

Nailsea School Curriculum Map – Art & Design

		Topic Title	Key Skills	Content
Year 7	Term 1	everyday	<ul style="list-style-type: none"> • Visual elements • Colour theory • Paint application • Composition 	<ul style="list-style-type: none"> • Exploring the use of line, tone, shape, texture and colour, and how these can be used within drawings • Identifying, mixing and using primary, secondary, tertiary and complementary colours, along with tints and shades of these • Applying gradients, block colours, shadows, and patterns with paint. Exploring different densities of paint, and brush techniques • Understanding and applying fragmented and multi-viewpoint compositions as seen in the work of Cubist artists
	Term 2			
	Term 3			
	Term 4	nature	<ul style="list-style-type: none"> • Observational drawing • Designing • Print-making • Clay modelling 	<ul style="list-style-type: none"> • Recording natural forms from 1st hand observation, applying the visual elements to achieve refined drawings • Combining a range of natural forms to create designs for specific processes – print-making and clay • Transferring a design onto a printing plate. Producing a print with two layers • Manipulating clay into a form. Creating a clay model that resembles a design, and shows the clear influence of an artist reference
	Term 5			
	Term 6			
Year 8	Term 1	sweet	<ul style="list-style-type: none"> • Colour theory • Dry colour media • Illustration • Clay modelling 	<ul style="list-style-type: none"> • Using colour to build form in drawings. Exploring specific colour choices eg analogous or complementary • Exploring and applying dry media techniques when using colour pencils and pastels • applying illustration techniques such as exaggeration, personification, and manipulation of shapes to communicate ideas • Hand-forming a clay model which expresses ideas about excessive consumption of sugar. Refining form and surface detail
	Term 2			
	Term 3			
	Term 4	circles	<ul style="list-style-type: none"> • Symbolism • Context • Graphic design • Colour and shape 	<ul style="list-style-type: none"> • investigating the use of circular forms in logos, icons, religious symbols and in art, and identifying the symbolism used • Researching and exploring the contextual origins of a range of logos, icons, and religious symbolism • Selecting and combining iconic circular designs to illustrate a positive message • Identifying effective combinations of shapes for a logo design. Utilising an effective limited colour palette
	Term 5			
	Term 6			
Year 9	Term 1	environment	<ul style="list-style-type: none"> • Drawing ideas • Context • Pen and ink • Photography and editing 	<ul style="list-style-type: none"> • Manipulating realism in drawings to express a range of ideas, illustrations and designs about the environment • Researching ways in which the environment, and animals, are being impacted by human choices and behaviour • Using variants and combinations of line, tone and texture to build atmosphere and mood in drawings • Recording ideas with photography, key lighting, and selection of props. Editing photographs digitally to communicate ideas
	Term 2			
	Term 3			
	Term 4	symbolism	<ul style="list-style-type: none"> • Symbolism in art • Concepts • Composition 	<ul style="list-style-type: none"> • Analysing and deconstructing the visual metaphors, and use of symbolism, in a range of art • Selecting symbolism to convey a personal meaning and concept, in direct response to the work of an artist reference

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	Term 5		<ul style="list-style-type: none"> Mixed media 	<ul style="list-style-type: none"> Arranging a range of stimuli and symbols in a meaningful and refined composition Selecting from a range of materials. Exploring the impact of a combination of different media to convey a specific impact
	Term 6			
Year 10 Fine Art		Topic Title	Key Skills	Content
	Term 1	everyday	<ul style="list-style-type: none"> Observational drawing Colour theory Chiaroscuro Paint application 	<ul style="list-style-type: none"> Drawing geometric forms – cylindrical and spherical, and the application of a similar approach when drawing from observation Colour theory and colour mixing when painting bottles, bottle caps and liquid spills Paint application techniques, including chiaroscuro Application of colour theory and paint application in an increasingly independent manner, and whilst responding to the work of others (artist reference)
	Term 2			
	Term 3			
	Term 4	fragmentation	<ul style="list-style-type: none"> Everyday objects Multiple viewpoints Fragmentation of imagery Composition 	<ul style="list-style-type: none"> Recognising connotations and symbolic qualities when selecting everyday objects as subject matter Utilising different colour palettes and paint techniques to reflect ideas about the objects in paintings Contextual understanding of the Cubist artists, and their use of multiple viewpoints and fragmentary compositions Refining and perfecting a concept, whilst making a clear connection to the work of the Cubist artists
	Term 5			
	Term 6			
		Topic Title	Key Skills	Content
Year 10 3 Art	Term 1	abode	<ul style="list-style-type: none"> Observational drawing Connotations and meanings Design concepts Mixed media 	<ul style="list-style-type: none"> Exploring the qualities of household objects and personal possessions, including ergonomics and the endowment effect Recognising the relationship between form and function in various structures, including shells, nests, pods and buildings Selecting appropriate clay techniques suitable for different design needs eg coiling, slab building, pinch pots, modelling on to formers. Combining different design elements (personal possessions, structures, shells etc) to create a cohesive concept and form
	Term 2			
	Term 3			
	Term 4 - 6	animalia	<ul style="list-style-type: none"> Environmental context Animal forms Anthropomorphism Clay modelling 	<ul style="list-style-type: none"> Researching and applying an environmental context, and using this to inspire independent, articulate and contextually relevant design work Exploring methods for the reduction and simplification of complex animal forms, in readiness for successful clay modelling Identifying the anthropomorphic qualities of various animals, and exploiting this through design concepts Creating and hand-modelling viable large-scale clay forms
		Topic Title	Key Skills	Content
Year 10 photography	Term 1	environment	<ul style="list-style-type: none"> Environmental context Camera controls Digital editing Communicating ideas 	<ul style="list-style-type: none"> Communicating photographic ideas related to a theme – environment Learning and applying a range of editing techniques eg cloning, double exposure, selections... Developing a secure understanding of manual camera controls, eg shutter speed and aperture Researching methods used by established photographers for expressing ideas about the environment, and utilising these in a personal and creative manner
	Term 2			
	Term 3			
	Term 4	coca-cola	<ul style="list-style-type: none"> Genres of Photography Icons and big brands Combining digital editing techniques Expressing complex ideas 	<ul style="list-style-type: none"> The use of semiotics, codes and connotations in photography, and how these can be utilised and manipulated to express meaning Recognising the visual / creative potential in everyday consumer products and brands Expanding knowledge of a range of skills such as stop-frame animation, tessellation, refraction and colour splash Selection of a coherent theme, away from the original starting point The production, skills and visual elements that make up a meaningful and complex final photograph
	Term 5			
	Term 6			
Year 1		Topic Title	Key Skills	Content

