

Curriculum Map | Art and Design

Curriculum|Intent

The Art and Design curriculum at Co-op Academy Florence MacWilliams is designed to deepen students' critical understanding, promote individual creativity and build confidence in communicating ideas visually. At Florence, students are taught to develop their artistic ability by producing creative work through exploring ideas and recording their experiences.

Within our Art and Design curriculum, we aim to inspire creativity, curiosity and self-expression whilst developing students' artistic knowledge, skills and understanding. Through a broad and ambitious curriculum, pupils explore a diverse range of artists, cultures, materials, techniques and artistic movements from across history and around the world.

Students will become proficient in drawing, painting, sculpture and other art, craft and design techniques. Throughout this process students will learn to observe carefully, think critically and solve problems creatively.

	Autumn Term	Spring Term	Summer Term
7	<u>Formal Elements</u> Throughout this introductory unit, students are introduced to the fundamental basics of art through the formal elements of art by exploring a range of practical activities. This will develop students' creative, observational, and technical skills. Students investigate tone through pencil shading techniques, colour through watercolour blending and colour theory, and pattern through detailed Zentangle designs using fine liners. They explore shape in collage work inspired by Henri Matisse, line through continuous line drawing and poly printing, texture through clay construction techniques, and form through 3D drawing using perspective and tone. Across the unit, students build confidence with different materials and processes while learning to create depth, structure, texture, and balanced compositions in both 2D and 3D art forms.	<u>Jasper Johns</u> This scheme of work introduces students to the artwork and techniques of Jasper Johns, focusing on symbolism, layering, typography, and expressive use of colour. Students explore how everyday images such as numbers and letters can become artistic subjects while developing hand-drawn typography and experimenting with repetition, distortion, enlargement, and composition. Through the use of oil and chalk pastels, they learn blending, layering, scumbling, sgraffito, and colour mixing techniques to create textured, multi-layered surfaces inspired by Johns' work. Students also investigate scale, cropping, colour relationships, and emotional expression while building confidence in experimentation, evaluation, and discussing their artistic choices using appropriate art vocabulary.	<u>Bugs and Insects</u> This scheme of learning explores experimental and observational techniques inspired by insects and the work of artists including Levon Biss, Lucy Arnold, and Annie Raymond. Students begin by developing drawing skills through continuous line drawing, mark making, and observational studies using a range of media such as biro, fineliner, ink, and white pen on different paper surfaces. They investigate texture, tone, and form while experimenting with techniques including scraffito and ink monoprinting, alongside creating artist studies that compare and contrast artistic styles and approaches. At the progress point, students present and annotate their observational work, demonstrating understanding of artistic influences and key vocabulary. Following half term, students explore three-dimensional design by developing ideas for a layered cardboard insect sculpture inspired by Annie Raymond's work, refining designs through annotation before constructing and painting their final piece using acrylic paint and paint pens to create a detailed and textured outcome.
Careers Links	Graphic Designer, Illustrator, Digital artist, Packaging designer, Marketing & advertising creative, studio assistant, Branding/visual identity designer	Graphic Designer, Illustrator, Digital artist, Packaging designer, Marketing & advertising creative, studio assistant, Branding/visual identity designer	Graphic illustrator, Technical/textbook illustrator, Fashion designer, Buyer, Commercial artist, Mural artist, Picture framer, Fine artist, Printmaker, Screen printer
8	<u>Day of the Dead</u> Students are to develop skills by recording ideas and observations through artwork, including written and evaluative work. Students will develop cultural awareness through gaining understanding about the Day of the Dead festival and record their ideas through written and practical work, and use a series of tasks and lessons to develop a research page where they will record their observations and ideas about the festival. Students will explore oil pastel and observation drawings with a focus on skulls. Students are to develop their research skills whilst exploring a wide variety of materials to enhance their drawing abilities within the Day of the Dead Project. Students will be expected to evidence Assessment Objectives 1, 2, 3 and 4 throughout. Students will develop an understanding about the Day of the Dead festival. Students will explore how to analyse and investigate sources in their research.	<u>Chinese New Year</u> Students are to develop their drawing and painting skills. Students will develop an understanding about the Luna New Year and Zodiacs – specifically the Chinese celebration. Students will explore how to analyse and investigate sources in their research. This topic encourages cultural awareness which our school believes to be an important part of our learning. Students will expand their knowledge of the formal elements of art by investigating the work of Long Hui and developing their skills in colour theory, line and tone. Students will produce design sketches inspired by dragon eye designs that demonstrate their ability to refine, adapt and improve ideas during the making process.	