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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.PresentationCompositionDesignUnderstanding repeat pattern and embroidery. Applying knowledge to outcome.Embroidery skills- running, cross, back, whipping, chain, French knot.Wax resist/ batik.designContextual studies- Katanu Kay, tinga tinga paintings,  | What is Art?LineToneFormTextureShapeColour SpaceContextual studies:Videos andVarious artists | Investigating illustration and imaginative drawing skills.DesignCollagePresentationPaper manipulationCreating surfacesCreative writingHaiku poetryEpic poetrycompositionContextual studies-Eric Carle, Sara Fanelli, Benjamin Flouw | Creating an imaginative 3 D response in Clay to ‘Creative Creatures’.Design Pinch potsGlazesCeramic building techniques.Contextual Studies:-Gustavo Ramirez CruzEvengy Hontor | Investigating artists relating to Natural form.Printing techniquesDrawingDesignPresentationRenderingBlendingLayeringColourObservational drawing.ToneshapeContextual studies:-Angie LewinNatural form artworks over time  | Investigating artists relating to Still life.Applying formal elements (prior knowledge) to create a still life outcome.Observational drawing.ToneLineFormshapeColour (mixing)TextureSpacecompositionContextual studies.History of Still LifeCezanne, Caulfield, |
| **Clarity around Sequencing** | **Main links across the curriculum** | Yr7 summer 1 and 2Yr7 spring 1Yr8 Autumn 1 | Yr7 spring 2Yr7 summer 1 and 2Yr9 Autumn 2Yr10 and 11 Textiles | Yr7 summer 1Yr7 summer 2Yr8 Spring 1 | Yr7 summer 1Yr7 autumn 1 and 2Yr7 spring 1 and 2 | Yr7 autumn 1 and 2Yr7 spring 1 and 2Yr7 Autumn 2 | Yr7 autumn 1Yr7 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**killsDrama, dance, Music Autumn 1,DT,Maths Summer 1Yr8 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**killsYr8 DT Spring 1 & 2Yr10 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**killsYr10 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**killsYr9 DT Summer 1Yr9 Chemistry Spring 1 & 2Yr10 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**killsYr10 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**killsYr10 Graphics Spring 1Yr9 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 ArtPhaidon | 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 LifePenguin Random House |
| **Ext. Writing** | Annotation of own workKatanu Kay research | Annotation of own workTinga Tinga Painting research | Annotation of own workEric Carle research | Annotation of own workArtist research | Annotation of own workAngie 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, FormTexture, Shape,Colour, Space, Drawing, Sketch,Painting,Colour theoryComplementary colours, shading, proportion, measure | Imaginative drawing, collage, creativity, illustration, poetry, haiku, acrostic. Drawing, colour, rendering, blending, epic, composition, presentation. | Design, Pinch potsGlazes, texturesCeramic building techniques, 3D design. Kiln, firing, biscuit firing, oxides. | Printing techniquesDrawingDesignPresentationRenderingBlendingLayeringColourObservational drawing.ToneshapeAngie Lewin | Observational drawing.ToneLineFormshapeColour (mixing)TextureSpacecomposition |
| **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 awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration |

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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.LineToneFormTextureShape SpaceDrawing from observationPresentation**Critical studies –** History of Portraiture | How artists express their identity in their artDevelopment and execution a mixed media/textiles piece.LineToneFormColourTextureShape SpaceDesignCompositionPresentationEvaluate**Critical studies –** Various mixed media artists | Peace and the symbols and images related to it.Imaginative drawing.Image selection for collage.Designing composition.SymbolismMixed 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.PresentationLineToneFormColourTextureShape SpaceDesignCollageCompositionEvaluate | Understanding one-point perspective.Responding to the work of artists, architects.Experimental drawing/taking creative risks.**Developing ceramic skills**Pinch potCeramic building and decorating techniques.CoilsEngraveImprint SlabImprint/impressScoreTexturePatternGlazing/oxideLeather hardBiscuit fireRealisation of outcome 1 – Creating a 3 D Clay Tower inspired by the work of the Gaudi.PresentationEvaluate**Critical studies –** Antoni Gaudi | LineShapeFormPatternColourSpaceCompositionDesignPaintingEvaluate**Critical studies –** Hundertwasser and other contemporary artists using recycled materials. |
