



KMA Art Curriculum Map

Year 7	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit:	Formal Elements		Responding to an Artist		Identity	
Overview	Students are to be given the basic skills need to navigate the rest of the Art Curriculum, this introduction to the formal elements of Art and Design includes Line, tone, colour, form, and texture.		Students will investigate Artwork to explore how the formal elements are used by Artists in their work. They will focus on Van Gogh and produce an A3 illustrated and informative research page.		Students will explore how Artists have interpreted the portrait across time and cultures. They will follow the rules of portraiture to produce an accurate drawing of the face. They will investigate the work of a range of Artists. They will extend observational drawing skills working from individual photographic portraits.	
End point	To be able to use HB and shading pencils to apply tone, to be able to identify the primary colours and use them to mix secondary colours. To be able to blend pencil crayons and use drawing tools to create a variety of marks.		To be able to demonstrate critical understanding of the work of Van Gogh using a range of materials to produce a visual presentation.		Students will be able to draw a portrait using traditional guidelines. They will have a wider understanding of portraiture across time and culture and be able express ideas about their identity in practical work.	
Knowledge and Skills	Students can work responsibly with an awareness of personal safety and respect for others. They can follow instructions effectively to control a range of materials and techniques when creating work. They know how to mix and apply colour.		Students can describe different characteristics of Art and evaluate their properties. They know marks can be made using different materials and controlled using skill. They know how to research the work of Artists by selecting important visual and text-based information.		Students can gather and assemble information and visual resources to inform the production of practical work. They begin to reflect upon the development of their work to be able to identify areas for improvement.	
Knowledge Organiser	KO Y7 Art u1 Formal Elements		KO Y7 Art u2 Post Impressionism		KO Y7 Art u3 Identity	
Assessment	<ul style="list-style-type: none"> - Baseline drawing assessment - Colour wheel - Sketch book assessment - HWK 		<ul style="list-style-type: none"> - Illustrated and informative research page - HWK 		<ul style="list-style-type: none"> - Self portrait - Representation of identity - HWK 	
Reading opportunities	How to draw DK		Art a children's Encyclopaedia DK		How to draw portraits, heads and faces by Mark Bergin	
Writing Opportunities	Annotation Explanation		Annotation Research Creative letter writing		Annotation	
Vocabulary focus	<ul style="list-style-type: none"> - Formal Elements - Tone - Line - Texture - Cross-hatching - Pointillism - Colour - Composition - Control 		<ul style="list-style-type: none"> - Post- Impressionism - Western Art - Landscapes - Still life - Portraits - Self-portraits - Expressive Brushwork - Impasto - Modern Art 		<ul style="list-style-type: none"> - Identity - Portrait - Figurative - Realism - Expressionism - Proportion 	
NC benchmark	Develop visual and tactile elements: <ul style="list-style-type: none"> - Line - Tone - Colour - Form - Texture Explore colour using paint. Record observations in a sketchbook.		Explore techniques using paint and oil pastel to exploit line, tone, texture, and form.		Understand how artists have interpreted the portrait across time and cultures. Improve observational drawing skills.	



