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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 7 - Art |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Lion King Experience. Presentation and design**  **Pattern and Textile outcome** | **Formal elements**  **Series of workshops in sketch book** | **Creative creatures**  **Design and illustration** | **Creative Creatures**  **ceramic** | **Natural Form**  **print** | **Still life**  **Drawing/ painting** |
| **Key Knowledge & Concepts** | | Investigating the culture of Tanzania, linking to the Lion King.  Presentation  Composition  Design  Understanding repeat pattern and embroidery. Applying knowledge to outcome.  Embroidery skills- running, cross, back, whipping, chain, French knot.  Wax resist/ batik.  design  Contextual studies- Katanu Kay, tinga tinga paintings, | What is Art?  Line  Tone  Form  Texture  Shape  Colour  Space  Contextual studies:  Videos and  Various artists | Investigating illustration and imaginative drawing skills.  Design  Collage  Presentation  Paper manipulation  Creating surfaces  Creative writing  Haiku poetry  Epic poetry  composition  Contextual studies-  Eric Carle, Sara Fanelli, Benjamin Flouw | Creating an imaginative 3 D response in Clay to ‘Creative Creatures’.  Design  Pinch pots  Glazes  Ceramic building techniques.  Contextual Studies:-  Gustavo Ramirez Cruz  Evengy Hontor | Investigating artists relating to Natural form.  Printing techniques  Drawing  Design  Presentation  Rendering  Blending  Layering  Colour  Observational drawing.  Tone  shape  Contextual studies:-  Angie Lewin  Natural form artworks over time | Investigating artists relating to Still life.  Applying formal elements (prior knowledge) to create a still life outcome.  Observational drawing.  Tone  Line  Form  shape  Colour (mixing)  Texture  Space  composition  Contextual studies.  History of Still Life  Cezanne, Caulfield, |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr7 summer 1 and 2  Yr7 spring 1  Yr8 Autumn 1 | Yr7 spring 2  Yr7 summer 1 and 2  Yr9 Autumn 2  Yr10 and 11 Textiles | Yr7 summer 1  Yr7 summer 2  Yr8 Spring 1 | Yr7 summer 1  Yr7 autumn 1 and 2  Yr7 spring 1 and 2 | Yr7 autumn 1 and 2  Yr7 spring 1 and 2  Yr7 Autumn 2 | Yr7 autumn 1  Yr7 summer 1 |
| **Cross – curricular / Authentic Links** | | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Drama, dance, Music Autumn 1,  DT,  Maths Summer 1  Yr8 History Summer 1 | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr8 DT Spring 1 & 2  Yr10 Music Spring and Summer 2 | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr10 English Summer 1 | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr9 DT Summer 1  Yr9 Chemistry Spring 1 & 2  Yr10 Chemistry Spring 1 | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr10 Biology Autumn 2 | EPA INTENT  **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr10 Graphics Spring 1  Yr9 Maths Autumn 2 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Phillips, T (1999) Africa The Art of a Continent Royal Academy of the Arts, London | Gombrich, E H (1950)  The Story of Art  Phaidon | Dawber, M (2009) Big Book of Contemporary Illustration Batsford |  | Geddes Brown, L (2010) Angie Lewin : Plants and Places Merrell | McCasey, T  (2020) The Art of Still Life  Penguin Random House |
| **Ext. Writing** | Annotation of own work  Katanu Kay research | Annotation of own work  Tinga Tinga Painting research | Annotation of own work  Eric Carle research | Annotation of own work  Artist research | Annotation of own work  Angie Lewin research,  Evaluation of print. | Annotation of own work, artist research,  Genre of Still Life,  Evaluation of project. |
| **Key**  **Vocabulary** | Wax, wax resist, watercolour,  Oil pastel, pattern, formal elements, line, tone, colour, form, texture, shape, Africa, Tanzania, lion King, performance, pencil, collage, composition, textiles, embroidery, stitches, thread, French knot, running, Tinga Tinga, back stitch, measure, border | Line, Tone, Form  Texture, Shape,  Colour, Space,  Drawing, Sketch,  Painting,  Colour theory  Complementary colours, shading, proportion, measure | Imaginative drawing, collage, creativity, illustration, poetry, haiku, acrostic. Drawing, colour, rendering, blending, epic, composition, presentation. | Design, Pinch pots  Glazes, textures  Ceramic building techniques, 3D design. Kiln, firing, biscuit firing, oxides. | Printing techniques  Drawing  Design  Presentation  Rendering  Blending  Layering  Colour  Observational drawing.  Tone  shape  Angie Lewin | Observational drawing.  Tone  Line  Form  shape  Colour (mixing)  Texture  Space  composition |
| **Memory & Cognition** | **Retrieval/ Formative practise** | **Start** | Baseline assessment to gauge initial knowledge and drawing competency. | Knowledge recall from Autumn 1.  Low stakes quizzes | Knowledge recall of last project.  Low stakes quizzes | Knowledge recall from Spring 1 and previous lesson.  Low stakes quizzes | Knowledge recall of autumn and spring term projects.  Low stakes quizzes | Knowledge recall of Summer 1 and previous lesson.  Low stakes quizzes |