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	Term 1	cornucopia	<ul style="list-style-type: none"> • Multiples • Abundance and plenty • Composition • Meaningful and insightful conclusions 	<ul style="list-style-type: none"> • Exploring the symbolic nature of objects, cornucopias and how artists have communicated the nature of abundance and plenty. • Exploring the use of multiple components within a composition to imply excess and consumption • How to select a material, style and technique which helps to clarify visual and conceptual intentions • Developing a personal response within the theme of Cornucopia, eg excessive consumption of food, or abundance, and utilise an appropriate composition to communicate this.
	Term 2			
	Term 3			
	Term 4	set task	<ul style="list-style-type: none"> • Responding to a challenge • Generating ideas • Refining techniques • Creating a personal response 	<ul style="list-style-type: none"> • Selecting a starting point from a choice (set by the exam board) • Planning and generating ideas and references suitable for a Fine Art response. • Revisiting and refining previously learnt techniques and styles, perfecting these • Selecting a compositional approach – narrative or structural • Planning and executing a successful final piece in a set time (10-hours)
	Term 5			
	Term 6			
		Topic Title	Key Skills	Content
Year 11 3D Art	Term 1	hierarchy	<ul style="list-style-type: none"> • Order & importance • Connection to context • Clay modelling • Meaningful and insightful conclusions 	<ul style="list-style-type: none"> • Explorations into instances of hierarchical structures and thinking in a range of contexts, and using this to inspire independent, articulate and contextually relevant design work • Making insightful connections between seemingly disparate elements • Utilising the work of others (artist references) to instigate independent and sophisticated ideas • Transferring non-tangible contextual starting point into three-dimensional conclusions • Developing a personal response within the theme of Hierarchy, and utilise an appropriate form and making technique to communicate this
	Term 2			
	Term 3			
	Term 4	set task	<ul style="list-style-type: none"> • Responding to a challenge • Generating ideas • Refining techniques • Creating a personal response 	<ul style="list-style-type: none"> • Selecting a starting point from a choice (set by the exam board) • Planning and generating ideas and references suitable for a 3D Art response. • Revisiting and refining previously learnt techniques and styles, perfecting these • Selecting a design and making approach suitable for intentions • Planning and executing a successful final piece in a set time (10-hours)
	Term 5			
	Term 6			
		Topic Title	Key Skills	Content
Year 11 Photography	Term 1	opposites	<ul style="list-style-type: none"> • Composition • Contrasting elements • Refining a concept • Meaningful and insightful conclusions 	<ul style="list-style-type: none"> • Recording a range of ideas and interpretations related to contrast and ‘opposites’ • Combining and layering previously learnt photographic techniques, creating independent and new visual effects • Adapting ideas, styles and techniques in response to selected context and photographer references • Planning and create photographs which integrate camera controls, editing techniques, purposeful composition and concept
	Term 2			
	Term 3			
	Term 4	set task	<ul style="list-style-type: none"> • Responding to a challenge • Generating ideas • Refining techniques • Creating a personal response 	<ul style="list-style-type: none"> • Selecting a starting point from a choice (set by the exam board) • Planning and generating ideas and references suitable for a photographic response. • Revisiting and refining previously learnt techniques and styles, perfecting these • Selecting compositional, stylistic and technical approaches • Planning and executing a successful final piece in a set time (10-hours)
	Term 5			
	Term 6			
		Topic Title	Key Skills	Content
Year 12 Art, Craft and Design	Term 1	foundational form	<ul style="list-style-type: none"> • Geometry of shape and form • Observational drawing 	<ul style="list-style-type: none"> • Recording geometric forms with accuracy • Applying pencil and paint in a manner that enhances the three-dimensional qualities of form • The use of geometry and structure inherent in observational drawing • Utilising geometric forms when drawing more complex forms, such as hands in various poses/ gestures and everyday objects
	Term 2			
	Term 3	significance	<ul style="list-style-type: none"> • Symbolism • Painting, print-making and clay modelling 	<ul style="list-style-type: none"> • Exploration, research and context of the still life genre