KMA Art Curriculum Map

Year 8	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit:	<i>Cultural Masks</i>		<i>Architecture</i>		<i>Colour Theory in Practice</i>	
Overview	Students will use a variety of media to record and respond to images of masks across time and culture. They will explore the symbolic use of colour and the spiritual and religious significance of masks. Students will analyse and evaluate their own work to strengthen the visual impact of their response.		Students will develop their drawing skills by making accurate architectural studies from a variety of sources. They will look at selected Artists' work; Hundertwasser, Monet and Ian Murphy, illustrating their understanding of the formal elements using mixed media responding to environments. The students will be introduced to one-point linear perspective.		Students will respond to the theme of still life using a range of materials. They will research into the work of Matisse focusing on his painting 'still life with goldfish'.	
End point	Students will be able to produce design studies for 3D outcomes including research, observed drawings and visualisations. They will work independently to improve their practical skills and their understanding of the qualities of different materials.		Students will be able to show that they have completed research and the impact will be evident in their outcome.		The outcome will demonstrate a clear understanding of applied colour theory and strong connections to the work of the Matisse.	
Knowledge and Skills	Students will be able to explain using annotation the personal actions they have taken to realise their creative intentions.		Students will be able to apply the principles of one-point perspective to make images that effectively represent the real world.		Students can explore, investigate, test, and safely use a variety of materials. Processes and techniques, imaginatively, expressively, and creatively.	
Knowledge Organiser	KO Y8 Art u1 Cultural Masks		KO Y8 Art u2 Architecture		KO Y8 Art u3 Colour Theory in Practice	
Assessment	<ul style="list-style-type: none"> - Evidence of research. - Recording of ideas using drawing and annotation. - Construction showing adaptation and refinement. - HWK. 		<ul style="list-style-type: none"> - Evidence of research. - Demonstrating understanding of perspective. - Evidence of development of ideas and progression in use of materials. 		<ul style="list-style-type: none"> - Research to produce illustrated timeline. - Accurate drawing from direct observation. - Outcome demonstrates clear understanding of colour theory and strong connections to the work of Matisse. 	
Reading opportunities	Masks -the art of expression John Mack		How to draw buildings- Usborne pocket guide		Meet Matisse Jean-Vincent Senac	
Writing Opportunities	Research Annotation Evaluation		Research Annotation		Research Annotation	
Vocabulary focus	<ul style="list-style-type: none"> - Formal Elements - Form - Control - Initial ideas - Ceremony - Celebration - Disguise - Ritual - Festival - Tradition 		<ul style="list-style-type: none"> - Formal Elements - Silhouette - Perspective - Cubism - Fauvism - Impressionism - Mixed media 		<ul style="list-style-type: none"> - Formal Elements - Still life - Composition - Fauvism - Impressionism - Complementary colours - Contrast - Cut outs 	
NC benchmark	Students will use a variety of media to record and respond to images of masks across time and culture. Understand symbolic use of colours. Analyse and evaluate.		Drawing skills evidenced through detailed accurate architectural studies.		Respond to a still life and natural form. Demonstrate understanding of applied colour theory.	



KMA Art Curriculum Map

Year 9	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit:	<i>The Skeleton and its representation across time and culture</i>			<i>Popular Culture</i>		
Overview	<p>The Skeleton: Students will explore the formal elements through a variety of works depicting the skeleton. This will include traditional and modern representations with an emphasis on the Mexican festival 'Dias do los Muertos'.</p> <p>Paul Cezanne and Leonardo da Vinci will be referenced to demonstrate the importance of anatomy to the Artist. Initial studies produced in monochrome will allow students to refine their drawing skills.</p>	<p>The Tree of Life: Students will explore the liminal space between life and death building on their understanding of the importance of the Skelton as a theme in Art. They will produce a representation of the tree of life inspired by the Mexican tradition.</p> <p>With reference to the work of Gustav Klimt, Georgia O' Keeffe and David Lozeau they will explore ideas to produce a composition.</p>		<p>Pop Art: Students will investigate the work of the Pop Artists. Looking at aspects of popular culture focusing on food and advertising they will explore the process of simplifying images and produce a pop art presentation.</p> <p>With reference to Roy Lichtenstein, they will consider reducing their colour palette, eliminating excessive detail and move towards producing bold graphic images.</p>	<p>Artist Activists: Students will follow the development of Pop Art and consider the impact that the Art movement had on street art in the 1980's in New York.</p> <p>With reference to the work of Keith Haring and his advocacy for social issues such as safe sex and HIV, we will investigate the role of Artist as activist and celebrities.</p>	
End point	Students will be able to draw the skeleton demonstrating understanding of proportion. They will have a wider understanding of the skeleton as a theme across time and culture and be able to express personal ideas in practical work.	Students will be able to produce a composition that considers balance, emphasis, contrast, and proportion.		Students will produce an annotated presentation demonstrating their understanding of Pop Art.	Concertina sketch book/journal will be created to document research and ideas with a detachable final piece the size of a post card.	
Knowledge and Skills	<p>Students will be supported to become more confident in their use of drawing techniques and encouraged to take creative risks when combining materials.</p> <p>Students will be supported to extent their range of painting techniques, including brush control, application of paint and layering.</p>	<p>Students will learn about the principles of composition.</p> <p>They will have autonomy to produce a personal response demonstrating their competence when working with a range of materials, evidence of more sophisticated painting techniques including layering of paint should be evident in their work.</p>		<p>Students can describe different characteristics of Pop Art and identify them in their work. They know images can be simplified and painted using a restricted colour palette with skill. They know how to research the work of Artists by selecting important visual and text-based information.</p>	<p>Students can make connections between Art movements.</p> <p>Students can identify Key Artists and talk about how society influenced their work and lives.</p> <p>Students can explore, investigate, test, and safely use a variety of materials, processes, and techniques, imaginatively, expressively, and creatively including collage</p>	
Knowledge Organiser	KO Y9 Art u1 The Skeleton			KO Y9 Art u2 Pop Art		
Assessment	<ul style="list-style-type: none"> - Development of ideas/reference to artist - Variety and skill of drawing techniques - Accurate recording using pencil - Research into Day of the Dead festival 	<ul style="list-style-type: none"> - Tree of life research sheet - Application of colour - Composition 		<ul style="list-style-type: none"> - Pencil study of a cup cake - Pop art painting of a cup cake - Sweet wrapper composition 	Development of ideas with reference to Artists Post card	
Reading opportunities	Frida – The biography of Frida Kahlo by Hayden Herrera			https://maddoxgallery.com/news/183-why-1980s-new-york-produced-some-of-the-from-basquiat-to-haring-we-explore-what-made/		
Writing Opportunities	<ul style="list-style-type: none"> - Research - Annotation 			<ul style="list-style-type: none"> - Research - Artist analysis - Annotation 		
Vocabulary focus	<ul style="list-style-type: none"> - Formal elements - Composition - Mark making - Pattern - Tradition - Culture 	<ul style="list-style-type: none"> - Formal elements - Artist study - Composition - Balance - Emphasis - Contrast - Proportion 		<ul style="list-style-type: none"> - Formal elements - Artist study - Composition - Popular culture - simplification - Contrast - Pattern 	<ul style="list-style-type: none"> - Formal elements - Artist study - Popular culture - Analysis - Street Art - Activism 	
NC benchmark	Students will be taught to increase their proficiency in the handling of different materials	Students will have increased autonomy to produce a personal composition demonstrating their understanding of the formal elements, compositional devices and skills using a range of materials.		<p>Understand how artists have interpreted popular culture to create graphic images.</p> <p>Improve observational drawing skills.</p> <p>Increased proficiency when using paint</p>	Students will learn about the history of Arts, crafts, design, and architecture.	



