

Art Key concepts Mapping- Key Concepts: **Formal Elements, Colour theory, Art Movement/ Critical thinking, Materials, techniques and processes, Health and safety, Perspective 2D and 3D, Evaluating, Portraiture, developing and generating ideas, Visual or technical language, symbolism.**

The National Curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- Evaluate and analyse creative works using the language of art, craft, and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

KS3		KS4			KS5	
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Formal Elements- Formal Elements-Introduction project: Line, texture, shape, form, tone, colour, pattern, space. Abstract project: Recalling what line is from The Formal Elements project. Drawing to sound Kandinsky. Shapes Geometric/ Organic inspired by Kandinsky/Sonia Delaunay. Surrealism: Mythical creatures/ mark making</p>	<p>Formal elements Desserts- Why is tone important in art? Shadows, mid tones, values using mark marking with pencil. Issues- A5 drawing of Alan Measles using mark marking to create texture, scale, tone. Perspective- Shape, pattern, space and line (high street 2-point perspective). Negative and positive space.</p>	<p>Formal Elements Day of the dead- (memory recall) tones, blending stippling, shadow, 2 and 3D shapes, cross hatching. Portraiture- Drawing all facial features, line, tone. Mark making recall. Tonal values recall. Insects- Mark making when applying texture to printing plate.</p>	<p>Formal Elements Sealife/ Ocean- Recalling how to create tone. Recalling mark making. Peony Yip direct links to formal elements Natural forms-Skills project (Tone, mark making, line, shape/form).</p>	<p>Formal Elements Circus-Still life observation, mark making, shape, perspective, pattern. Exam- Externally set assignment/ Set task project pencil/ biro Exam- Externally set assignment</p>	<p>Formal Elements Skills project Personal investigation/ portfolio Concertina sketchbook, (Printing) mark making, texture. Identity</p>	<p>Formal Elements Skills project- personal investigation Concertina sketchbook, (Printing) mark making, texture. Exam- Externally set assignment</p>
<p>Colour theory: Formal Elements project mixing paints and applying them to the colour wheel, tone and value using colour. Abstract art- focus on secondary, harmonious, cool colour, contrasting colour and colour of choice. Retrieval of colour knowledge</p>	<p>Colour theory- Desserts- Retrieving colour theory knowledge when using pastels Issues- Applying colour to narrative vase design.</p>	<p>Colour Theory- Day of the dead- applying colour to stencil Frida Kahlo piece. Portraiture- WPAP artists and their use of colour and geometric shapes. Insects- watercolour skills, thinking how to blend colours together.</p>	<p>Colour Theory- A02- Refine Sealife- blending acrylic paint, responding to a secondary Sealife themed starting point. Natural forms 5 weeks skills- Colour theory retrieval (skull). A02</p>	<p>Colour Theory- Circus Marc Chagall's 'Le Cirq Vert' & the bustling circus of colour clip. Matisse, Picasso, Toulouse Lautrec, Georges Seurat, Renoir, Degas Externally set assignment</p>	<p>Colour Theory- Skills project-Personal investigation/portfolio Colour theory recall using watercolour, oil painting skin colour mixing.</p>	<p>Colour Theory- Skills project- Personal investigation Colour theory recall using watercolour, oil painting skin colour mixing. Externally set assignment</p>