| **Clarity around Sequencing** | **Main links across the curriculum** | Yr7 Autumn 1Yr7 Summer 1 and 2Yr7 Spring 1 and 2Yr9 Autumn 1Yr10 and 11 Art | Yr7 Summer 1 and 2Yr9 Autumn 1 Yr9 Summer 2Yr10 and 11 Textiles | Yr7 Summer 1 and 2Yr9 Autumn 1Yr9 Spring 1Yr9 Summer 2Yr10 and 11 Art | Yr7 Autumn 1Yr7 Summer 1 and 2Yr9 Summer 2Yr10 and 11 Art | Yr7 Spring 1Yr9 spring 1Yr10 and 11 Art | Yr7 Spring 2Yr8 Spring 2Yr9 Spring 1 and 2Yr10 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**killsYr7 RS Autumn 1 & 2Yr9 Maths Spring 1 & 2Yr7 English Summer 1 & 2Yr8 Maths Summer 1Yr9 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**killsYr10 Maths Autumn 1Yr8 Maths Autumn 1Yr7 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**killsYr9 RS Autumn, Spring and Summer 1 & 2Yr10 History Spring 2Yr11 History Spring 1Yr11 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**killsYr7 DT Autumn 2Yr9 DT Autumn 2Yr8 DT Spring 1 & 2Yr9 Music Autumn 1 & 2Yr11 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**killsYr9 DT Spring 2Yr10 DT Autumn 1Yr8 DT Autumn 1Yr9 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**killsYr10 DT Autumn 2 & Spring 1Yr8 Dance Autumn 1 and Summer 2Yr11 Maths & Spring 1Yr10 Maths Autumn 1Yr9 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 workWhat is a portrait? | Annotation of own workResearch in to chosen artist | Annotation of own workShepard Fairey research. | Annotation of own workProject evaluation | Annotation of own workAntoni Gaudi research | Annotation of own workProject 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, FormPattern, ColourSpace,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 |
| **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 awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessResponsibility and RespectResilienceModern WorldAspiration |

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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 themetypographyResearch skillsPresentationDoodlingPrintMixed mediaIllustrationDrawingPaintingLineColour ShapeTextureCollageDesignCritical studies – Dominic McGillTeesha MoorePop ArtZentangleJose Ramerez | Create an altered image textile outcome.Developing textile techniques.Hand stitchImage transferPaintingColourDrawingImaginative thinking | Mixed media and pupils chosen media.Mark makingColourTextureLineCompositionDesignCritical Studies – History of landscapeDavid Hockney landscapes | Graphic design and SurrealismCompositionDesignColourGeometric shapeLine ToneFormTextureCritical Studies – Elyse DodgeGeorgia O’Keefe | Starting point Urban Art, leading to individual outcomes with a common theme based on their group performance theme.PaintingGraffitiStencillingCollageDrawingTextOne/Two-point perspective buildingsCritical Studies – History of Graffiti/Street ArtBanksyStikMy 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 2Yr9 Spring 1Yr10 and 11 Art | Yr7 Spring 1 and 2Yr8 Autumn 2Yr10 and 11 Textiles | Yr7 Summer 1 and 2Yr8 Autumn 1 and 2Yr10 and 11 Textiles | Yr8 Autumn 1 and 2Yr8 Spring 1 and 2Yr10 and 11 Art | Yr8 Autumn 2Yr8 Spring 2Yr9 Autumn 1Yr10 and 11 Art | Yr7 Autumn 1Yr8 Spring 2Yr9 Autumn 1Yr9 Autumn 2Yr10 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**killsDrama, Dance, Music – theme basedDT Spring 1&2History – GenresRS 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**killsMusic, Dance, DramaYr10 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**killsYr9 Geog Autumn 1Yr8 Geog Autumn 2Yr8 Geog Spring & Summer 1Yr7 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**killsYr7 Maths Summer 1Yr9 Maths Autumn 2Yr9 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**killsYr7 Autumn 1 Lion King ExperienceYr7 Dance Summer 2Yr8 Geog Spring 2Yr9 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**killsYr7 Autumn 1 Lion King ExperienceDrama, 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 LtdWatson E P, (2006)Whatcha Mean What’s a ZineThe 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 workElise Dodge research,Project evaluation | Annotation of own workBanksy, Stik and My Dog Sighs research. | Annotation of own workProject evaluation |
| **Key****Vocabulary** | Typography,Research, Presentation,Doodling, Print,Mixed media,Illustration,Drawing,Painting, Line,Colour, Shape,Texture, CollageDesign, Graphic design | Hand stitch, back, chain running, cross stich, French knot,Image transfer,Painting, ColourDrawing, imaginative, altered image, graphic design, textiles, painting | Mixed media,Mark making,Colour, TextureLine,Composition,Design, Foreground, Mid-ground,Background | Graphic design, Surrealism,Composition,Design, ColourGeometric shapeLine, Tone, Form,Texture, flat, tint, tone, shade, muted tones, pastel colours, semi-abstract | Urban, Street Art, Painting, GraffitiStencilling,Collage, DrawingText, 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 awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration | Safety and risk awarenessHealth and well beingResponsibility and RespectResilienceModern WorldAspiration |

