**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. | |
|  | **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** | Line  Pencil shading  Tone – pencil, powder paint  Colour – theory and mixing (primary, secondary, colour wheel, complementary, tint and tone, colour wheel)  Texture  Shape – positive and negative  Form  Pattern – hand embroidery  Composition  Card construction  Artist response  Painting using powder paints  Observational drawing  Paper weaving | Designing  Observational drawing – scale, detail and shading  Artist analysis  Clay pot construction  Portrait drawing  Mono printing  Paint – mixed media  Oil pastel blending  Dry brushing  Expressive mark making  Lettering  One and two point perspective  Poly block printing | Observational drawing – portraots  Collage  Wax resist  Hand embroidery  Graphic design  Water colour painting  Layered mono printing  Fashion illustrations  Paper waistcoat construction  Group work  Pattern development  Polyblock printing  Hand embroidery  Applique  Repeat pattern  Disperse dye | ART  Mind mapping  Observational recording  Photography  Layered polyblock prints  Mixed media  Acrylic painting  Collage  Collograph printing  Digital manipulation  TEXTILES  Mind mapping  Observational recording  Photography  Artist analysis  Lino repeat prints  Screen printing  Disperse dye  Mono printing  Hand embroidery  Free machining  Weaving  Digital manipulation  Fashion illustrations  Tie Dye  Plastic fusing  Wadding  Reverse applique  Shredding | ART  Photography  Observational drawing  Collage  Artist analysis  Digital manipulation  Card construction  TEXTILES  Mind mapping  Observational recording  Photography  Artist analysis  Collograph  Origami fashion  Ruffles  Tyvek paper  Repeat pattern  Disperse dye  Rusting | ART  Artist analysis  Risk taking drawing workshops – folded paper, mixed media, scale, experimental drawing  TEXTILES  Artist analysis  New techniques workshops – Fabric manipulation, american smocking, tucks, embellisher machine, embroidery, fashion illustration, geli printing  Mini shirt project  Start 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 Elements  T2 Formal Elements  T3 Formal Elements  T4 Formal Elements  T5 Ruth Piper  T6 Spirals | T1 Kusama  T2 Kusama  T3 Expressionism  T4 Expressionism  T5 Protest Art  T6 Protest Art | T1 Greyson Perry  T2 Greyson Perry  T3 Peter Blake  T4 Peter Blake  T5 Yinka Shonibare  T6 Yinka Shonibare | ART  T1 Force  T2 Force  T3 Force  T4 Force  T5 My Surroundings  T6 My Surroundings  TEXTILES  T1 Coastal  T2 Coastal  T3 Coastal  T4 Coastal  T5 Surfaces  T6 Surfaces | ART  T1 My Surroundings  T2 My Surroundings  T3 ESA  T4 ESA  T5 ESA  T6 Left school  TEXTILES  T1 Surfaces  T2 Surfaces  T3 ESA  T4 ESA  T5 ESA  T6 Left school | ART  T1 Workshops  T2 Workshops  T3 Own project  T4 Own Project  T5 Own Project  T6 Essay research and writing  TEXTILES  T1 Workshops  T2 Workshops  T3 Own project  T4 Own Project  T5 Own Project  T6 Essay research and writing | ART  T1 Own Project  T2 Own Project  T3 Own project  T4 Own Project  T5 Own Project  T6 Left school  TEXTILES  T1 Own Project  T2 Own Project  T3 Own project  T4 Own Project  T5 Own Project  T6 Left school |
| **Common Assessment of Progress and Performance**  **(CAPP)** | Baseline test  Regular marking of work as per school policy  End of year test | Baseline test  Regular marking of work as per school policy  End of year test | Baseline test  Regular marking of work as per school policy  End of year test | Regular marking and feedback throughout course  More formal working at grade at the end of each project | Regular marking and feedback throughout course  More 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 analysis  Artists – Van Gogh, Ruth Piper, Paul Klee, Kandinsky, Zentangles, Hundertwasser, Blossfeldt  Reflection and reviewing of work  End of project evaluations | More indepth written analysis including justifications  Understanding artists with mental health issues  Artists – Kusama, Gaudi, Expressionism, Bob and Roberta Smith, Keith Haring, Street Art, Banksy  Reflection and reviewing of work  End of project evaluations | Great Btirish Values  Cultural influences  Current Icons  More indepth written analysis including process, content, mood, form  Artists – Greyson Perry, Peter Blake, Yinka Shonmibare  Reflection and reviewing of work  End of project evaluations | Cultural capitol  Visit to Tate Modern  Artists – Jim Dine, James Rosenquist, Margaret Ramsey, Jennifer Collier  More indepth written analysis on two specific artists process, content, mood, form  Reflection and reviewing of work  End of project evaluations | Cultural capitol  Artists – Jon Measures, Howard Shaw, Sandra Backlund  More indepth written analysis on two specific artists process, content, mood, form  Reflection 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&A  Independent project drives issues to be tackled – such as mental health, pollution and careers  Student research and write a 1000-3000essay  Graduate Fashion Week visit | A Level students put up their own end of year exhibition |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** |  | Problem solving  Analysing artists  Standing up for something you believe in  Working to deadlines  Tolerance and understanding of other’s viewpoints and respect. | Team work  Analysing artists  Greater understanding of the wider world  Tolerance and understanding of other’s viewpoints and respect. | Problem solving  Analysing artists  Working to deadlines  Reflection 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 solving  Analysing own choice artists  Working to deadlines  Students form their own opinions which are justified when annotating their work  Open studio used by students at lunchtime and after school | Problem solving  Analysing artists  Working to deadlines  Students drive the direction for their project  Written essay  Reflection 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 solving  Analysing artists  Working to deadlines  At 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