



# KS3 ART CURRICULUM MAP

**Assessment:**  
Production of 2 pieces in oil paint: cherries and skies

**Assessment:** Production of 3 pieces in watercolour: mushroom, watery bird, and monochrome landscape

**SOL 2- Oil Paint cherry, skies**

- Paint layering technique - use oil paint in different ways to create different effects and textures

**SOL 3 - Watercolour mushroom, watery bird, monochrome landscape**

- watercolour technique - use watercolour in different ways to create different effects and tones
- exploit the watercolour in different ways to produce loose and tonal varieties that show depth

**YEAR 10**

**Assessment:** Production of 2 pieces Charcoal skull, tools

**SOL 1- Acrylic paint, skies, ice cream, moon**

- Paint layering technique - use different paints to blend and create textures with acrylic paint
- Produce a composition on the page, with realistic representation

**YEAR 9**

**SOL 3- Biro bird, insect, music, linear flower**

- Pen and ink technique - use pen and ink in different ways- clean and messy to create different effects and tones
- Exploiting the pen and ink in different ways to produce loose and tonal varieties

**SOL 2- Charcoal skull, tools**

- Charcoal layering technique - how to use charcoal in different ways to create different effects and textures
- Develop an interesting composition, considering the background styles and accuracy of the skullor tool

**Assessment:** Production of 3 pieces in acrylic paint: skies, ice cream, moon

**Assessment:** Production of 4 pieces Biro bird, insect, music, linear flower

**SOL 2- watercolour flowers, circles and lines, watercolour animals**

- Watercolour technique - use watercolour paint in different ways to create different effects
- Creating an interesting composition on the page, relating shapes to one another.
- Blending and shading different tones or colours.

**SOL 3- oil pastel landscape**

- Oil pastel technique- how to use oil pastels in different ways - clean and messy to create different effects and tones
- Blending multiple colours of oil pastel and making contrasting colours work together. Adding complex silhouette shapes.

**YEAR 8**

**SOL 1- Mixed media**

- Drawing layering technique - use different materials to make them seamless

**Assessment:** Production of 1 piece: oil pastel landscape

**Production of 3 pieces: Mixed media, leaves, shells, architecture and fish**

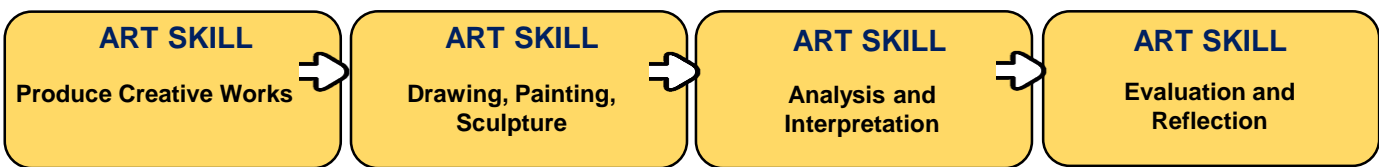
**SOL 1- tonal pear, tonal landscape, tonal cupcake**

- Drawing pencil technique - how to use different grades of pencils in different ways to create tones and textures.
- Creating an interesting composition on the page, relating shapes to one another
- Blending different shades of monochrome greys. Using a tortillion, cotton wool and putty rubber

**YEAR 7**

**Assessment:** Production of 3 pieces: a watercolour of flowers, circles and lines, watercolour of animals

**Assessment:** Production of 3 pieces: a tonal pear, a tonal landscape, a tonal cupcake





# KS4 ART CURRICULUM MAP

## FURTHER STUDY

A Level Art

## CAREER PATHS

Education, Marketing,  
Researcher, Editorial,  
Illustrator, Publishing,  
Researcher

## SKILLS

Creative Production,  
Interpretation, Evaluation,  
Analysis

**Assessment: The NEA is an individual response to a prescribed theme set by the examination board, and is assessed in the same way as the previous work to date. Individually and then added to create one mark for the whole unit, worth 50% of the final grade**

**YEAR  
12**

### NEA Coursework Production

- plan a project with an introduction, art pieces, art history, and final piece
- demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan
- connect all parts of the plan to artists working in that way and with that theme
- analyse work and annotate the project as it develops and use this analysis to improve intentions
- understand their own abilities with skills and techniques and increase the standard of it.
- underpin the art work with reference to artists, crafts people and designers

**Assessment: Individual production responses to the works of Picasso, Loui Jover and Ruby May Weir**

### Oil Pastel, Loose Drawing, Lino

- exploit understanding of the technique and show a high level of skill in producing their individual piece
- understand, appreciate and respond to the artistic influences of Picasso, Loui Jover and Ruby May Weir
- understand the context and culture of significant artists
- produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance
- show detailed influence of the work of other significant artists

### Individual Project

- plan a project with an introduction, art pieces, art history, and final piece
- demonstrate they can select the technique that they can demonstrate a high level of skill in all parts of the plan
- connect all parts of the plan to artists working in that way and with that theme.
- analyse work and annotate the project as it develops and use this analysis to improve intentions.