<p>Art Movement and Critical Thinking:</p> <p>Formal Elements- Pablo Picasso</p> <p>Abstract Art- Gustav Corbet, Kandinsky, Andre Bicat, Tom Philips, Georgia O'Keeffe, Sonia Delaunay</p> <p>Surrealism- Salvador Dali, Remedios Varo, Rene Margritte, Symbolism</p>	<p>Art Movement and Critical Thinking:</p> <p>Desserts- Wayne Thiebaud, Claus Oldenburg,</p> <p>Issues- Grayson Perry, Stereotypes, consumerism, social class in Art, pre-conceptions.</p> <p>Perspectives- Bridget Reilly Optical illusions, negative and positive space.</p>	<p>Art Movement and Critical Thinking:</p> <p>Day of the dead- Traditions and culture, symbolism, Frida Kahlo,</p> <p>Portraiture- Cubism/ WPAP art/Impressionism, realism, renaissance. Gustav Corbett, Leonardo da Vinci, Mark Powell, Pablo Picasso, Andy Warhol, Frida Kahlo, Kei Murgaro.</p> <p>Insects- Abby Diamond Ana Santos Damien Hirst</p>	<p>Art Movement and Critical Thinking:</p> <p>A01- Develop ideas</p> <p>Sealife/ Ocean- Assessment objectives. Issues- plastic pollution, overfishing, global warming A3 viewpoint composition and written piece Portrait theme and ocean theme artist examples.</p> <p>Natural forms Artist research and response (students choose from a variety) 5 weeks skills Artist research/ Positive and negative space/ Colour theory.</p>	<p>Art Movement and Critical Thinking:</p> <p>Artist research A01- Develop ideas</p> <p>Circus- Matisse Degas Toulouse Lautrec Degas Anish Kapoor Dora Maar The semblance of artists imagery and the hidden meaning.</p> <p>Exam- Externally set assignment/ Set task projects with analysis and annotation/ Artist reference and response.</p>	<p>Art Movement and Critical Thinking:</p> <p>Artist research. A01- Develop ideas</p> <p>Portraits- Lucian Fraud Van Gogh Frida Kahlo Gustav Corbet Leonardo Da Vinci Rembrandt Van Rijn Tai Shan Schierenberg</p> <p>Printing- Kathe Kollwitz</p> <p>Sculpture Art installation- Cornelia Parker, George Segal, Louise Bourgeois</p>	<p>Art Movement and Critical Thinking:</p> <p>Artist research. A01- Develop ideas</p> <p>Portraits- Lucian Fraud Van Gogh Frida Kahlo Gustav Corbet Leonardo Da Vinci Rembrandt Van Rijn Tai Shan Schierenberg</p> <p>Printing- Kathe Kollwitz</p> <p>Sculpture Art installation- Cornelia Parker, George Segal, Louise Bourgeois</p> <p>OCR- Externally set assignment</p>
<p>Materials, techniques, and processes</p> <p>Formal Elements- Drawing - mark making and pattern, texture 2D and 3D, Shape, form, and texture when using pencil.</p> <p>Abstract art- Applying (primary and secondary) paint to geometric shapes, drawing sound animals, using a compass.</p> <p>Surrealism- Watercolour techniques and painting mythical creature.</p>	<p>Materials, techniques, and processes</p> <p>Desserts- Drawing-Shadows, mid tones, and values using mark marking with pencil. Blending using oil pastel to create mid tones, shadows and highlights, grid method (scale).</p> <p>Issues- Grid method (scale) drawing Alan Measles, digital collage.</p> <p>Perspective- 2- and 3-point perspective drawing Drawing illusions Drawing inspired by Op Art, symmetrical negative/positive collage.</p>	<p>Materials, techniques, and processes</p> <p>Day of the dead- Grid method when drawing a skull in pencil. Watercolour- highlighting using white and adding tonal value by adding black. Mid-tone and shade. Blending 1-4 colours progressively. Stencilling/using a craft knife.</p> <p>Portraiture- celebrity portrait experimental piece, pencil, biro and mixed media.</p> <p>Insects- processes in print making, mono, collagraph, lino, etching,</p>	<p>Materials, techniques, and processes</p> <p>A02- Refine work</p> <p>5 weeks skills- Formal Elements (Tone, mark making, line, shape/form). Oil pastel tone.</p> <p>5 weeks skills- Experimentation/ skills acrylic paint.</p> <p>Sealife/ Ocean- Observational tonal drawings pencil or Biro. Watercolour viewpoint piece. Considering compositions.</p> <p>Natural forms Photographic editing Watercolour Acrylic</p>	<p>Materials, techniques, and processes</p> <p>A02- Refine work</p> <p>Circus- Still life observation, watercolour, acrylic, printing.</p> <p>Exam- Externally set assignment/ Set task projects with experimentation.</p>	<p>Materials, techniques, and processes</p> <p>A02- Refine work</p> <p>Skills project- Personal investigation/ portfolio Etching, water colour, concertina sketchbook mark making, watercolour, oil paint, mod- rock., Cyanotype.</p>	<p>Materials, techniques, and processes</p> <p>A02- Refine work</p> <p>Skills project- Personal investigation Etching, water colour, concertina sketchbook mark making, water colour, oil paint, mod-rock. Cyanotype.</p> <p>Externally set assignment</p>