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	Term 4			<ul style="list-style-type: none"> Developing a range of skills and techniques to encompass the range of Art, Craft and Design disciplines eg painting, print-making, clay modelling and mixed-media sculpture. Developing a broad contextual understanding relevant to the theme, eg the endowment effect, Vanitas painting, symbolism and connotations inherent in still life art, artists from a wide time-line and cultural contexts Generating ideas and selecting appropriate practical skills and techniques suitable for their expression
	Term 5	choice of topic	<ul style="list-style-type: none"> Concept building Visual coherence Perfecting a process 	<ul style="list-style-type: none"> Building ideas and concepts from a selected starting point / topic Sequencing and communicating visual ideas as they develop Locating appropriate contextual references (artist reference) and responding to these in an independent and insightful manner Selecting a process and perfecting this, in readiness for coherent and skilful visual conclusions
	Term 6			
Year 12 Photography		Topic Title	Key Skills	Content
	Term 1	composition	<ul style="list-style-type: none"> Meanings created through composition Camera and editing skills 	<ul style="list-style-type: none"> Compositional conventions and rules How varying compositional approaches alter meaning and perception Exploring which editing and presentation techniques add the most value Recap of basic camera controls and Photoshop editing techniques
	Term 2			
	Term 3	Identity	<ul style="list-style-type: none"> Portraiture and still life Cultural identity Darkroom and digital 	<ul style="list-style-type: none"> Exploring the theme of 'identity' through two different genres – still life and portraiture Utilising faces, costumes, lighting, expression, and props to imply meaning Researching how collective cultural identities and aesthetics are developed (Chinese photography) and responding about own cultural identity in turn. Explore the connotations of objects, and the still life genre through the arrangement of props and locations that serve as meaningful backdrops Combine different ideas, approaches and references to make coherent photographic conclusions.
	Term 4			
	Term 5	choice of topic	<ul style="list-style-type: none"> Concept building Visual coherence Perfecting a process 	<ul style="list-style-type: none"> Building ideas and concepts from a selected starting point / topic Sequencing and communicating visual ideas as they develop Locating appropriate contextual references (photographer reference) and responding to these in an independent and insightful manner Selecting a process and perfecting this, in readiness for coherent and skilful visual conclusions
	Term 6			
Year 13 Art, Craft and Design		Topic Title	Key Skills	Content
	Term 1	personal investigation	<ul style="list-style-type: none"> Integration of context Written investigation Refining concepts Ambitious and insightful conclusions 	<ul style="list-style-type: none"> Selection of topic, based on an element of previous learning Investigate an element of contextual relevance, developing a written investigation which supports practical work (between 1000-3000 words) Perfect and refine a technique and skill in response to a focused subject matter and theme Articulate and clarify a concept, and marry this with its visual / aesthetic form Ambitiously conclude the investigation through the production of a series of purposeful and insightful final pieces
	Term 2			
	Term 3			
	Term 4	Set task	<ul style="list-style-type: none"> Responding to a challenge Generating ideas Creating a personal response 	<ul style="list-style-type: none"> Selecting a starting point from a choice (set by the exam board) Planning and generating ideas and references suitable for a Fine Art response. Revisiting and refining previously learnt techniques and styles, perfecting these Selecting a compositional approach – narrative or structural Planning and executing a successful final piece in a set time (15-hours)
	Term 5			
	Term 6			

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		Topic Title	Key Skills	Content
Year 13 Photography	Term 1	Personal investigation	<ul style="list-style-type: none"> • Integration of context • Written investigation • Refining concepts • Ambitious and insightful conclusions 	<ul style="list-style-type: none"> • Selection of topic, based on an element of previous learning • Investigate an element of contextual relevance, developing a written investigation which supports practical work (between 1000-3000 words) • Perfect and refine a technique and skill in response to a focused subject matter and theme • Articulate and clarify a concept, and marry this with its visual / aesthetic form • Ambitiously conclude the investigation through the production of a series of purposeful and insightful final pieces
	Term 2			
	Term 3			
	Term 4	Set task	<ul style="list-style-type: none"> • Responding to a challenge • Generating ideas • Creating a personal response 	<ul style="list-style-type: none"> • Selecting a starting point from a choice (set by the exam board) • Planning and generating ideas and references suitable for a Photographic response. • Revisiting and refining previously learnt techniques and styles, perfecting these • Selecting compositional, stylistic and technical approaches • Planning and executing a successful final piece in a set time (15-hours)
	Term 5			
	Term 6			