</p> <p>Knowledge</p> <p>Surrealism art movement. Contemporary artists and influences.</p>		<p>Portraits</p> <p>Skills</p> <p>Abstraction of the facial features. How to face map from different viewpoints. Controlling acrylic paint and mixing colours from primary colours. Original imagery as starting point Primary and secondary sources Selecting appropriate brush sizes to create detail</p> <p>Knowledge</p> <p>Artists styles of how to portrait the surface of the face. Portraits from different viewpoints.</p>		<p>Appearances can be deceiving/ Disguise.</p> <p>Skills</p> <p>Refining ideas and selecting appropriate primary imagery/ objects. Selecting appropriate techniques and materials to suit their own personal style/ strengths. Observational drawing applying tonal value. Investigations into art history and art movements. Selecting relevant imagery and materials appropriate to a theme.</p> <p>Knowledge</p> <p>Line Tone</p>	



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	<p>Critical analysis Colour theory Tone Texture Positive and negative Printmaking Painting- watercolour Composition Design ideas</p> <p>Assessment</p> <p>Bottle image influenced by artists studied.</p>	<p>Painting Influences from a range of artists. Using original imagery Design ideas Refining work Colour theory Shape</p> <p>Assessment</p> <p>Colourful self-portrait.</p>	<p>Texture Shape Form Positive and negative Composition Pattern Printing Painting Drawing Colour theory. Design ideas Critical reflection.</p> <p>Assessment</p> <p>Mini sketchbook and final piece in media of choice.</p>
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<p>Year 10</p>	<p style="text-align: center;">Natural Forms</p> <p style="text-align: center;">Skills</p> <p style="text-align: center;">Develop ideas Refine work by exploring ideas, selecting and experimenting with appropriate materials, media, techniques and processes. Record ideas, observations and insights relevant to intentions. Present a personal and meaningful response and demonstrate understanding of visual language.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Understanding of assessment criteria Creative and purposeful investigations Critical understanding of sources. Material experimentation Drawing Painting Colour theory Visual elements Written annotation Observational drawing Design ideas Connections with artists, social and environmental context.</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Sketchbook and final outcome.</p>	<p style="text-align: center;">Natural Forms- printmaking</p> <p style="text-align: center;">Skills</p> <p style="text-align: center;">Develop ideas Refine work by exploring ideas, selecting and experimenting with appropriate materials, media, techniques and processes. Record ideas, observations and insights relevant to intentions. Present a personal and meaningful response and demonstrate understanding of visual language.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Creative and purposeful investigations Critical understanding of sources. Material experimentation Drawing Painting Colour theory Visual elements Written annotation Observational drawing Design ideas Connections with artists, social and environmental context.</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Sketchbook and final outcome.</p>	<p style="text-align: center;">Natural Forms extended</p> <p style="text-align: center;">Skills</p> <p style="text-align: center;">Develop ideas Refine work by exploring ideas, selecting and experimenting with appropriate materials, media, techniques and processes. Record ideas, observations and insights relevant to intentions. Present a personal and meaningful response and demonstrate understanding of visual language.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Creative and purposeful investigations Critical understanding of sources. Material experimentation Drawing Painting Colour theory Visual elements Written annotation Observational drawing Design ideas Connections with artists, social and environmental context.</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Sketchbook and final outcome.</p>
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<p>Year 11</p>	<p align="center">Manmade environment</p> <p align="center">Skills</p> <p align="center">Develop ideas Refine work by exploring ideas, selecting and experimenting with appropriate materials, media, techniques and processes. Record ideas, observations and insights relevant to intentions. Present a personal and meaningful response and demonstrate understanding of visual language.</p> <p align="center">Knowledge</p> <p align="center">Creative and purposeful investigations Critical understanding of sources. Material experimentation Drawing Painting Colour theory Visual elements Written annotation Observational drawing Design ideas Connections with artists, social and environmental context.</p> <p align="center">Assessment</p> <p align="center">Sketchbook and final outcome.</p>	<p align="center">Externally set exam</p> <p align="center">Set by exam board on the 4th January 2018 And 10 hour exam to be taken after Easter holidays.</p> <p align="center">Skills</p> <p align="center">Develop ideas Refine work by exploring ideas, selecting and experimenting with appropriate materials, media, techniques and processes. Record ideas, observations and insights relevant to intentions. Present a personal and meaningful response and demonstrate understanding of visual language.</p> <p align="center">Knowledge</p> <p align="center">Creative and purposeful investigations Critical understanding of sources. Material experimentation Drawing Painting Colour theory Visual elements Written annotation Observational drawing Design ideas Connections with artists, social and environmental context.</p> <p align="center">Assessment</p> <p align="center">Sketchbook and final outcome.</p>	
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English Key Skills

1: Reading

2: Writing

3: Speaking & Listening