| **On going** | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application of the formal elements | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes |
| **End** | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation |
| **Assessment** | **Summative**  **Assessment** | | QMA 1- project assessment | QMA – end of project assessment | QMA 2- project assessment | QMA – end of project assessment | QMA 3 - project assessment | QMA – end of project assessment |
| **Possible misconceptions** | | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 8- Art |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Portraiture**  **drawing** | **Portraiture**  **Mixed media textiles** | **Peace Poster**  **Research and design** | **Peace Poster**  **Painting/ mixed media** | **Fantastical Architecture**  **ceramics** | **Fantastical Architecture**  **painting** |
| **Key Knowledge & Concepts** | | Facial structure and proportions.  Line  Tone  Form  Texture  Shape  Space  Drawing from observation  Presentation  **Critical studies –**  History of Portraiture | How artists express their identity in their art  Development and execution a mixed media/textiles piece.  Line  Tone  Form  Colour  Texture  Shape  Space  Design  Composition  Presentation  Evaluate  **Critical studies –**  Various mixed media artists | Peace and the symbols and images related to it.  Imaginative drawing.  Image selection for collage.  Designing composition.  Symbolism  Mixed media  **Critical Studies –**  How messages are conveyed through art.  Shepard Fairey research.  Peter Blake- response to artist.  Jasper Johns - response to artist. | Realisation of final outcome.  Mixed media composition.  Presentation  Line  Tone  Form  Colour  Texture  Shape  Space  Design  Collage  Composition  Evaluate | Understanding one-point perspective.  Responding to the work of artists, architects.  Experimental drawing/taking creative risks.  **Developing ceramic skills**  Pinch pot  Ceramic building and decorating techniques.  Coils  Engrave  Imprint  Slab  Imprint/impress  Score  Texture  Pattern  Glazing/oxide  Leather hard  Biscuit fire  Realisation of outcome 1 – Creating a 3 D Clay Tower inspired by the work of the Gaudi.  Presentation  Evaluate  **Critical studies –**  Antoni Gaudi | Line  Shape  Form  Pattern  Colour  Space  Composition  Design  Painting  Evaluate  **Critical studies –**  Hundertwasser and other contemporary artists using recycled materials. |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr7 Autumn 1  Yr7 Summer 1 and 2  Yr7 Spring 1 and 2  Yr9 Autumn 1  Yr10 and 11 Art | Yr7 Summer 1 and 2  Yr9 Autumn 1  Yr9 Summer 2  Yr10 and 11 Textiles | Yr7 Summer 1 and 2  Yr9 Autumn 1  Yr9 Spring 1  Yr9 Summer 2  Yr10 and 11 Art | Yr7 Autumn 1  Yr7 Summer 1 and 2  Yr9 Summer 2  Yr10 and 11 Art | Yr7 Spring 1  Yr9 spring 1  Yr10 and 11 Art | Yr7 Spring 2  Yr8 Spring 2  Yr9 Spring 1 and 2  Yr10 and 11 Art |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr7 RS Autumn 1 & 2  Yr9 Maths Spring 1 & 2  Yr7 English Summer 1 & 2  Yr8 Maths Summer 1  Yr9 Maths Autumn 2 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr10 Maths Autumn 1  Yr8 Maths Autumn 1  Yr7 Maths Summer 1 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr9 RS Autumn, Spring and Summer 1 & 2  Yr10 History Spring 2  Yr11 History Spring 1  Yr11 RS Spring 1 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr7 DT Autumn 2  Yr9 DT Autumn 2  Yr8 DT Spring 1 & 2  Yr9 Music Autumn 1 & 2  Yr11 DT Autumn 2 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr9 DT Spring 2  Yr10 DT Autumn 1  Yr8 DT Autumn 1  Yr9 Geog Autumn 1 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr10 DT Autumn 2 & Spring 1  Yr8 Dance Autumn 1 and Summer 2  Yr11 Maths & Spring 1  Yr10 Maths Autumn 1  Yr9 Maths Autumn 2 & Summer 1 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Schama, S (2015) The Face of Britain: The Nation through its Portraits, Viking |  |  |  |  |  |
| **Ext. Writing** | Annotation of own work  What is a portrait? | Annotation of own work  Research in to chosen artist | Annotation of own work  Shepard Fairey research. | Annotation of own work  Project evaluation | Annotation of own work  Antoni Gaudi research | Annotation of own work  Project evaluation |
