



ART CURRICULUM MAP – 2022-2023

TERM	BTEC First Art and Design (Year 1)	BTEC First Art and Design (Year 2)	BTEC First Art and Design (Year 3)	AQA Unit Award Scheme
Autumn	<p>Unit 1: Introduction to Specialist Pathways in Art and Design</p> <p>‘Time Cafe’</p> <p>Scheme of Work Create mood boards and mind maps to research the theme of ‘time’. Study an artist from a major art movement Experiment with skills and techniques with 4 materials (paint, printing, oil pastel and clay)</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Research -Analyse -Technique -Visually record -Annotate -Mood board -Mind map</p> <p>Literacy Element: Collecting information and showing comprehension.</p>	<p>Unit 6: Investigating Contextual References in Art and Design</p> <p>‘Identity’</p> <p>Scheme of Work Produce mind maps and mood boards in the theme of ‘identity’.</p> <p>Produce research pages for 4 artists from at least 2 different historical Art Movements.</p> <p>Compare 2 historical Art Movements to contemporary art, showing how contemporary art has been influenced by the historical movements.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Historical -Contemporary -Research -Art Movements -Compare -Describe</p>	<p>Unit 3: Communicating Ideas in 2D</p> <p>‘Saving our planet’</p> <p>Scheme of Work Produce mind maps and mood boards about what is saving and endangering the planet.</p> <p>Explore visual and persuasive language in posters, banners and signs.</p> <p>Investigate how artists and craftspeople materials used in outdoor demonstrations e.g. how to prepare wooden and fabric surfaces to create signs and banners.</p> <p>Produce plans for the final piece via small designs and maquettes.</p> <p>Create the final piece with an evaluation.</p> <p>KEY WORDS</p>	<p>Autumn 1 Drawing: Still life</p> <p>Scheme of Work Research and analyse the techniques and compositions used in still life work by at least one recognised artist. Use aspects of the information gained to produce at least three still life studies, each demonstrating a different technical or compositional approach.</p> <p>KEY WORDS -Drawing -Research -Analyse -Composition -Still life -Shading -Blending -Form -Line</p> <p>Literacy Element: Collecting information and showing comprehension</p> <p>Formative Assessment Use appropriate drawing techniques, eg graphite or pastel,</p>