	<p>Perspective 2D and 3D Desserts- Transferring skills in 2-d art to 3-d pieces (biscuit). Perspective- 1 point and 2 point perspective drawing.</p>	<p>Perspective 2D and 3D Portraiture- Using tone to make an object look more 3 dimensional.</p>	<p>Perspective 2D and 3D Digital photo edits when creating a composition.</p>	<p>Perspective 2D and 3D Circus- set design, installation art. Site specific art.</p>	<p>Perspective 2D and 3D Skills project- Personal investigation/ portfolio Etching, water colour, mod- rock sculpture.</p>	<p>Perspective 2D and 3D Skills project- Personal investigation Etching, water colour, mod- rock sculpture. Externally set assignment</p>
	<p>Symbolism Issues- What is narrative art? Portrait of the Artist as a young girl.</p>	<p>Symbolism Day of the dead- Cultural symbols and their meaning. Insects-Meaning or association, examples such as Scarab Beetle as a symbol of renewal and rebirth. Options of meaning and insects to develop.</p>	<p>Symbolism Sealife- Peony Yip artist analysis example of concept Natural forms</p>	<p>Symbolism Circus- Sad clown, outsiders, misfits theme. Externally set assignment</p>	<p>Symbolism All artists in skills project as previous</p>	<p>Symbolism All artists in skills project as previous Externally set assignment</p>
	<p>Developing and generating ideas (fluent thinking) Issues- Originality, imagination when designing a consumerism poster Mind maps/ Mood board/ title pages.</p>	<p>Developing and generating ideas (fluent thinking) Mind maps/ Mood board/ title pages (all projects) Day of the dead- designing skull based on critical understanding Portraiture- Choice of celebrity image, making choices when creating a portrait by linking style, material, technique. Insects- creating a final piece using a medium of their choice.</p>	<p>Developing and generating ideas (fluent thinking) A03- recording Mind maps/ Mood board/ title pages , annotation (all projects) Sealife/Oceans- Natural forms</p>	<p>Developing and generating ideas (fluent thinking) A03- recording Mind maps/ Mood board/ title pages, annotation (all projects) Circus Annotation skills Externally set assignment</p>	<p>Developing and generating ideas (fluent thinking) A03- recording Mind maps/ Mood board/ title pages, annotation (all projects)</p>	<p>Developing and generating ideas (fluent thinking) A03- recording ideas Externally set assignment Mind maps/ Mood board/ title pages, annotation (all projects)</p>
	<p>Health and Safety Desserts- Craft knife safety</p>	<p>Portraiture Whole project on portraiture that covers drawing faces, features and experimenting with materials, styles and expanding critical thinking and references to artists.</p>	<p>Portraiture 5 weeks skills project Sealife & Natural forms Primary and Secondary sources included in above projects.</p>	<p>Portraiture Circus- Sad clown, misfits, and outsiders Externally set assignment Primary and Secondary sources included in above projects.</p>	<p>Portraiture Skills project- Personal investigation/ Portfolio- oil colour portraiture Identity Primary and Secondary sources included in above projects.</p>	<p>Portraiture Skills project- Personal investigation- oil colour portraiture Externally set assignment</p>
		<p>Health and Safety</p>	<p>Proportion 5 weeks skills project-</p>	<p>Proportion</p>	<p>Proportion</p>	<p>Proportion</p>

