

English Martyrs Art Curriculum Map

<u>Focus</u>	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<p><u>Year 7</u> KS3: Animonsters 3-dimensional plasticine characters, animation inspired by <u>Burgerman, Park/Aardman, Brain- look at early Disney</u></p>	<p>Students work to a <i>design brief</i> <i>Analysis</i> of the work of artists/animators <i>Drawing from observation</i> of animal features (farm trip), <i>manipulation of plasticine</i> to mould 3-dimensional <i>form</i>. <i>Colour theory</i> and <i>analogous/harmonious colours, tints, shades and tones</i> <i>Design</i> of character- 2 prep designs and one final- <i>drawing and annotation</i> Challenge: Explore plasticine moulding of twisted horn form</p>	<p><i>Creation</i> of <i>3 dimensional</i> plasticine animonster (combination of animal and monster) <i>character</i>, using limited palette. <i>Creation of stop motion animation</i> using IPADS <i>Evaluation</i></p> <p>Challenge: Create a character with a separate head and body or even legs which support weight and balance</p>	<p>N.B Y7 are on a carousel in Art and Design with the Design Technology department, so we have them twice a week for 16 weeks.</p>	<p><u>Subject content notes from National Curriculum for KS3</u> Record observations- range of techniques/ media Explore ideas Increase proficiency in handling different materials; <i>See columns Autumn One and Autumn Two</i> Analysis and evaluation of own and others' work – use to improve own; <i>See green peer/self-assessment booklet/ feedback and response</i> History of art/craft/design/architecture/ periods/styles/movements up to present day; <i>See cultural references in far left column</i></p>		
<p><u>Year 8</u> KS3: Organic design, mehndi tattoo/wallpaper design inspired by <u>Indian mehndi and colour and Yellena James- look at William Morris/Timorous Beasties/Cole and Sons</u> for wallpaper design Also <u>Zaha Hadid/Gaudi</u> architecture</p>	<p>Students work to a <i>design brief</i> <i>Analysis</i> of the work of a contemporary female <i>artist/illustrator</i> and <i>Indian</i> mehndi patterns/architecture/cultural clothing and colours <i>Drawing</i> of natural forms <i>from observation</i> <i>Creation</i> of a preparatory and final <i>mehndi inspired tattoo/ wallpaper design, drawing</i>. <i>Preparatory ink painting techniques</i> with <i>flat, bright colour</i>, inspired by India and <i>colour washes</i>. Challenge: Develop into wallpaper design</p>	<p><i>Final design with ink painting</i> with flat, bright colour, inspired by India and colour washes. <i>Juxtaposition</i> of <i>complementary colours</i>. <i>Creation of patterns</i> derived from observational drawings of natural forms applied in <i>coloured pencil, layered over colour washes of ink</i> influenced by the work of <i>Yellena James</i>. <i>Refining/ problem solving</i> and adding Indian inspired decoration and <i>embellishment with gel pens</i>- use again of complementary colours in places to visually communicate India theme. <i>Evaluation</i></p>	<p>N.B Y8 are on a carousel in Art and Design with the Design Technology department, so we have them for 16 weeks, in total, however this is distributed in different ways across the groups. The idea is that each group spends some time in both Art and Design and Design Technology before they choose their options in early March.</p>	<p>See above column</p>		

