

ABC **Links to literacy:** Writing and comprehending research into a condensed piece of writing
Literacy-

2
Topic 2 Texture Shape Colour
(Proportion Scale)
Identify and describe the use of formal elements in their work and the work of others.

4
Topic 4 Colour Pattern Composition
Understand how the use of formal elements in the work of others relates to their own. 'Drawing': from different viewpoints consider perspective (Ceramic) building skills, incorporate pattern and texture: impressing, make in relief, incise, simple construction techniques

6
Topic 6 Form: Simple relief
Articulate how the use of formal elements in the work of others relates to their own using key terminology.
Articulate the 'story' in their own work using art language

Experience, observe, understand.
The formal elements - Developing art language to tell stories
This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy

1
Topic 1 - Line Tone Texture
Use different tools to record tone (value), texture (mark making), colour representative of intentions. Describe colour and relative intention Describe ideas using subject terminology

3
Topic 3 Colour Pattern Composition
Analyse and evaluate the use of formal elements in their work and the work of others.

5
Topic 5 Form Perspective
(3D elements) Articulate how the use of formal elements in the work of others relates to their own.
Consider the 'story' in their work using art language

123 **Links to Numeracy**
In Art, we use Math to be able to hold a compass and make accurate marks in readiness for measuring. Students will have a better understanding of measurements and conversions.



Links to literacy: comprehending text and making comparisons

Topic Name – culture symbols stories
Explore and compare work from Western and non-western cultures. Learn how to understand works of art and decipher meaning or cultural significance

Topic Name: the world and me
Explore and compare work from traditional, modern and contemporary sources, learning how to decode works of art and decipher meaning, messages and stories

Consider our place and responsibilities
Applying materials and methods 'drawing' skills: use a variety of media and processes/consider elements of art and principles of design/consider positive and negative space, proportion and scale

Topic making sense
Articulate how the conventions, symbols and messages in the work of others relates to their own using key terminology.

Articulate the 'story' in their own work using art language

2

4

6

Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference
'The thing that's important to know is that you never know. You're always sort of feeling your way.' Diane Arbus
This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the 'rules' of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions

1

5

3

Topic name: Culture Symbols Stories

Investigate work from Western and non-western cultures.

Learn how to understand works of art and decipher meaning or cultural significance
Exploring 2D skills/techniques and drawing skills: use a variety of media and processes formal elements/2D making skills (relief)/exploring use of formal elements /explore mark making to convey texture (mood, feeling, qualities and subtleties of making marks)

Topic name The world and me
Investigate work from traditional, modern and contemporary sources.

Learn how to decode works of art and decipher meaning, messages and stories.

Consider our place and responsibilities

Topic Making sense

Articulate how symbols, conventions and messages in the work of others relates to their own

Consider the 'story' in their work using art language

123 Links to Numeracy
Comprehending scale from 2D-3D



Links to literacy: comprehending text and making comparisons

Topic Name: value in unequal measure
Reflect on the qualities of their own work:

- What do they value about the process of making art?
- Which of their own pieces do they value most and why?
- What makes their work valuable?
- How does their audience value their work?

2

Context is everything

- How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks and what they might mean to us?*
- How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring..?
- How does time and 'fashion' influence our tastes?

4

A sense of place
Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas

6

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

'Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.' [Marcus Aurelius](#)

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

1

Topic Name: Value in unequal measure

- What is Art?
- What makes a work valuable?
- What is the relationship of Art to society?
- Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method

3

Topic Name: context is everything
Which artworks are immediately familiar?
Why?
Why might they hold great significance to others?

5

Topic Name: A sense of place

Investigate art as evidence of a time, place, event and the implications of the work. Investigate the place of art in our modern world and its significance to individuals, society and global conversations. Consider site specific work and its significance/relationship to 'modern' values



Links to Numeracy

Comprehending scale from 2D-3D

Year 10 & 11 Art Curriculum Road Map

GCSE



Links to literacy: Writing and comprehending research into a relevant analysis

Exploring
Refine ideas through investigations, demonstrating critical understanding of sources

2

Developing

Develop ideas through investigations, demonstrating critical understanding of sources

4

resolving Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources

6

Consolidation of coursework elements – drawing, painting, printmaking

7

Year 10: Cogitate, create, communicate. **Humans and the Environment** – interconnected relationships

'That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.' Julie Mehretu

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

1

Investigating

Develop ideas through investigations, demonstrating critical understanding of sources

3

connecting
Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources

5

Refining
Refine ideas through investigations, demonstrating critical understanding of sources

8

Externally set assignment (exam) paper



Links to Numeracy

Measuring, drawing, accuracy