KMA Art Curriculum Map

Year 10	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit:	Boot Camp		Portraits		Component 01: Portfolio	
Overview	<p>Students will present investigative studies that show they can experiment, explore, test, and safely use a variety of materials, processes, and techniques, expressively and creatively. The final composition will be a personalised still life including a boot or shoe of their choice.</p> <p>Each of the elements will be taught explicitly, modelled by the teacher, and presented as a response by the students</p>		<p>Students will explore how Artists have interpreted the portrait exploring the form elements; line (Agnes Cecile), colour (Shepard Fairey), texture (Andrew Salgado), form (Nikos Gyftakis). They will use a camera to record images and understand how to edit their work. They will present research recording information and opinion. They will demonstrate how a range of artists have influenced the development of their work and show perceptive and sophisticated application of the formal elements.</p>		<p>Students produce a portfolio of practical work showing their personal response to a set starting point, we offer a choice of themes that change annually. The portfolio may be presented in appropriate formats for the specification title (fine art/art textiles) they are following and chosen area of study, including sketchbooks, mounted sheets, photographs, research, painting, drawing, printmaking, textiles</p> <p>The portfolio must provide evidence that the student has met all four assessment objectives.</p>	
End point	<p>Students will demonstrate understanding of the visual language in Art and the application of the formal elements should be perceptive and sophisticated.</p>		<p>Students will present an A3 research sheet demonstrating their understanding of drawing using line, colour mixing using acrylic paint, rendering of texture, and using a range of drawing techniques to create the illusion of form. They will be able to explain how a range of artists have influenced their style and show the development towards a final piece. All students will present a personal response- a completed portrait.</p>		<p>Students will show evidence to meet AO1 that they have ideas that are developed from sources. Investigating sources can be carried out at any point on their creative journey but will be evident at the start to show initial inspiration.</p> <p>Students will show that ideas have been explored, progressed, and refined on a creative developmental journey with evidence of experimentation, testing and problem solving to meet AO2</p>	
Knowledge and Skills	<p>Students can creatively take risks as they exploit the properties of the visual elements, they are able to apply technical and expressive knowledge of the formal elements by selecting techniques and controlling outcomes with skill.</p>		<p>Students will be able to show a strong range of ideas based on relevant artist research, their investigations will be effective and demonstrate well-informed critical understanding. They will be able to explore a range of techniques and materials and show in depth evidence of development of skill. Students will be able to record ideas with confidence and show evidence of skill full observational drawing. Students will make a personal response demonstrating clear understanding of visual language.</p>		<p>Students will be able to show that ideas are developed with sophisticated reference to contextual sources.</p> <p>They will demonstrate confident refinement of ideas with skilled use of an extensive range of materials, techniques and processes.</p>	
Knowledge Organiser	<p style="background-color: yellow;">KO Y9 Art u3 Boot Camp</p>		<p style="background-color: red;">KO Y10 Art u1 Portraits</p>		<p>Coursework Booklet</p> <p style="background-color: red;">KO Y10 Art u2 Component 01: Portfolio</p> <p style="background-color: red;">KO Y10 Art u2 Photography</p>	
Assessment	<ul style="list-style-type: none"> - Formal elements - Composition 		<p>Develop ideas through investigations into chosen artists demonstrating critical understanding of sources</p> <p>Refine work by exploring ideas and selecting and experimenting with materials, techniques, and processes -including but not limited to pencil, biro, ink, and acrylic paint</p> <p>Record ideas, observations and insights showing the development of a portrait.</p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Portrait assessment sheet</p>		<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources (30 marks).</p> <p>AO2 Refine work by exploring ideas and selecting and experimenting with materials, techniques, and processes (30 marks).</p> <p>AO3 Record ideas, observations, and insights relevant to intentions (30 marks).</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (30 marks).</p> <p>Course work planner</p> <p>Summer exam</p>	
Reading opportunities	<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>		<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>		<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>	
Writing Opportunities	<p>Research</p> <p>Annotation</p>		<p>Research</p> <p>Annotation</p>		<p>Artist analysis/research</p> <p>Annotation</p> <p>Evaluation</p> <p>Bibliography</p>	
Vocabulary focus	<ul style="list-style-type: none"> - Formal elements - Control - Natural form - Media - Surface - Process - Materials 		<ul style="list-style-type: none"> - Formal Elements - Artist Study - Portraiture - Render - Development 		<ul style="list-style-type: none"> - Formal Elements - Contextual sources - Critical understanding - Personal response 	