| **Key**  **Vocabulary** | Structure, proportion, Line, Tone, Form,  Texture, Shape,  Space, Drawing, observation,  Presentation, tonal variety, shading, graduated tone, blending. | Line, Tone, Form,  Colour, Texture,  Shape, Space, Design,  Composition,  Presentation,  Mixed media, hand stitch, Evaluate | Peace, conflict, Convey, Symbol, symbolic, represent, Messages, Mood, content, Mixed media, Line, Tone, Form, Colour, Texture, Shape, Space, Design, Collage,  Composition,  Presentation,  Pop Art, Graphic design, Propaganda, Mark making. | Design, composition, mixed media, Messages, Mood, content, Poster, Peace, conflict, convey, refine, reflect, evaluate,  Outcome. | Pinch pot, Ceramic, Clay, Coils, Engrave,  Imprint, Slab,  Imprint/impress,  Score, Texture,  Pattern,  Glazing/oxide,  Leather hard,  Slip, Kiln,  Biscuit fire, Antoni Gaudi. | Line, Shape, Form  Pattern, Colour  Space,  Composition,  Design,  Painting, Bright, Vibrant, contrasting, Hundertwasser, refine, recycle, environment, pioneer, Evaluate |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Knowledge recall from yr7. | Knowledge recall from yr7 and yr8 autumn 1. | Knowledge recall from yr7 and yr8 autumn term. | Knowledge recall from yr7 and yr8 autumn term yr8 spring1 | Knowledge recall from yr7, yr8 autumn term and spring term. | Knowledge recall from yr7 and yr8 summer 1, spring and autumn terms. |
| **On going** | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes |
| **End** | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment |
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| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Responsibility and Respect  Resilience  Modern World  Aspiration |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 9- Art |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Zines**  **What is a zine?**  **Mixed media** | **Zines**  Drawing/ painting/ mixed media | **Landscape**  **Drawing/ painting** | **Landscape**  **Print and ceramic** | **Urban Art (BEE Award)- Issue based art** | **Urban Art (BEE Award)- Issue based art** |
| **Key Knowledge & Concepts** | | Exploring own theme  typography  Research skills  Presentation  Doodling  Print  Mixed media  Illustration  Drawing  Painting  Line  Colour  Shape  Texture  Collage  Design  Critical studies –  Dominic McGill  Teesha Moore  Pop Art  Zentangle  Jose Ramerez | Create an altered image textile outcome.  Developing textile techniques.  Hand stitch  Image transfer  Painting  Colour  Drawing  Imaginative thinking | Mixed media and pupils chosen media.  Mark making  Colour  Texture  Line  Composition  Design  Critical Studies –  History of landscape  David Hockney landscapes | Graphic design and Surrealism  Composition  Design  Colour  Geometric shape  Line  Tone  Form  Texture  Critical Studies –  Elyse Dodge  Georgia O’Keefe | Starting point Urban Art, leading to individual outcomes with a common theme based on their group performance theme.  Painting  Graffiti  Stencilling  Collage  Drawing  Text  One/Two-point perspective buildings  Critical Studies –  History of Graffiti/Street Art  Banksy  Stik  My Dog Sighs | Realisation of final 2D mixed media outcome that is assessed as part of the BEE Award and must be a representation of their EPA cross curricular chosen theme. |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Yr7 Autumn 1  Year 8 Autumn 1 and 2  Yr9 Spring 1  Yr10 and 11 Art | Yr7 Spring 1 and 2  Yr8 Autumn 2  Yr10 and 11 Textiles | Yr7 Summer 1 and 2  Yr8 Autumn 1 and 2  Yr10 and 11 Textiles | Yr8 Autumn 1 and 2  Yr8 Spring 1 and 2  Yr10 and 11 Art | Yr8 Autumn 2  Yr8 Spring 2  Yr9 Autumn 1  Yr10 and 11 Art | Yr7 Autumn 1  Yr8 Spring 2  Yr9 Autumn 1  Yr9 Autumn 2  Yr10 and 11 Art |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Drama, Dance, Music – theme based  DT Spring 1&2  History – Genres  RS Themed based | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Music, Dance, Drama  Yr10 English Spring 1 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr9 Geog Autumn 1  Yr8 Geog Autumn 2  Yr8 Geog Spring & Summer 1  Yr7 Geog Autumn 2 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr7 Maths Summer 1  Yr9 Maths Autumn 2  Yr9 DT Autumn 2 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr7 Autumn 1 Lion King Experience  Yr7 Dance Summer 2  Yr8 Geog Spring 2  Yr9 RS Autumn, Spring and Summer 1&2 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Yr7 Autumn 1 Lion King Experience  Drama, Dance and Music BEE Award.  Yr9 DT Spring 1&2 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Heller, S and Talarico, L (2012) Typography Sketchbooks Thames and Hudson Ltd  Watson E P, (2006)  Whatcha Mean What’s a Zine  The Art of Making Zines and Mini Comic Books. |  |  |  | Holmes, M T (2014) The Urban Sketcher: Techniques for Seeing and Drawing on Location North Light Books |  |
| **Ext. Writing** | Annotation of own work | Annotation of own work, artist research,  Project evaluation | Annotation of own work, History of landscape,  David Hockney research | Annotation of own work  Elise Dodge research,  Project evaluation | Annotation of own work  Banksy, Stik and My Dog Sighs research. | Annotation of own work  Project evaluation |