inspired homework task		Challenge: Explore ink painting with graduated colour/ include more intricate embellishment of design				
<p>Year 9 GCSE: Tools of the Trade (foundation course) inspired by <u>Jim Dine,</u> <u>Helen Frankenthaler,</u> <u>Willem de Kooning,</u> <u>Jackson Pollock,</u> <u>Wayne Thiebaud</u></p>	<p><i>Photography</i> and <i>editing</i> on the IPAD as prep for mixed media palette (awaiting updates this year from IT before can do) Individual photography at home</p> <p><i>Mono printing</i> <i>Drawing from life</i> with <i>fine liner, charcoal, eraser and graphite-</i> subject matter- art materials and equipment</p> <p><i>Scaling up and maintaining proportion</i> for a <i>line drawing</i> of scissors, drawing in the style of <i>Jim Dine, expressive mark making</i> with <i>graphite sticks and eraser</i></p> <p>Challenge: Larger paper, more challenging imagery for Dine inspired drawing</p>	<p>Helen Frankenthaler and <i>soak stains</i> <i>Action painting</i> inspired by Jackson Pollock <i>Experimental mark making</i> with <i>ink</i> and natural forms Exploring use of the <i>fun pump (spray paint effect with ink)-</i> Dine <i>Mixed media palette</i> (synthesising several influences and experiences from prior learning above): <i>Expressive textured emulsion grounds</i> and <i>PVA</i> and Willem de Kooning <i>Soak stains (acrylic)-</i> Frankenthaler Pollock <i>action painting with acrylic</i> and <i>ink mark making</i> with natural forms Exploring <i>oil pastel-</i> de Kooning expressive marks in colour <i>over emulsion and oil pastel resist with PVA</i> above Exploring <i>chalk pastel</i> <i>Colour theory- analogous colours and complementary colours</i> N.B Throughout the unit, students will analyse the work of relevant artists with their learning partners and collect relevant images for independent study</p>	<p>Use of a <i>grid to scale up and maintain proportion in line drawing</i> of a spatula <i>Exploration of coloured chalk pastels</i> Coloured <i>chalk pastel layered application with mark making</i> of spatula Explorations with <i>pencils from HB-9B and eraser</i></p> <p>Challenge: larger paper, more challenging imagery for chalk pastel</p>	<p>Exploration of <i>oil pastels</i> Use of a <i>grid to scale up and maintain proportion in a line drawing, transcription</i> of Thiebaud Exploring <i>oil pastels as prep</i> for a Thiebaud transcription <i>Analysis</i> of Thiebaud transcription image <i>Oil pastel transcription</i> of Thiebaud</p> <p>Challenge: selection of more challenging section of painting to transcribe</p>	<p>Use of a <i>grid to scale up and maintain proportion in a line drawing</i> of a tube of paint <i>Tonal drawing</i> of tube of paint, using <i>pencils from HB-9B and eraser</i></p> <p>Challenge: more challenging imagery for tube of paint tonal drawing</p>	<p><i>Oil pastel study</i> of paintbrush in style of Wayne <i>Thiebaud</i></p> <p><i>Evaluation</i></p> <p>Challenge: larger paper and more challenging imagery for paintbrush oil pastel study</p>