		Day of the dead- craft knife stencil face. Insects- Lino tool, drawing needle, craft knife safety	Drawing and observing primary and secondary sources Sealife & Natural forms	Drawing and observing primary and secondary sources Circus & externally set assignment	Drawing and observing primary and secondary sources Identity	Drawing and observing primary and secondary sources Externally set assignment
			Evaluating- A04 Present Sealife/Oceans- Evaluating student exemplar work, forming opinion, and building confidence, self-regulation. Creating and planning final piece. Natural forms (as above)	Evaluating- A04 Present Circus Creating and planning final piece. Externally set assignment	Evaluating- A04 Present Identity project-Portfolio project and related study (written). Creating and planning final piece.	Evaluating- A04 Present Externally set assignment Creating and planning final piece.

KS3	KS4	KS5
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Art Key concepts Mapping- Key Concepts:

Concepts	Year 7	Year 8	Year 9	Year 10	Year11	Year12	Year13
Formal Elements	An Understanding of: Line, texture, shape, form, tone, colour, pattern, space.	An understanding of: Texture, scale, perspective. Drawing all facial features, line, tone. Mark making recall. Tonal values recall.	Recall- tone and mark making Linking formal elements to printing	Skills project To demonstrate and link artists directly to formal elements.	Set task project- To recall formal elements and apply to set theme.	Skill project Concertina sketchbook, (Printing) mark making, texture.	Skills project Concertina sketchbook, (Printing) mark making, texture.
Colour Theory	Knowledge of: Mixing paints, colour wheel, tone, value using colour. Secondary, harmonious, cool, contrasting colour.	Understanding Colour theory Colour practical -oil pastel	Understanding-Colour theory Colour practical watercolour	5 weeks skills- Demonstrating Colour theory retrieval (skull). Artist references with creative responses.	Set task project- recall Demonstrating knowledge of colour theory and applying to a set theme. Artist references with creative responses.	Colour theory recall: watercolour, oil painting skin colour mixing. Artist references with creative responses.	Colour theory recall: watercolour, oil painting skin colour mixing. Artist references with creative responses.
Art movements/ critical thinking	Researching and responding to artists and their work, understanding art movements, forming opinion.	Understanding-Stereotypes, consumerism, social class reflected in Art, pre-conceptions. Researching art movements and responding to artists whilst demonstrating own opinion.	Understanding-Traditions and culture, symbolism. Researching art movements and responding to artists whilst demonstrating own opinion.	Having awareness of: Issues plastic pollution, overfishing, global warming, natural world. Researching art movements/responding to artists whilst demonstrating own opinion. A01- Develop ideas	Understanding the varying outcomes of artists using the theme circus, forming a deeper understanding of the semblance of imagery to convey another meaning. A01- Develop ideas	To show an understanding by applying a deeper understanding of artists concepts, use of medium and make appropriate visual and contextual links to chosen theme. A01- Develop ideas	To show an understanding by applying a deeper understanding of artists concepts, use of medium and make appropriate visual and contextual links to chosen theme. A01- Develop ideas
Materials techniques and processes	Drawing - mark making and pattern, texture 2D to look 3D, Shape, form, texture when using pencil.	Drawing-Shadows, mid tones, Blending using oil pastel to create range of values. Grid method enlarge and reduce. Digital collage.	Grid method tonal value Watercolour Stencilling, pencil, biro, and mixed media. Processes in print making, mono, collagraph, lino, etching,	5 weeks skills- Experimentation/ skills acrylic paint. Oil pastel tone. Compositions. A02- Refine	Set task projects with experimentation. Watercolour, acrylic, printing, photographic editing (digital) A02- Refine	Etching, water colour, mark making, water colour, oil paint, mod-rock. Cyanotype. A02- Refine	Etching, water colour, mark making, water colour, oil paint, mod-rock. Cyanotype. A02- Refine