| **Key**  **Vocabulary** | Typography,  Research,  Presentation,  Doodling, Print,  Mixed media,  Illustration,  Drawing,  Painting, Line,  Colour, Shape,  Texture, Collage  Design, Graphic design | Hand stitch, back, chain running, cross stich, French knot,  Image transfer,  Painting, Colour  Drawing, imaginative, altered image, graphic design, textiles, painting | Mixed media,  Mark making,  Colour, Texture  Line,  Composition,  Design, Foreground, Mid-ground,  Background | Graphic design, Surrealism,  Composition,  Design, Colour  Geometric shape  Line, Tone, Form,  Texture, flat, tint, tone, shade, muted tones, pastel colours, semi-abstract | Urban, Street Art, Painting, Graffiti  Stencilling,  Collage, Drawing  Text, colour,  One/Two-point perspective, buildings,  2-Dimensional, Design, composition, non-verbal communication, theme, influence, inspired | Representation, cross-curricular, realisation, refine, communicate, convey, performance/present, |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Knowledge recall from yr7 and 8. | Knowledge recall from yr7, 8 and autumn 1 | Knowledge recall from yr7, 8 and autumn term | Knowledge recall from yr7, 8, Autumn term and Spring 1 | Knowledge recall from yr7, 8, autumn and spring terms. | Knowledge recall from yr7, 8 , yr9 autumn and spring terms and summer1. |
| **On going** | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes | Demonstrating Knowledge, skills and understanding through application and execution of practical work and out comes |
| **End** | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation | Self-assessment/ peer-assessment | Project reflection and evaluation |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment |
| **Possible misconceptions** | | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. | Sketch book work is less important than final outcomes. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration | Safety and risk awareness  Health and well being  Responsibility and Respect  Resilience  Modern World  Aspiration |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 10 - Art |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Natural Form- Foundation course** | **Natural form** | **Natural form**  **Bundles mixed media/ textiles** | **Natural form**  **ceramics** | **Structure** | **Structure** |
| **Key Knowledge & Concepts** | | **Drawing**- observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **Presentation**  **Annotation**  **Statement of intent**  **Contextual studies-**  **Natural form artists –** Karl Blossfeldt  Georgia O’Keeffe  Alison Stewart  Text in Art-Tom Phillips  Dominic Mcgill  **AO3, A02, AO1** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Developing ideas**  **Final design ideas**  **Thumbnail designs**  **Contextual studies-**  Natural form artists of students choosing.  **AO 1,2,3,** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **Mixed media-** collage, sewing, thread, fabric, needle, stitches. Papers, image transfer.  **Designing**  **Presentation**  **Composition**  **Annotation**  **Developing ideas**  **Final design ideas**  **Thumbnail designs**  **Contextual studies-**  Natural form artists of students choosing.  **AO 1,2,3,** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **Ceramics-**  clay,manipulation, glaze, biscuit firing, tools, pinch pot, slab pot  **Designing**  **Presentation**  **Contextual studies-**  Natural form artists of students choosing.  **Composition**  **Annotation**  **Final design**  **refining**  **Outcome**  **Thumbnail designs**  **Evaluation.**  **AO 1,2,3,4,** | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Presentation**  **Annotation**  **Contextual studies-**  ‘Structure’ artists and movements –  David Hepher  Paul Catherall  Brutalism  Rachel Whiteread  Heron Horton  **AO3, A02, AO1** | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Presentation**  **Development of ideas.**  **Annotation**  **Statement of intent**  **Contextual studies-**  ‘Structure’ artists – of students own choosing.  **AO 1,2,3,4,** |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Links to KS3  Yr10 Autumn 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Textiles  Biology y11 autumn 1  DT yr 11 autumn 1 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 1  Textiles yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 autumn 1  Textiles yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 1  Textiles yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 1  Textiles yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design summer 2  Textiles yr 10 & 11 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | A world History of Art, Honour and Fleming  Stout, K (2014) Contemporary Drawing: From the 1960s to Now Tate Publishing  Weidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know Prestel  Perrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal Pages  Smith, E L (1995) Art Today Phaidon  Blistène, B (2001) A History of 20th Century Art Flammarion | Wilson, K (2015) Drawing and Painting: Materials and Techniques for Contemporary Artists Thames and Hudson Ltd  Art Forms in Nature: The