<p>Year 10 GCSE: Cakes and Sweets, inspired by Lucian Freud, Wayne Thiebaud, Joel Penkman, Fiona Rae and Jackson Pollock</p>	<p>Lucian Freud <i>analysis Freud image research</i>- 2 head and shoulder portraits which show use of impasto</p> <p>Use of a <i>grid to scale up and maintain proportion in a line drawing, transcription</i> of Lucian Freud’s work</p> <p><i>Oil pastel transcription</i> of Lucian Freud’s work</p> <p><i>Explorations of properties and possibilities of pencils from HB-9B and eraser</i></p> <p>Challenge: selection of more challenging section of Freud painting to transcribe/ more challenging source material for line drawings from life</p>	<p><i>Explorations of properties and possibilities of pencils from HB-9B and eraser</i></p> <p><i>Observational drawing from life</i> of cakes/biscuits/sweets using <i>fine liner, biro, charcoal, eraser and graphite</i></p> <p><i>Mono printing</i> of some of above subject matter</p> <p>Use of a <i>grid to scale up and maintain proportion in a line drawing, observational line drawing</i> of cakes still life from photograph</p> <p>Thiebaud <i>image research</i></p> <p>Introduction to <i>photography</i> with IPADS of biscuits/cakes/sweets</p> <p><i>Independent</i> cakes and sweets</p> <p><i>photography linking to Thiebaud, Penkman, Pollock and Rae</i></p> <p>Challenge: more challenging imagery for cake still life observational line drawing/ Students can be ambitious and creative when taking own photographs independently, exploring a range of materials in subject matter and compositions</p>	<p>Use of a <i>grid to scale up and maintain proportion in a line drawing, observational line drawing</i> of cakes still life from photograph</p> <p><i>Observational tonal drawing</i> of cakes still life from photograph</p> <p><i>Image research</i> Pollock Action painting, Rae painting with expressive marks dragged on surface of canvas and Penkman cakes/desserts with intense observation of colour</p> <p><i>Finding appropriate source material:</i> Opportunity to bring in own cakes and sweets for use in final piece</p> <p>Challenge: more challenging imagery for cake still life observational line drawing and opportunity to bring in own cakes and sweets for use in final piece</p>	<p><i>Observational tonal drawing</i> of cakes still life from photograph</p> <p><i>Expressive painting</i> inspired by Rae and Pollock with <i>annotation</i></p> <p><i>Oil pastel experiments</i> sheet</p> <p><i>Oil pastel transcription</i> of Thiebaud</p> <p>Use of a <i>grid to scale up and maintain proportion in a line drawing</i> for final piece</p> <p>Challenge: more challenging imagery for cake still life observational tonal drawing/ opportunity to annotate own painting/ more challenging section of Thiebaud transcription/ more challenging composition for final piece line drawing</p>	<p>Use of a <i>grid to scale up and maintain proportion in a line drawing</i> for final piece</p> <p><i>Small</i>, focused <i>oil pastel prep studies</i> of aspects of final piece</p> <p><i>Preparatory</i> section of <i>final piece, A5 size, in oil pastels</i> (traced from own line drawing)</p> <p>Larger scale <i>final piece in oil pastels</i></p> <p>Challenge: more challenging composition for final piece line drawing and oil pastel prep/ final piece in oil pastels</p>	<p>Larger scale <i>final piece in oil pastels</i></p> <p><i>Evaluation</i> of unit</p> <p>Start to <i>mount portfolio</i>; cakes and sweets unit</p> <p><i>Potentially:</i> Start space and planets unit: <i>Observational line drawing</i> of planets from photograph</p> <p><i>Summer holiday Independent study tasks:</i></p> <p><i>Complete mounting of cakes and sweets unit</i></p> <p><i>Independent photography</i> of textures to link to surfaces of planets and the sky at different times of day</p> <p>NASA <i>research images</i></p> <p><i>Artist image research</i> for all six artists: Pollock, Rothko, Despont, Richter, Mei Lin</p> <p>Challenge: more challenging composition for final piece in oil pastels/ opportunity to evaluate unit</p>
<p>Year 11 GCSE: Space and Planets, inspired by Jackson Pollock, Mark Rothko, Thierry Despont, Gerhard Richter, Hsiao Mei Lin and Externally Set Task (exam unit)</p>	<p>N.B All photography and image research to be complete by this half term from Summer Independent Study</p> <p><i>Observational line drawing</i> of planets from photograph</p> <p><i>Observational tonal drawing</i> of planets from photograph</p>	<p>Planet inspired <i>explorations with emulsion, ink and graphite</i> linking to Jackson Pollock and <i>texture with mixed media (emulsion and grit ground)</i> PVA and ink linking to Despont and Mei Lin</p> <p>Rothko <i>chalk pastel</i> transcription</p> <p><i>Textured, expressive (scrunched newsprint- Despont) and smooth (finger painting- Rothko)</i></p> <p><i>emulsion grounds</i> with Rothko and cloud photograph inspired explorations in <i>chalk pastel</i> on top of smooth ones, <i>ink and chalk pastel</i> on top of textured ones</p> <p>Richter <i>acrylic</i> squeegee style transcription</p> <p><i>Chalk pastel</i> sky study using own photos as inspiration</p> <p><i>Squeegee style acrylic painting</i> inspired by Richter</p> <p><i>Analysis</i> of Mei Lin</p>	<p><i>Mount portfolio</i>; Space and planets unit and cakes and sweets unit- all work to be submitted for final assessment</p> <p><i>Externally Set Task</i> (exam unit) paper out</p> <p><i>Find own source material</i> and create <i>line drawings</i> and a <i>tonal drawing</i> and take <i>photographs</i> of their chosen subject matter</p> <p><i>Research relevant artists</i> and create <i>transcriptions</i> and <i>analysis</i> of their work</p>	<p><i>Research relevant artists</i> and create <i>transcriptions</i> and <i>analysis</i> of their work</p> <p><i>Develop ideas and experiments</i> in <i>appropriate media</i> and <i>refine techniques</i>, using their <i>own source material</i> and <i>linking to chosen, relevant artists</i></p> <p>Potential use of IPADS to <i>edit own photographs</i>, as appropriate, to develop ideas</p> <p><i>Plan and prepare</i> for their 10 hour examination with a <i>preparatory final piece</i></p> <p><i>Mount exam preparatory work</i></p>	<p><i>Mount exam preparatory work</i></p> <p>GCSE practical 10 hour exam</p>	

	Challenge: more challenging imagery for planets observational line/tonal drawing	<p>Experiments with <i>ink and acrylic</i> conducted in the sink, linking to Mei Lin</p> <p>N.B Experiments above may not be strictly in this order, due to drying times/layering considerations, etc</p> <p>Selecting and skilfully cutting out planet shapes from above experiments (circles)</p> <p>Independent development of own experiments, making connections to above artists and combining media and techniques purposefully and skilfully</p> <p>Annotation of own developments with experiments, focusing on discoveries with materials and mark making and connections to artists</p> <p>Prep and final piece which develops influences for a large, textured expressive painting inspired by at least 3 artists</p> <p>Mount portfolio; Space and planets unit and cakes and sweets unit</p> <p>Y11, 12 and 13 trip to Tate Britain and Tate Modern in November- where students will see Pollock and Richter and Rothko work first hand- some years OR Yorkshire sculpture park- not possible this year</p> <p>Challenge: more challenging imagery for planets observational tonal drawing/ students may be ambitious with scale and synthesising artist influences, media, and techniques</p>	Challenge: Students may use more challenging source material for their observational drawing/work on a larger scale/ explore a wide range of sources for independent photography which enhance the possibilities of idea development later	Challenge: may be ambitious with ideas and scale and synthesising artist influences, media, and techniques		

