

**Kings Curriculum Map**  
**Subject GCSE Art & Design and A Level Fine Art**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 9</b>	<p>Students create an art journal on the theme <b>‘everyday objects’ and ‘collections.’</b></p> <p>Students learn how to select, arrange and create a sustained still life painting of everyday objects.</p> <p>Skills: how to use the formal elements of art &amp; design through illustration, painting, colour theory and symbolism in art. <i>Students learn how to analyse a work of art, how to create work in the style of an artist and form personal opinions.</i></p> <p>Artists: Vanitas, Surrealism, Impressionism &amp; selected contemporary artists.</p>	<p>Students are introduced to <b>Typography and Graphic Design.</b> Students create a series of type samples exploring the work of text-based artists in a sketchbook. Students gain insight into how artists convey political statements to deliver powerful messages.</p> <p>Skills: Students study different typefaces, iconic fonts, popular culture typography, how type has evolved and used to advertise products, students develop their own signature style to create a letter of the alphabet in colour reduction lino print.</p> <p>Artists: Pop Art, Robert Rauschenberg, Rob Ryan, Ben Eine, Tom Phillips, Paul Peter Piech.</p>	<p>Students thematically explore <b>Art, Environment &amp; Sustainability</b> learning about landscape art, land art, installation and street art.</p> <p>Skills: 3D construction: how to create installation/sculpture using a range of mixed media and recycled materials. <i>Students learn how to develop insightful rather than descriptive annotations.</i></p> <p>Artists: Hockney, Christo, Richard Long &amp; Goldsworthy and selected contemporary artists creating work about climate change and global warming.</p>
<b>Year 10</b>	<p><b>AQA Component 1 (60% of GCSE).</b></p> <p>Students begin to build a portfolio of work to include a sustained project and a selection of further work.</p> <p><b>Concept Project:</b> How to create a series of thematically linked samples. Students work to a personally selected theme and make decisions on the scale and subject of each sample when recording, exploring media for each taught workshop. <i>Students are taught how to write succinct and relevant annotations. Annotations outline the creative journey and thought process.</i></p> <p>Artists: students select artist relevant to their chosen theme.</p>	<p><b>AQA Component 1 (60% of GCSE).</b></p> <p>Students thematically explore <b>Structures and Biophilia.</b> Skills based practical workshops include how to work with cardboard, bas relief and collage, how to manipulate &amp; embellish images with stitch &amp; photomontage. Students complete an <b>observational drawing unit</b> whereby a series of sustained studies are created linked to structures &amp; biophilia. This includes a visit to St Andrews Church, Cheddar to draw and photograph the architecture.</p>	<p><b>AQA Component 1 (60% of GCSE).</b></p> <p>Students develop a theme, concept, idea or issue based on <b>Identity and Portraiture.</b> Students select to work either with a higher emphasis on route 1: develop confidence in painting or route 2: develop confidence in photography and photo montage. Students hone skills to create sustained studies that showcase their ability to observe with confidence and accuracy. <i>Annotation is used to develop ideas and refine ideas to document the creative journey.</i></p>
<b>Year 11</b>	<p><b>AQA Component 1 (60% of GCSE).</b> Students conclude the portfolio of work.</p> <p>The year starts with a <b>Print Making unit</b> building on the theme, concept, idea or issue started in the</p>	<p><b>AQA Component 2 (40% of GCSE).</b> AQA provide an <b>externally set assignment from 2 Jan.</b> Students select and respond to a starting point and demonstrate, through an extended creative</p>	<p><i>Both component 1 and 2 are Non-exam assessment (NEA) set and marked by the academy and moderated by AQA during a visit. Moderation will normally take place in June.</i></p>

	summer term of Year 10. Students are introduced to dry point and screen printmaking processes and techniques. Students learn how to review, refine, develop initial ideas to conclude a meaningful outcome. <i>Annotation supports the presentation of personal responses and the understanding of visual language.</i>	response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their chosen theme. A preparation period of approx. 10 weeks is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.	
<b>Year 12</b>	<b>Portfolio of work.</b> Students are introduced to a series of skills-based workshops with drawing & painting as a core activity throughout. Specialist areas include printmaking and ceramics. The emphasis of this component is the development of understanding and skills using an appropriate range of materials, processes and techniques. <i>Annotation is used as a way to consolidate initial ideas, charting the thought process over time, examining materials, techniques and processes.</i>	<b>Portfolio of work continued.</b> Students study an <b>art movement</b> of choice leading to a personal outcome. Students hone skills to create sustained studies that showcase their ability to observe with confidence and accuracy. <i>Annotation demonstrates critical understanding of contextual sources, decisions leading to the development and refinement of ideas.</i> <b>A Level Component 1. Personal Investigation, 60% of A Level.</b> This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. <i>PI written focus this term:</i> students clarify the focus of the PI and write section 1 of the 1000 - 3000 essay.	<b>Personal Investigation continued.</b> Students develop their work from initial intentions to create a series samples informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. Students evidence their ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. <i>PI written focus this term:</i> students' complete section 2 of the 1000 - 3000 essay.
<b>Year 13</b>	<b>Personal Investigation continued</b> Students conclude the PI with resolved planning and conclusive personal outcome(s). <i>PI written focus this term:</i> Students complete section 3 and 4 of the 1000 - 3000 essay.	<b>A Level Component 2 (40% of A Level).</b> AQA provide an <b>externally set assignment from 1 Feb.</b> Following the receipt of the paper students consider the starting points and select one. A preparation period of approx. 12 weeks is followed by 15 hours of supervised unaided work in which students are required to realise their intentions.	<i>Both component 1 and 2 are Non-exam assessment (NEA) set and marked by the academy and moderated by AQA during a visit. Moderation will normally take place in June.</i>