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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 BlossfeldtGeorgia O’KeeffeAlison StewartText in Art-Tom PhillipsDominic 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 HepherPaul CatherallBrutalismRachel WhitereadHeron 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 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 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**killsTextilesBiology y11 autumn 1DT 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**killsProduct design yr 10 spring 1Textiles 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**killsProduct design yr 10 autumn 1Textiles 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**killsProduct design yr 10 spring 1Textiles 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**killsProduct 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**killsProduct design summer 2Textiles yr 10 & 11 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | A world History of Art, Honour and FlemingStout, K (2014) Contemporary Drawing: From the 1960s to Now Tate PublishingWeidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know PrestelPerrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal PagesSmith, E L (1995) Art Today PhaidonBlistène, B (2001) A History of 20th Century Art Flammarion | Wilson, K (2015) Drawing and Painting: Materials and Techniques for Contemporary Artists Thames and Hudson LtdArt Forms in Nature: The Prints of Ernst Haeckel Kastner, J . Nature- documents of contemporary art | Kastner, J (2005) Land and Environmental Art PhaidonFriedman, T (2006) Andy Goldsworthy: Sculpture 1976 -1990 Thames & HudsonLangen, S (2015) Outdoor Art: Extraordinary Sculpture Parks and Art in Nature PrestelHedley, G (2010) Drawn to Stitch BatsfordLarbalestier, S (1993) Art & Craft of Montage Mitchell Beazley (Amazon)Brereton, R & Roberts, C (2014) Cut and Paste: 21st Century Collage Laurence KingS. Bodman, Creating Artists' Books  | Bruce, S (2000) The Art Of Handbuilt Ceramics The Crowood PressDormer, P (1995) The New Ceramics Trends and Traditions Thames & HudsonGregory, I (1993) Sculptural Ceramics Chilton Book CoGenders, C (2009) Pattern, Colour & Form Bloomsbury | Gawne, E (2004) Exploring Architecture V & A PublicationHoward, K. Composition and perspectiveArchitecture in art- National Gallery. | Gawne, E (2004) Exploring Architecture V & A Publication100 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 intentEvaluation | 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 BlossfeldtGeorgia O’KeeffeAlison StewartText in Art-Tom PhillipsDominic 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 HepherPaul CatherallBrutalismRachel WhitereadHeron 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/ refiningContemporary artistsExamples of careers related to topic | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples 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-**EmbroideryFelting‘Trapping and wrapping’ techniquesPainting, dyeingFabric manipulation techniques**Sewing machine- Free machining****Presentation****annotation****statement of intent****Contextual studies-**natural form artists- Cas HolmesBeatriz Milhazes.**AO1,2,3,** | **Embellishment techniques,** beading.**Hand skills-**EmbroideryFelting‘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 MeechDebbie Smyth,Anne BissHarriet PophamChristo **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 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 11 summer 1 | Ks3 linksYr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2Yr 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**killsProduct design yr 10 spring 2Art 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**killsProduct design yr 10 spring 2Art 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**killsProduct design yr 10 spring 2Art 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**killsProduct design yr 10 spring 2Art 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**killsProduct design yr 10 spring 2Art 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**killsProduct design yr 10 spring 2Art yr 10 &11 |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford LtdNatural Processes in Textiles art, Alice Fox.Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble EnterprisesCole, D (2008) Textiles Now Laurence KingGrey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford LtdHedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford LtdNatural Processes in Textiles art, Alice Fox.Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble EnterprisesCole, D (2008) Textiles Now Laurence KingGrey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford LtdHedley, G (2010) Drawn to Stitch Batsford | Parrott, H (2013) Mark-making in Textile Art Batsford LtdThittichai, K (2009) Experimental Textiles BatsfordJasmik,M. Textures from nature in Textiles artRedfern, S. Stitched Textiles: nature | Parrott, H (2013) Mark-making in Textile Art Batsford LtdThittichai, K (2009) Experimental Textiles Batsford | Draper, J (2014) Stitch and Structure Batsford LtdRhodes,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 LtdRhodes, 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-**EmbroideryFelting‘Trapping and wrapping’ techniquesPainting, dyeingFabric manipulation techniques**Sewing machine- Free machining****Presentation****annotation****statement of intent****Contextual studies-**natural form artists- Cas HolmesBeatriz Milhazes. | **Embellishment techniques,** beading.