KMA Art Curriculum Map

Year 11	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Unit:	Component 01: Portfolio		Component 02: Externally Set Task			
Overview	<p>Students produce a portfolio of practical work showing their personal response to a set starting point, we offer a choice of themes that change annually. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, mounted sheets, photographs, and written research.</p> <p>The portfolio must provide evidence that the student has met all four assessment objectives.</p>		<p>Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.</p>			
End point	<p>Students will provide evidence to meet AO3 this could be visualisation maps, development sketches, design sheets, journals, working drawings or plans</p> <p>Evidence for assessment objective AO4- the presentation of an informed and meaningful personal response can take many forms and emerge at any stage on the creative journey however all students will be expected to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>		<p>Students will show evidence to meet AO1 that they have ideas that are developed from sources. Students will show that their ideas have been explored, progressed, and refined on a creative developmental journey with evidence of experimentation, testing and problem solving to meet AO2.</p> <p>Students will provide evidence to meet AO3 this could be visualisation maps, development sketches, design sheets, journals, working drawings or plans.</p> <p>Evidence for assessment objective AO4- the presentation of an informed and meaningful personal response will be demonstrated during the ten-hour supervised exam.</p>			
Knowledge and Skills	<p>Students will be able to record ideas, observations and insights showing links to their intentions and will be able to reflect on their own progress.</p> <p>they will have an in depth understanding of their own project with clear connections to their chosen artists. They will have developed their own visual language and be able to apply the formal elements in confident and perceptive ways.</p>		<p>Students will be able to show that ideas are developed with sophisticated reference to contextual sources.</p> <p>They will demonstrate confident refinement of ideas with skilled use of an extensive range of media</p> <p>Students will be able to record ideas, observations and insights showing links to their intentions and will be able to reflect on their own progress.</p> <p>They will have an in depth understanding of their own project with clear connections to their chosen artists. They will have developed their own visual language and be able to apply the formal elements in confident and perceptive ways.</p>			
Knowledge Organiser	<p>Coursework Booklet</p> <p>KO Y11 Art u1 Composition</p>		<p>KO Y10 Art u2 Component 02: Externally Set Task</p>			
Assessment	<p>November mock exam 5 hours</p> <p>Individual tutorials</p> <p>Course work planner</p>		<p>Exam planner</p> <p>Individual tutorials</p> <p>OCR GCSE Exam 10 hours</p>			
Reading opportunities	<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>		<p>https://www.bbc.co.uk/bitesize/subjects/z6hs34j</p>			
Writing Opportunities	<p>Research</p> <p>Opinion</p> <p>Evaluation</p> <p>Bibliography</p>		<p>Research</p> <p>Opinion</p> <p>Evaluation</p> <p>Bibliography</p>			
Vocabulary focus	<ul style="list-style-type: none"> - Formal Elements - Composition - Formal Elements - Contextual sources - Critical understanding - Personal response 		<ul style="list-style-type: none"> - Formal Elements - Composition - Formal Elements - Contextual sources - Critical understanding - Personal response 			