Symbolism	What is narrative art? Portrait of the Artist as a young girl. Symbolism in Salvador Dali's work.	Cultural symbols and their meaning.	Artist analysis with direct link to symbolism using a set theme.	To demonstrate symbolism through visual representation using edited photographs.	Demonstrating direct links to symbolism in the work of others to inform their own work and point of view.	Demonstrating direct links to symbolism in the work of others to inform their own work and point of view.	Demonstrating direct links to symbolism in the work of others to inform their own work and point of view.
Visual and technical language	Critiques, key words, annotation/ artist research/ spelling	Critiques, key words, annotation/ artist research/ spelling	Critiques, key words, annotation/ artist research/ spelling	Critiques, key words, annotation/ artist research/ spelling A03- recording ideas	Critiques, key words, annotation/ artist research/ spelling A03- recording ideas	Critiques, key words, annotation/ artist research/ spelling A03- recording ideas	Critiques, key words, annotation/ artist research/ spelling A03- recording ideas
Perspective 2D and 3D		Transferring skills into 2-point art to 3-point perspective, optical illusions, observational drawing. Space negative positive.	Using tone to make an object look more 3 dimensional.	Photo edits when compiling images to form a composition	Photo edits when compiling images to form a composition	Skills project- Personal Investigation-Etching, water colour, mod- rock sculpture. Set design, installation art. Site specific art.	Skills project- Portfolio Etching, water colour, mod- rock sculpture. Set design, installation art. Site specific art.
Portraiture			Drawing faces, features and experimenting with materials, styles. Expanding critical thinking, references to artists.	Primary and Secondary sources included in above projects.	Primary and Secondary sources included in above projects.	Primary and Secondary sources included in above projects.	Primary and Secondary sources included in above projects.
Research, Evaluate and record ideas	Respond to a stimulus, produce analytical drawings from an initial response. Evaluate work in progress to select and make changes, to know key vocabulary and use the correct context, to evaluate work produced by themselves or others.	Respond to a stimulus, produce analytical drawings from an initial response. Evaluate work in progress to select and make changes, use key vocabulary in the correct context, evaluate work produced by themselves or others. Communicate a process or journey to get to the outcome, to discuss artistic choices and their impact on the viewer, subject matter, to form an opinion about a piece of work.	All from yr8 in addition to: Make developmental studies to show experimentation with composition, materials, media and techniques. Record artistic intentions and use visual records (thumbnail sketches, annotations, templates and models.	All from y8 and 9 in addition to: Produce a range of developmental studies and studio work as well as refined completed studies. Exemplar work, forming opinion, creating, and planning work. Selecting sources, collecting information. A04 Present	As previous 7-11 in addition to: Exemplar work, forming opinion, creating, and planning work. A04 Present	Exemplar work, forming opinion, creating, and planning work. A04 Present	Exemplar work, forming opinion, creating, and planning work A04 Present

Year 7	Year 8	Year 9
Formal Elements- Introducing the cornerstones of art.	Using a variety of formal elements to create shape when changing a 2-dimensional drawing to a 3 dimensional shape.	Using a variety of mark making techniques when responding to the printmaking process.
Colour Theory- Colour wheel	Colour Theory- using different mediums to enable decision making when applying to work.	Colour Theory in relation to a variety of artists with different outcomes. Experimenting and perfecting techniques.

Art movements and critical thinking- An introduction to key artists when referring to art history. Forming opinions about artwork and encouraging collaboration.	Art movements and critical thinking- Showing a greater depth of research when looking at artists profiles, responding to work and evaluating outcomes.	Art movements and critical thinking- relating artists to a broader range of skills and techniques. Analysing and comparing artists, building on visual language skills.
Materials, techniques, and processes- An introduction.	Materials, techniques, and processes- grid method, blending oil pastel	Materials, techniques, processes- Printing, watercolour,