Prints of Ernst Haeckel  Kastner, J . Nature- documents of contemporary art | Kastner, J (2005) Land and Environmental Art Phaidon  Friedman, T (2006) Andy Goldsworthy: Sculpture 1976 -1990 Thames & Hudson  Langen, S (2015) Outdoor Art: Extraordinary Sculpture Parks and Art in Nature Prestel  Hedley, G (2010) Drawn to Stitch Batsford  Larbalestier, S (1993) Art & Craft of Montage Mitchell Beazley (Amazon)  Brereton, R & Roberts, C (2014) Cut and Paste: 21st Century Collage Laurence King  S. Bodman, Creating Artists' Books | Bruce, S (2000) The Art Of Handbuilt Ceramics The Crowood Press  Dormer, P (1995) The New Ceramics Trends and Traditions Thames & Hudson  Gregory, I (1993) Sculptural Ceramics Chilton Book Co  Genders, C (2009) Pattern, Colour & Form Bloomsbury | Gawne, E (2004) Exploring Architecture V & A Publication  Howard, K. Composition and perspective  Architecture in art- National Gallery. | Gawne, E (2004) Exploring Architecture V & A Publication  100 Uk Graffiti artists, Schiffer |
| **Ext. Writing** | Annotation of own work.  Artist research.  Statement of intent. | Annotation of own work.  Artist research.  Evaluation | Annotation of own work.  Artist research.  Statement of intent.  Evaluation | Annotation of own work.  Artist research.  Statement of intent  Evaluation | Annotation of own work.  Artist research. | Annotation of own work.  Artist research.  Statement of intent. |
| **Key**  **Vocabulary** | **Drawing**- observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **Presentation**  **Annotation**  **Statement of intent**  **Contextual studies-**  **Natural form artists –** Karl Blossfeldt  Georgia O’Keeffe  Alison Stewart  Text in Art-Tom Phillips  Dominic Mcgill | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Developing ideas**  **Final design ideas**  **Thumbnail designs**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **Mixed media-** collage, sewing, thread, fabric, needle, stitches. Papers, image transfer.  **Designing**  **Presentation**  **Composition**  **Annotation**  **Developing ideas**  **Final design ideas**  **Thumbnail designs**  **Contextual studies-**  Natural form bundle /3D artists of students choosing. | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Ceramics-**  clay,manipulation, glaze, biscuit firing, tools, pinch pot, slab pot  **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design**  **refining**  **Outcome**  **Thumbnail designs**  **Evaluation.**  **Contextual studies-**  Natural form ceramic artists of students choosing. | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Presentation**  **Annotation**  **Contextual studies-**  ‘Structure’ artists and movements –  David Hepher  Paul Catherall  Brutalism  Rachel Whiteread  Heron Horton | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Presentation**  **Development of ideas.**  **Annotation**  **Statement of intent**  **Contextual studies-** |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. |
| **End** | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment | QMA- end of project assessment | QMA – end of project assessment | QMA- project assessment | QMA –project assessment |
| **Possible misconceptions** | | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Intro to artrooms, equipment and materials.  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of careers related to topic | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 10 - Textiles |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Natural Form- Foundation course** | **Natural Form** | **Natural Form- Contrasting surfaces** | **Natural Form- Contrasting surfaces** | **Structure** | **Structure** |
| **Key Knowledge & Concepts** | | **Hand skills-**  Embroidery  Felting  ‘Trapping and wrapping’ techniques  Painting, dyeing  Fabric manipulation techniques  **Sewing machine- Free machining**  **Presentation**  **annotation**  **statement of intent**  **Contextual studies-**natural form artists- Cas Holmes  Beatriz Milhazes.  **AO1,2,3,** | **Embellishment techniques,** beading.  **Hand skills-**  Embroidery  Felting  ‘Trapping and wrapping’ techniques  **Painting, dyeing**  **Developing ideas**  **Refining**  **Final design ideas**  **outcome**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-**natural form artists-  **AO 1,2,3,4** | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-**  ‘textural’ artists- Marian Jasmik,Iris Van Herpen,Makiko Wakisaka, Jacky Russell  **Annotation**  **AO1,2,3,** | **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **Annotation**  **Final design ideas**  **Outcome.