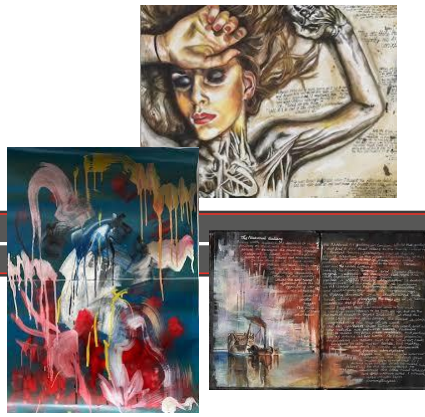




Art and Design Curriculum Map



1st February in Year 13, students begin their EST (externally set task) which they complete by the beginning of May when they sit a 15-hour art exam.



In May of Year 12, students begin their Personal investigation which is 60% of their A level. This includes a practical project supported by a written piece.



Students will develop their creativity under the project titles of natural forms and identity, whilst improving their skills in the 4 assessment areas (AQA)

In January, students are given the Externally Set Task from the exam board. This is, in effect, a 12 week project where students choose their own starting point from the exam paper. They work closely with their teacher to record from images, investigate artists, develop ideas and this then concludes with a 10 hour exam, over 2 days.

10 hour externally set task



SIXTH FORM

A level is focused on students developing their own independent creativity under a project title. Students can choose from a range of media and materials.



Externally Set Task

Coursework Refinement

Refinement of one of their projects to ensure maximum marks for their GCSE.

Students build up their techniques and skills after the break They explore different media, first hand observations and techniques.

Cont'd - Who am I?

11



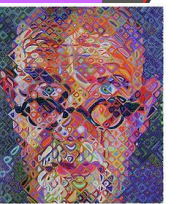
Opportunity to make connections with the work of artists and designers such as Chuck Close, Frida Kahlo or Kandinsky as well as other artists' work that they have researched. Students work independently, making creative decisions.

Reflection and Distortion

The "Reflection and Distortion" GCSE Art project explores the thematic and visual effects of altering and mirroring forms. Students will investigate how distortion and reflection can transform and reinterpret objects, figures, and landscapes, challenging traditional perceptions and creating new visual narratives.



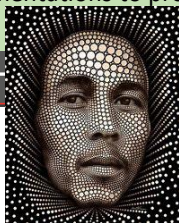
Identity - Who am I?



10

Identity

Students develop skills when drawing the face, recording and developing their understanding of form, tone and identity. Students respond to the work of Trappeniens and Heine to incorporate their style into their own investigations and experimentations to produce a final realisation to the project title of identity.



Scuttle

Scuttle combines Steampunk and clay construction. Students build on observational recording and continuing skills development through the use of watercolour, biro and presentation skills.



9

Earth

8

Earth bridges Art, Science and Geography by bringing together environmental awareness and sustainability focusing on Paco, Kilgast and Mattison. Students build upon skills developed, improving their ability to communicate a message in their artwork.



Contain & Collect

Collection and containment inspire students whilst producing still life drawings of everyday objects. Students will focus on artists such as Michael Craig Martin, Lichtenstein and Caulfield.



Jungles

In the first project, learning is based around the artist Henri Rousseau. Students study his work and then tonal colour, recording texture, observational recording of a monkey, and using his work as inspiration. They learn basic clay skills to make a monkey and glaze it.



Students are introduced to the formal elements of art and the 4 assessment objectives in their Year 7 Art and Design projects.



7

Day of the Dead

This project allows students to explore cultural awareness through studying traditions, patterns and imagery of this festival. They also further develop observational recording skills and are introduced to Art Textiles.