**YEAR  
11**

### Individual Portfolio Construction

- understand how to present their work and explain their journey through art GCSE
- improve the impact of their work through mounting and analysing work as they build the portfolio
- add to the basic portfolio by adding a complex commentary of their work and connecting it to artists throughout
- critical evaluation of their work and understand the context

**Assessment: Production of an individual project piece from conception, through design, research and production. The project and NEA are assessed as units and work inside is individually-assessed focusing on quality.**

### Tonal Pencil, Oil and Acrylic Painting, Charcoal

- execute the skills accurately and in an individual way
- exploit understanding of the technique and show a high level of skill in producing their individual piece
- produce multiple versions of each technique and combine skills and techniques to produce work of a unique appearance
- show detailed influence of the work of others

**YEAR  
10**

**Assessment: Production of individual pieces covering the range of mediums, specifically oil pastel, loose drawing, lino and architecture**

**Assessment: Production of individual pieces covering the range of mediums, specifically tonal pencil drawing, watercolour, oil painting, acrylic painting, print-making and charcoal**

**Assessment: Individual production responses to the works of David Fullarton and Jasper Johns**

### ART SKILL

Produce Creative Works

### ART SKILL

Drawing, Painting,  
Sculpture

### ART SKILL

Analysis and  
Interpretation

### ART SKILL

Evaluation and  
Reflection



# KS5 ART CURRICULUM MAP

## FURTHER STUDY

Degree in Fine Art

## CAREER PATHS

Education, Marketing, Researcher, Editorial, Illustrator, Publishing, Researcher

## SKILLS

Creative Production, Interpretation, Evaluation, Analysis

### NEA unit- issued by AQA with titles from which to choose

- explore the themes completing research, artist pages, media tests and pieces
- understand and connect pieces to a context and influence from the artists research pages
- exploit each piece to produce a high level of skill in execution- linking work to the work of artists
- manipulate the techniques to create innovative pieces that go beyond the basic of the techniques

**Assessment: Begin the production of the NEA piece determined by the examination board.**

**The exams and non-exam assessment will measure how students have achieved the following assessment areas:**

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Assessment: Students develop their theme and complete the production of a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4.**

### Sustained Body of Work and Sketchbook Support

- understand the most successful technique to explore
- produce pieces that link to artists
- link each piece to an artist to help develop contextual understanding
- explore each piece with support of sketching around the theme and studies from relevant artists
- pieces a highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced

### Developed Body of Work and Sketchbook Support

- understand how the journey and theme narrows and it develops and be able to explain and justify this in the support pages for the pieces
- explore each piece with support of sketching around the theme and studies from relevant artists

**YEAR 13**

### Complete Developed body of work and sketchbook support

- link each piece to an artists to help develop contextual understanding
- explore each piece with support of sketching around the theme and studies from relevant artists
- pieces are highly executed and support is thorough and relevant to the theme and artists studied have a clear influence on the work produced

**Assessment: Students develop their theme and complete the production of a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4. One month to complete sketchbook work and final piece- all graded for quality. Feedback documents are used to give students targets and practical advice about how to improve. This is informative and motivational.**

### Introduction to Skills and Techniques

- explore the 9 phases completing research, artist pages, media tests and pieces
- understand and connect pieces to a context and influence from the artists research pages
- exploit each media and technique to produce a high level of skill in execution- linking work to the work of artists
- manipulate the techniques to create innovative pieces that go beyond the basic of the techniques

**YEAR 12**

**Assessment: Students narrow down a theme and begin to produce a body of work to suit the theme. Each piece is assessed for quality and added to the feedback sheet shared with the student. There are a maximum of 9 and a minimum of 4.**

**Assessment: Students have begun making a sketchbook that contains all the skills and techniques required in fine art. There are 7 chapters of the book and each is assessed for the content and quality.**

### ART SKILL

Produce Creative Works

### ART SKILL

Drawing, Painting, Sculpture

### ART SKILL

Analysis and Interpretation

### ART SKILL

Evaluation and Reflection