	<p>Collecting information, organising ideas, opportunity to plan, draft and revisit work</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 1.</p>	<p>-Context -Influence -Identify</p> <p>Literacy Element: Collecting information, organising ideas and given opportunity to plan, draft and revisit work</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 6.</p>	<p>-Formal elements: line, space, colour, form, tone, texture, shape. -Persuasive -Demonstrations -Climate change -Recycling -Natural -Urgency</p> <p>Literacy Element Using persuasive language to communicate a sense of urgency</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 3.</p>	<p>demonstrating an understanding and skill in their use.</p> <p>Autumn 2: Drawing: Symmetry</p> <p>Scheme of Work Create a mood board based on symmetrical pieces of art. Create a research page on an artist that uses symmetry to inspire their artwork. Produce a copy of this artist's work on A4 paper. Produce three pieces of artwork based on the theme of symmetry.</p> <p>KEY WORDS -Mood board -Symmetry -Symmetrical -Reflection -Pattern -Art Deco</p> <p>Literacy Element: Collecting information, organising ideas, opportunity to plan, draft and revisit work</p> <p>Formal Assessment Produce final piece of symmetrical artwork</p>
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<p>Spring</p>	<p>Unit 1: Introduction to Specialist Pathways in Art and Design</p> <p>‘Time Cafe’</p> <p>Scheme of Work Further development with skills, techniques and artist studies using 2 out of the 4 materials experimented with in autumn term. (e.g. clay and paint) Produce plans for the final piece via small designs and maquettes. Create the final piece with an evaluation.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Research -Analyse -Technique -Visually record -Annotate</p> <p>Literacy Element: Describing their work in the final piece evaluation</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 1.</p>	<p>Unit 6: Investigating Contextual References in Art and Design</p> <p>‘Identity’</p> <p>Scheme of Work Create a range of artworks, demonstrating influences and visual recordings of each previously researched art movement in the theme of ‘identity’.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Art Movements -Compare -Describe -Context -Influence -Identify -Visually record -Explain</p> <p>Literacy Element: Plan, draft and revisit work, share knowledge and evaluate</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 6.</p>	<p>Unit 3: Communicating Ideas in 2D</p> <p>‘Street festival’</p> <p>Scheme of Work Communicate ideas using 2D knowledge and skills for a street festival theme. generating and developing a poster design to communicate feelings, thoughts, messages or opinions to the street festival audience.</p> <p>Produce plans for the final piece via materials, communicating visually and with words and phrases.</p> <p>Create the final piece with an evaluation.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Festival -Communication -Target audience</p> <p>Literacy Element:</p>	<p>Spring 1 Painting: Basic acrylic painting skills</p> <p>Scheme of Work Introduction to painting techniques Introduction to basic colour theory Introduction to basic elements of composition Produce four samples to demonstrate texture using acrylic paint</p> <p>KEY WORDS -Acrylic -Composition -Primary colours -Secondary colours -Balance -Contrast -Focus -Motion -Pattern -Proportion -Rhythm -Unity</p> <p>Literacy Element: Using keywords when annotating artwork</p> <p>Formal Assessment To create a final piece to show texture.</p>
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			<p>Using persuasive language to communicate a feeling or thought.</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 3.</p>	<p>Spring 2: Painting: Basic acrylic painting skills</p> <p>Scheme of Work Produce four samples of colour mixing Create one sample to show how colour can be mixed optically Create a painting from a chosen theme, incorporating the techniques of paint application, and the principles and elements of colour and composition.</p> <p>KEY WORDS -Texture -Optical -Balance -Contras -Focus -Motion -Pattern -Proportion -Rhythm -Unity</p> <p>Literacy Element: Delivering presentations to clarify understanding</p> <p>Formal Assessment Produce a final piece based on the painting techniques, colour theory and elements of composition.</p>
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<p>Summer</p>	<p>Unit 6: Investigating Contextual References in Art and Design</p> <p>'Identity'</p> <p>Scheme of Work Produce mind maps and mood boards in the theme of 'identity'.</p> <p>Produce research pages for 4 artists from at least 2 different historical Art Movements.</p> <p>Compare 2 historical Art Movements to contemporary art, showing how contemporary art has been influenced by the historical movements.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Historical -Contemporary -Research -Art Movements -Compare -Describe -Context -Influence -Identify</p>	<p>Unit 3: Communicating Ideas in 2D</p> <p>'Saving our planet'</p> <p>Scheme of Work Produce mind maps and mood boards about what is saving and endangering the planet.</p> <p>Explore visual and persuasive language in posters, banners and signs.</p> <p>Investigate how artists and craftspeople materials used in outdoor demonstrations e.g. how to prepare wooden and fabric surfaces to create signs and banners.</p> <p>Produce plans for the final piece via small designs and maquettes.</p> <p>Create the final piece with an evaluation.</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape. -Persuasive -Demonstrations</p>	<p>Unit 2 – Exam</p> <p>Scheme of Work TBC (unit externally set in by pearson Edexcel in January 2023)</p> <p>KEY WORDS -Formal elements: line, space, colour, form, tone, texture, shape.</p> <p>TBC (unit externally set in by pearson Edexcel in January 2023)</p> <p>Literacy Element: Written evaluation of final piece.</p> <p>Formal Assessment Externally Assessed Exam piece</p>	<p>Summer 1: Sculpture: Making a sculpture inspired by masks</p> <p>Scheme of Work Produce four studies of masks using a range of materials</p> <p>Create two pages of ideas for a sculpture inspired by masks</p> <p>Produce a clay maquette</p> <p>KEY WORDS -Sculpture -Clay -3 dimensional -Paper mache/modroc -Maquette -Masks</p> <p>Literacy Element: Collecting information, organising ideas and given opportunity to plan, draft and revisit work</p> <p>Formative Assessment Create a plan for a final sculpture</p>
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	<p>Literacy Element: Collecting information, organising ideas and given opportunity to plan, draft and revisit work</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 6.</p>	<p>-Climate change -Recycling -Natural -Urgency</p> <p>Literacy Element Using persuasive language to communicate a sense of urgency</p> <p>Formal Assessment Course work – completing the relevant Assignment Briefs for Unit 3.</p>		<p>Summer 2: Sculpture: Making a sculpture inspired by masks</p> <p>Scheme of Work Design a final sculpture inspired by masks using paper mache and paper pulp. Paint the final sculpture appropriately. Show an informed link between the final sculpture and the original studies of masks. Evaluate the completed project.</p> <p>KEY WORDS -Sculpture -Clay -3 dimensional -Paper mache/modroc -Maquette -Masks</p> <p>Literacy Element: Plan, draft and revisit work, share knowledge and evaluate</p> <p>Formal Assessment: Produce a final sculpture</p>
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