**Hand skills-**EmbroideryFelting‘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 MeechDebbie Smyth,Anne BissHarriet PophamChristo  | **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 equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples 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 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 2Yr 11 Spring 1 and 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1Yr 11 Spring 1 and 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 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**killsProduct design yr 10 spring 1Textiles 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**killsDT yr 11 autumn 2Textiles 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**killsDT yr 11 autumn 2Textiles 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**killsDT yr 11 autumn 1Textiles 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**killsDT yr 11 autumn 1Textiles 10 & 11 | N/A |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Architecture V & A PublicationHoward, K. Composition and perspectiveArchitecture in art- National Gallery. | Architecture V & A PublicationHoward, K. Composition and perspectiveArchitecture in art- National Gallery. | A world History of Art, Honour and FlemingStout, K (2014) Contemporary Drawing: From the 1960s to Now Tate PublishingWeidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know PrestelPerrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal PagesSmith, E L (1995) Art Today PhaidonBlistène, B (2001) A History of 20th Century Art Flammarion | A world History of Art, Honour and FlemingStout, K (2014) Contemporary Drawing: From the 1960s to Now Tate PublishingWeidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know PrestelPerrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal PagesSmith, E L (1995) Art Today PhaidonBlistène, B (2001) A History of 20th Century Art Flammarion | A world History of Art, Honour and FlemingStout, K (2014) Contemporary Drawing: From the 1960s to Now Tate PublishingWeidemann, C & Finger, B (2011) 50 Contemporary Artists You Should Know PrestelPerrella, L (2007) Artists Journals and Sketchbooks: Exploring and Creating Personal PagesSmith, E L (1995) Art Today PhaidonBlistène, 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 equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers | Correct use of materials and equipmentManaging your time Responsible for own learning Working back into work/ refiningContemporary artistsExamples of related careers |  |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 11- 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** | **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 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 2Yr 11 Spring 1 and 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1Yr 11 Spring 1 and 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 2Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1Yr 11 Summer 1 | Links to KS3 Yr10 Autumn 1 and 2Yr 10 Spring 1 and 2Yr10 Summer 1 and 2Yr 11 Autumn 1 and 2Yr 11 Spring 1 and 2 | N/A |
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| **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 LtdRhodes,S. Sketchbook Explorations for mixed Media and textile artists, Amazon | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford LtdFox,A. Natural Processes in Textiles art.Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble EnterprisesCole, D (2008) Textiles Now Laurence KingGrey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford LtdHedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford LtdFox,A. Natural Processes in Textiles art.Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble EnterprisesCole, D (2008) Textiles Now Laurence KingGrey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford LtdHedley, G (2010) Drawn to Stitch Batsford | Wellesley-Smith, C (2015) Slow Stitch: Mindful and Contemplative Textile Art Batsford LtdFox,A. Natural Processes in Textiles art.Beaney, J and Littlejohn, J (2011) Stitch Rhythms & Patterns Double Trouble EnterprisesCole, D (2008) Textiles Now Laurence KingGrey, M (2006) Stitch, Dissolve, Distort With Machine Embroidery Batsford LtdHedley, G (2010) Drawn to Stitch Batsford |  |
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| **End** | Self assessment,evaluation | Self assessment,evaluation | Self assessment,evaluation | Self assessment,evaluation | Self assessment,evaluation |  |
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