**Curriculum Mapping 2022-23 Subject: ART & TEXTILES Curriculum Leader (s) Nicole Doughty**

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|  | **KS3 Curriculum**1. Teaching crucial knowledge.
2. Exposing to key vocabulary.
3. Developing cultural capital.
4. Enabling the development of knowledge.
5. Challenging misconceptions.
6. Emphasising inter-connectedness.
7. Teaching and development of skills.
 | **KS4 Curriculum**1. Transition to education after KS4
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and Accelerated Curriculum.
4. Guidance for next stage of education
 | **KS5 Curriculum**1. Transition to HE/FE/Employment (including apprenticeship).
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and KS4.
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|  | **Year 7****FORMAL ELEMENTS** | **Year 8****VIEW POINTS** | **Year 9****GREAT BRITISH VALUES** | **Year 10****FORCE****COASTAL** | **Year 11****MY SURROUNDINGS****SURFACES** | **Year 12** | **Year 13** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** | LinePencil shadingTone – pencil, powder paintColour – theory and mixing (primary, secondary, colour wheel, complementary, tint and tone, colour wheel)TextureShape – positive and negativeFormPattern – hand embroideryCompositionCard constructionArtist responsePainting using powder paintsObservational drawingPaper weaving | DesigningObservational drawing – scale, detail and shadingArtist analysisClay pot constructionPortrait drawingMono printingPaint – mixed mediaOil pastel blendingDry brushingExpressive mark makingLetteringOne and two point perspectivePoly block printing | Observational drawing – portraotsCollageWax resistHand embroideryGraphic designWater colour paintingLayered mono printingFashion illustrationsPaper waistcoat constructionGroup workPattern developmentPolyblock printingHand embroideryAppliqueRepeat patternDisperse dye | ARTMind mappingObservational recordingPhotographyLayered polyblock printsMixed mediaAcrylic paintingCollageCollograph printingDigital manipulationTEXTILESMind mappingObservational recordingPhotographyArtist analysisLino repeat printsScreen printingDisperse dyeMono printingHand embroideryFree machiningWeavingDigital manipulationFashion illustrationsTie DyePlastic fusingWaddingReverse appliqueShredding | ARTPhotographyObservational drawingCollageArtist analysisDigital manipulationCard constructionTEXTILESMind mappingObservational recordingPhotographyArtist analysisCollographOrigami fashionRufflesTyvek paperRepeat patternDisperse dyeRusting | ARTArtist analysisRisk taking drawing workshops – folded paper, mixed media, scale, experimental drawingTEXTILESArtist analysisNew techniques workshops – Fabric manipulation, american smocking, tucks, embellisher machine, embroidery, fashion illustration, geli printingMini shirt projectStart coursework project – students choose their own starting points | Students are the driving force for their projects, should anyone want to try something new they can but it is relevant to each student e.g felting  |
| **Knowledge & Understanding** **Key Topics per half Term**  | T1 Formal ElementsT2 Formal ElementsT3 Formal ElementsT4 Formal ElementsT5 Ruth PiperT6 Spirals | T1 KusamaT2 KusamaT3 ExpressionismT4 ExpressionismT5 Protest ArtT6 Protest Art | T1 Greyson PerryT2 Greyson PerryT3 Peter BlakeT4 Peter BlakeT5 Yinka ShonibareT6 Yinka Shonibare | ARTT1 ForceT2 ForceT3 ForceT4 ForceT5 My SurroundingsT6 My SurroundingsTEXTILEST1 CoastalT2 CoastalT3 CoastalT4 CoastalT5 SurfacesT6 Surfaces | ARTT1 My SurroundingsT2 My SurroundingsT3 ESAT4 ESAT5 ESAT6 Left schoolTEXTILEST1 SurfacesT2 SurfacesT3 ESAT4 ESAT5 ESAT6 Left school | ARTT1 WorkshopsT2 WorkshopsT3 Own projectT4 Own ProjectT5 Own ProjectT6 Essay research and writingTEXTILEST1 WorkshopsT2 WorkshopsT3 Own projectT4 Own ProjectT5 Own ProjectT6 Essay research and writing | ARTT1 Own ProjectT2 Own ProjectT3 Own projectT4 Own ProjectT5 Own ProjectT6 Left schoolTEXTILEST1 Own ProjectT2 Own ProjectT3 Own projectT4 Own ProjectT5 Own ProjectT6 Left school |
| **Common Assessment of Progress and Performance** **(CAPP)**  | Baseline testRegular marking of work as per school policyEnd of year test | Baseline testRegular marking of work as per school policyEnd of year test | Baseline testRegular marking of work as per school policyEnd of year test | Regular marking and feedback throughout courseMore formal working at grade at the end of each project | Regular marking and feedback throughout courseMore formal working at grade at the end of each project | Regular marking and feedback throughout course | Regular marking and feedback throughout course |
| **Wider Curriculum including extracurricular opportunities** **e.g SMSC ,Careers and Employability , Literacy and Numeracy**  | Basic written analysisArtists – Van Gogh, Ruth Piper, Paul Klee, Kandinsky, Zentangles, Hundertwasser, BlossfeldtReflection and reviewing of work End of project evaluations  | More indepth written analysis including justificationsUnderstanding artists with mental health issuesArtists – Kusama, Gaudi, Expressionism, Bob and Roberta Smith, Keith Haring, Street Art, BanksyReflection and reviewing of work End of project evaluations  | Great Btirish ValuesCultural influencesCurrent IconsMore indepth written analysis including process, content, mood, formArtists – Greyson Perry, Peter Blake, Yinka ShonmibareReflection and reviewing of work End of project evaluations  | Cultural capitolVisit to Tate ModernArtists – Jim Dine, James Rosenquist, Margaret Ramsey, Jennifer CollierMore indepth written analysis on two specific artists process, content, mood, formReflection and reviewing of work End of project evaluations  | Cultural capitolArtists – Jon Measures, Howard Shaw, Sandra BacklundMore indepth written analysis on two specific artists process, content, mood, formReflection and reviewing of work End of project evaluations GSCE students put up their own end of year exhibition  | Gallery Visit – Alexander Mc Queen Fashion house and V&AIndependent project drives issues to be tackled – such as mental health, pollution and careersStudent research and write a 1000-3000essayGraduate Fashion Week visit | A Level students put up their own end of year exhibition  |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  |  | Problem solvingAnalysing artistsStanding up for something you believe inWorking to deadlinesTolerance and understanding of other’s viewpoints and respect. | Team workAnalysing artists Greater understanding of the wider worldTolerance and understanding of other’s viewpoints and respect. | Problem solvingAnalysing artists Working to deadlinesReflection and reviewing of work Students form their own opinions which are justified when annotating their work Written interim synopsis – at the end of each section Open studio used by students at lunchtime and after school | Problem solvingAnalysing own choice artists Working to deadlinesStudents form their own opinions which are justified when annotating their work Open studio used by students at lunchtime and after school | Problem solvingAnalysing artistsWorking to deadlinesStudents drive the direction for their projectWritten essayReflection and reviewing of work Students form their own opinions which are justified when annotating their work Artist analysis – whenever relevant Interim synopsis - whenever relevant  | Problem solvingAnalysing artistsWorking to deadlinesAt A level the projects set offer opportunities for a very cathartic process when dealing with personal issues such as bereavement and mental health.  Students often use projects to release and verbal issues close to their heart.  |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school