**  **evaluation**  **AO 1,2,3,4**  **Contextual studies-**  Artists of student’s own choosing | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  Image transfer  **Printing techniques**  **Free machining**  **Mixed media**  **Development of ideas**  **Contextual studies-**  **‘Structure’ artists and movements –** David Hepher,  Paul catherall,  Brutalism, Sandra Meech  Debbie Smyth,  Anne Biss  Harriet Popham  Christo  **AO3, A02, AO1** | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  Image transfer  **Printing techniques**  **Free machining**  **Mixed media**  **Development of ideas**  **Contextual studies-**  ‘Structure’ artists – of students own choosing  **Annotation**  **AO3, A02, AO1** |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Links to KS3  Yr10 Autumn 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 | Ks3 links  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2  Yr 11 summer 1 |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 &11 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford Ltd  Natural Processes in Textiles art, Alice Fox.  Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble Enterprises  Cole, D (2008) Textiles Now Laurence King  Grey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford Ltd  Hedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford Ltd  Natural Processes in Textiles art, Alice Fox.  Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble Enterprises  Cole, D (2008) Textiles Now Laurence King  Grey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford Ltd  Hedley, G (2010) Drawn to Stitch Batsford | Parrott, H (2013) Mark-making in Textile Art Batsford Ltd  Thittichai, K (2009) Experimental Textiles Batsford  Jasmik,M. Textures from nature in Textiles art  Redfern, S. Stitched Textiles: nature | Parrott, H (2013) Mark-making in Textile Art Batsford Ltd  Thittichai, K (2009) Experimental Textiles Batsford | Draper, J (2014) Stitch and Structure Batsford Ltd  Rhodes,S. Sketchbook Explorations for mixed Media and textile artists, Amazon    Pesenti,A. Whiteread, R. Gallagher, A. Rachel Whiteread drawing, Hammer Museum | Draper, J (2014) Stitch and Structure Batsford Ltd  Rhodes, S, Sketchbook Explorations for mixed Media and textile artists, Amazon |
| **Ext. Writing** | Annotation of own work.  Artist research. | Annotation of own work.  Artist research.  Statement of intent.  Evaluation | Annotation of own work.  Artist research.  Statement of intent. | Annotation of own work.  Evaluation | Annotation of own work.  Artist research.  Statement of intent. | Annotation of own work.  Artist research. |
| **Key**  **Vocabulary** | **Hand skills-**  Embroidery  Felting  ‘Trapping and wrapping’ techniques  Painting, dyeing  Fabric manipulation techniques  **Sewing machine- Free machining**  **Presentation**  **annotation**  **statement of intent**  **Contextual studies-**natural form artists- Cas Holmes  Beatriz Milhazes. | **Embellishment techniques,** beading.  **Hand skills-**  Embroidery  Felting  ‘Trapping and wrapping’ techniques  **Painting, dyeing**  **Developing ideas**  **Refining**  **Final design ideas**  **outcome**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-** | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-**  ‘textural’ artists- Marian Jasmik,Iris Van Herpen,Makiko Wakisaka, Jacky Russell  **Annotation** | **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **Annotation**  **Final design ideas**  **Outcome.**  **evaluation**  **AO 1,2,3,4**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  Image transfer  **Printing techniques**  **Free machining**  **Mixed media**  **Development of ideas**  **Contextual studies-**  **‘Structure’ artists and movements –** David Hepher,  Paul catherall,  Brutalism, Sandra Meech  Debbie Smyth,  Anne Biss  Harriet Popham  Christo | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  Image transfer  **Printing techniques**  **Free machining**  **Mixed media**  **Development of ideas**  **Contextual studies-**  ‘Structure’ artists – of students own choosing  **Annotation** |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. |
| **End** | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment | QMA- project assessment | QMA – end of project assessment |
| **Possible misconceptions** | | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 11- Art |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Structure** | **Structure** | **Externally Set assignment** | **Externally Set assignment** | **Externally Set assignment** | **N/A** |
| **Key Knowledge & Concepts** | | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Designing**  **Presentation**  **Development of ideas.**  .**Composition**  **Annotation**  **Statement of intent**  **Refining**  **Contextual studies-**  ‘Structure’ artists – of students own choosing  **AO3, A02, AO1** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design**  **refining**  **Outcome**  **Thumbnail designs**  **Evaluation.**  **Contextual studies-**  Structure artists of students choosing.  **AO 1,2,3,4,** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Development of ideas**  **Experimentation**  **Contextual studies-**  artists of students choosing.  **AO 1,2,3** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Refining**  **Development of ideas**  **Experimentation**  **Contextual studies-**  artists of students choosing.  **AO 1,2,3** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design idea**  **Refining**  **Final Outcome**  **Evaluation**  **Contextual studies-**  artists of students choosing.  **AO 1,2,3,4,** | N/A |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 2  Yr 11 Spring 1 and 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1  Yr 11 Spring 1 and 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2 | N/A |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 1  Textiles 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  DT yr 11 autumn 2  Textiles 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  DT yr 11 autumn 2  Textiles 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  DT yr 11 autumn 1  Textiles 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  DT yr 11 autumn 1  Textiles 10 & 11 | N/A |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Architecture V & A Publication  Howard, K. Composition and perspective  Architecture in art- National Gallery. | Architecture V & A Publication  Howard, K. Composition and perspective  Architecture in art- National Gallery. | A world History of Art, Honour and Fleming  Stout, K (2014) Contemporary Drawing: From the 1960s to Now Tate Publishing  Weidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know Prestel  Perrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal Pages  Smith, E L (1995) Art Today Phaidon  Blistène, B (2001) A History of 20th Century Art Flammarion | A world History of Art, Honour and Fleming  Stout, K (2014) Contemporary Drawing: From the 1960s to Now Tate Publishing  Weidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know Prestel  Perrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal Pages  Smith, E L (1995) Art Today Phaidon  Blistène, B (2001) A History of 20th Century Art Flammarion | A world History of Art, Honour and Fleming  Stout, K (2014) Contemporary Drawing: From the 1960s to Now Tate Publishing  Weidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know Prestel  Perrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal Pages  Smith, E L (1995) Art Today Phaidon  Blistène, B (2001) A History of 20th Century Art Flammarion |  |
| **Ext. Writing** | Annotation of own work.  Artist research. | Annotation of own work.  Artist research.  Evaluation | Annotation of own work.  Artist research.  Statement of intent. | Annotation of own work.  Artist research. | Annotation of own work.  Evaluation |  |
| **Key**  **Vocabulary** | **Drawing-** observational and imaginative.  **Formal elements:-**Line, tone, colour, form, shape, space, texture.  **Colour theory-** colour mixing / application  **Designing**  **Presentation**  **Development of ideas.**  .**Composition**  **Annotation**  **Statement of intent**  **Refining**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design**  **refining**  **Outcome**  **Thumbnail designs**  **Evaluation.**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Development of ideas**  **Experimentation**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Refining**  **Development of ideas**  **Experimentation**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design idea**  **Refining**  **Final Outcome**  **Evaluation**  **Contextual studies-** |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects |  |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. |  |
| **End** | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation |  |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment  **Coursework moderation** |  |  | **ESA Moderation** at end of course |  |
| **Possible misconceptions** | | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers |  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 11- Textiles |



|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Structure** | **Structure** | **Externally Set assignment** | **Externally Set assignment** | **Externally Set assignment** | **N/A** |
| **Key Knowledge & Concepts** | | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-**  Artists of student’s own choosing  **AO 1,2,3** | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Developing ideas**  **refining**  **Presentation**  **Annotation**  **Final design ideas**  **Outcome.**  **evaluation**  **Contextual studies-**  Artists of student’s own choosing  **AO 1,2,3,4** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Development of ideas**  **Experimentation**  **Contextual studies-**  artists of student’s choosing.  **AO 1,2,3** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Refining**  **Development of ideas**  **Experimentation**  **Contextual studies-**  artists of student’s choosing.  **AO 1,2,3** | Students respond to 1 of a choice of 7 externally set questions.  **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design idea**  **Refining**  **Final Outcome**  **Evaluation**  **Contextual studies-**  artists of student’s choosing.  **AO 1,2,3,4,** | N/A |
