

Art Curriculum Map						
Year 9						
Half term	Unit title with hyperlink to scheme of work	Unit summary	Skills & content covered	Skills & content revisited	Summary of formative marking, feedback and student response	Summative assessment schedule, including assessment criteria
Autumn 1	Unit title is 'Personal Portfolio - Abstract Nature'	Students will be required to develop and demonstrate their ability to use a range of mediums through which art can be expressed. Students will be required to reflect upon and refine their work as it progresses and will record their ideas, observations and insights in an A3 sketchbook alongside more sustained out-of-book pieces. Nature into abstraction- sculpture Shells and natural objects going into Hepworth/nature drawings moving into spatial/formal. Skills based-Henry Moore exhibition.	Students work from a variety of natural objects using direct observation and a range of drawing techniques. Students study the work of abstract sculptors using similar drawing techniques and developing ideas for 3D work.	Work is reviewed and refined through drawing and three dimensional modelling and construction. Students revisit and further develop and increase their skill set and creative knowledge. Through developing awareness of different artists, alongside developing skills, processes and techniques, students are acquiring the skills and knowledge they can draw upon within a wider social context.	Re-call at the start of each lesson. The most able are encouraged to work independently and plan their own learning. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher. Students will be able to understand the level at which they are currently working and how to develop further.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet.) Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. GCSE Exam Board assessment Objectives applied to questioning and marking.
Autumn 2		Workshops. Clay/plaster maquettes of shells.	Students continue to work from a variety of natural objects using direct observation and a range of drawing techniques. Students study the work of Henry Moore, Barbara Hepworth, Richard Deacon, Andy Goldsworthy using similar drawing techniques and developing ideas for 3D work.	Students explore a range of materials and processes developing personal response in clay, card, string, wire and printmaking. Students analyse the work of other artists and their own work constantly drawing comparisons of one to the other and justifying their use of materials and design process.	Verbal feedback/intervention individually and as a group within lessons is critical to improving student artwork as it progresses.	Evaluation. Discussion. Peer assessment. WWW, EBI (at back of book on Assessment sheet). Homework feedback (in front of book on mark sheet). Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade. PC1
Spring 1		Drawing Shells and natural objects going into Hepworth/nature drawings moving into spatial/formal. Skills based. Drawing materials will vary and a wide range of different practices will be covered in cluding tonal pencil work, pen and wash, wax resist, wire drawing, tracing, mark making, tonal painting and photography.	The outcome relates directly to the observational work and the artists studied yet also has its own unique character.	Students explore a range of materials and processes developing personal response in clay, card, string, wire and printmaking. Students analyse the work of other artists and their own work constantly drawing comparisons of one to the other and justifying their use of materials and design process.	Students are introduced to a variety of experiences exploring a range of media, techniques and processes, including both traditional and new technologies. Students will be able to understand the level at which they are currently working and how to develop further.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world.
Spring 2		Trip Nature into Abstraction - Trip to Perry Green, Henry Moore Foundation or Tate Britain- looking at and responding to artists Henry Moore/Barbara Hepworth	Students work from life and photographs of Henry Moore's sculptures - using direct observation and a range of drawing techniques. Students study the work of artists who have covered nature within their work using similar techniques and developing ideas for a sculpture.	Observational drawing, Analysing in writing and with studies and then responding to the work of artists directly. Taking photographs to work from.as above	The most able are encouraged to work independently and plan their own learning, presenting work for approval of the teacher. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Exam Board assessment Objectives applied to questioning and marking PC2
Summer 1		Sculpture students will start to create designs based on their drawing work using various materials and analysis of artists studied. They will look at the way that artists develop designs from preparatory work, including drawing, photographs and 3D experiments.	Students work from life and photographs of Henry Moore's sculptures - using direct observation and a range of drawing techniques. Students study the work of artists who have covered nature within their work using similar techniques and developing ideas for a sculpture.As above	Student experiment with techniques of artists and creating their own designs for a response to the work of either Barbara Hepworth or Henry Moore	The most able are encouraged to work independently and plan their own learning, presenting work for approval of the teacher. BFL strategies encourage such independence and enable students to make a start on activities with little or no intervention from the teacher.As above	Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade, one-to-one dialogic marking in lessons. Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world
Summer 2		Students that prefer representational art can go down that route. Students that can cope with abstraction are encouraged to explore that avenue. Students use ICT, photography, making or drawing as appropriate to their learning style. This provides for their needs but also makes for an exciting range of work.	The outcome relates directly to the observational work and the artists studied yet also has its own unique character.	Students continually explore a range of materials and processes developing personal response in clay, plaster and card. Students analyse the work of other artists and their own work constantly drawing comparisons of one to the other and justifying their use of materials and design process.	Students' sketchbooks are marked in line with school policy and the final outcome is produced over the equivalent of ten hours in controlled conditions. The sketchbook and final piece are marked as a whole as if for the final exam. This project forms 33.3% of the coursework and 20% of the overall grade Students will be able to understand the level at which they are currently working and how to develop further.	Constant one-to-one teaching that discusses WWW and EBI and sets targets to make the work successful and relevant to the real world. Assessment Point Each component is assessed separately using four objectives-develop, refine/explore, record and present, leading to a holistic working at grade one-to-one dialogic marking in lessons. Exam Board assessment Objectives applied to questioning and marking PC3