| **Clarity around Sequencing** | **Main links across the curriculum** | | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 2  Yr 11 Spring 1 and 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1  Yr 11 Spring 1 and 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 2  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1  Yr 11 Summer 1 | Links to KS3  Yr10 Autumn 1 and 2  Yr 10 Spring 1 and 2  Yr10 Summer 1 and 2  Yr 11 Autumn 1 and 2  Yr 11 Spring 1 and 2 | N/A |
| **Cross – curricular / Authentic Links** | | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2    Art yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 & 11 | **E**mpathy  **P**ositivity  **A**ppreciation  **P**resent  **R**isk taking  **I**ndustry  **N**urture  **C**reate and culture  **I**magination  **P**rogress  **L**eadership  **E**valuation  **S**kills  Product design yr 10 spring 2  Art yr 10 & 11 | **N/A** |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Draper, J (2014) Stitch and Structure Batsford Ltd  .Rhodes,s. Sketchbook Explorations for mixed Media and textile artists, Amazon | Draper, J (2014) Stitch and Structure Batsford Ltd  Rhodes,S. Sketchbook Explorations for mixed Media and textile artists, Amazon | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford Ltd  Fox,A. Natural Processes in Textiles art.  Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble Enterprises  Cole, D (2008) Textiles Now Laurence King  Grey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford Ltd  Hedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford Ltd  Fox,A. Natural Processes in Textiles art.  Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble Enterprises  Cole, D (2008) Textiles Now Laurence King  Grey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford Ltd  Hedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford Ltd  Fox,A. Natural Processes in Textiles art.  Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble Enterprises  Cole, D (2008) Textiles Now Laurence King  Grey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford Ltd  Hedley, G (2010) Drawn to Stitch Batsford |  |
| **Ext. Writing** | Annotation of own work.  Artist research. | Annotation of own work.  Artist research.  Evaluation | Annotation of own work.  Artist research.  Statement of intent. | Annotation of own work.  Artist research. | Annotation of own work.  Evaluation |  |
| **Key**  **Vocabulary** | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Developing ideas**  **refining**  **Free machining**  **Presentation**  **annotation**  **evaluation**  **Contextual studies-** | **Drawing-** observational and imaginative.  Formal elements:-Line, tone, colour, form, shape, space, texture.  **Colour theory-**  **Embellishment techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Developing ideas**  **refining**  **Presentation**  **Annotation**  **Final design ideas**  **Outcome.**  **evaluation**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Development of ideas**  **Experimentation**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Refining**  **Development of ideas**  **Experimentation**  **Contextual studies-** | **Drawing-** observational and imaginative.  **Formal elements**:-Line, tone, colour, form, shape, space, texture.  **Colour theory**- colour mixing / application  **techniques,** beading, hand stitching  **Fabric manipulation**  Felting  ‘Trapping and wrapping’ techniques  **Free machining**  **Designing**  **Presentation**  **Composition**  **Annotation**  **Final design idea**  **Refining**  **Final Outcome**  **Evaluation**  **Contextual studies-** |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects | Linking back to techniques, skills and artists in previous projects |  |
| **On going** | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. | Knowledge Retrieval focuses on key vocab, knowledge, concepts etc from both the unit and previous units.. Formative assessment includes the above, plus questioning, key learning activities e.g. evaluation questions, one-to-one conversations etc. |  |
| **End** | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation | Self assessment,  evaluation |  |
| **Assessment** | **Summative**  **Assessment** | | QMA- project assessment | QMA – end of project assessment  **Coursework moderation** |  |  | **ESA Moderation** at end of course |  |
| **Possible misconceptions** | | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. | Students must understand that sketchbook work is 75% of overall mark and final piece only 25%. Must ensure students know to focus on sketchbook. |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers | Correct use of materials and equipment  Managing your time  Responsible for own learning  Working back into work/ refining  Contemporary artists  Examples of related careers |  |