<u>Architecture</u> Students will learn about the different types of Architecture by demonstrating their ability to research and develop ideas to inform their project. During this project students will continue to learn some important art vocabulary to help them to talk about art. Students will look closely at the work of Minty Sainsbury and Sarah Morris and will experiment with a range of skills and materials to produce their own artwork in the style of their artist. During this project students will continue to develop observational drawing skills learning how to depict pattern, line and form, and will develop their tonal skills working with shading pencils, biro and oil pastel crayons. Students will experiment with developing their own patterns based on architecture and will learn how to create a range of different prints using mono printing and poly printing
Careers Links	Art teacher, Illustrator, Graphic designer, Type Designer, Tattoo Artist, Art conservationist, Book Illustrator, Commercial artist, Comic book artist	Art teacher, Illustrator, Graphic designer, Type Designer, Tattoo Artist, Art conservationist, Book Illustrator, Commercial artist, Comic book artist	Art teacher, Architectural Draftsperson, Illustrator, Graphic designer, Urban Sketching artist, illustrator, Art conservationist, concept artist, set designer, Book Illustrator, Fine artist
9	<u>Musical Instruments</u> In this sustained unit, students will begin to understand the how to evidence each of the assessment objectives and demonstrate the creative process from initial research and contextual references to a final product. During this project students will start to begin to broaden their artistic vocabulary when discussing and presenting their thoughts about artwork. Students will look closely at a range of artists who use musical instruments as their inspiration. Students will experiment with a range of skills and materials to produce their own Instrument artwork in the style of Cubism. During this project students will develop colour theory and tonal skills as well as skills in observational drawing and design, they will create their own primary observations learning how to draw using the grid method. Students will experiment with media such as pencil, pastel, watercolour, chalk, photomontage and 3d construction. Students will learn how to analyse the work of artists and use their work for inspiration. Throughout the project students will demonstrate their creative development and independence and confidently be able to evaluate and clearly communicate their intentions.		<u>Natural Forms</u> Students will be introduced to the discipline of Photography. Within this unit of work, students will begin to explore Natural Forms and develop skills on how to analyse details within photographs. Students will look closely at a range of artists who use Natural Forms as their inspiration such as Karl Blossfeldt and Bruno Del Zou. Students will experiment with a range of skills, both manually and digitally to produce their photographic outcomes. During this project students will develop manual editing skills to manipulate photographs by exploring techniques such as monoprinting, watercolour wax resist and Sellotape transfers, continuous line. As well as creating wire sculptures to experiment with light and shadow. Students will experiment with creating mood boards, contact sheets and exploring ways to present work.
Careers Links	Sculptor, studio assistant book illustrator, commercial artist, comic book artist, digital artist, book illustrator, fine artist, graphic designer		Airbrush artist, Architectural illustrator, Graphic illustrator, Technical/textbook illustrator, Fashion designer, Buyer, Commercial artist, Mural artist, Picture framer, Fine artist, Printmaker, Screen printer

GCSE ART

	Autumn Term	Spring Term	Summer Term
10	<u>Component 1: Introductory Project</u> The Formal Elements: Art Students begin to explore the Formal Elements of art by researching a variety of artists who demonstrate strong use of the visual elements. Within this project, students will be expected to analyse how artists use line, tone, texture, form, shape, pattern, and colour to communicate ideas. They will be able to evidence how to combine techniques from different artists to create personal outcomes. Through written annotations, clear and creative presentation of work and appropriate artist connections, students will be able to deepen their understanding of the creative journey and the expectations of a GCSE portfolio.	Within the final phase of the introductory project, students will plan a final outcome that combines selected visual elements and show clear links between artist influence, experiments, and the final piece. Students must consider composition, scale, and presentation carefully to enable evidence of a resolved artwork demonstrating confident use of media. <u>Component 1: Major Independent Coursework Project</u> Students will begin their Major Independent Coursework Project which will focus on one theme that allows students the opportunity to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present a personal response. The proportion of Component 1 holds 60% weighting of the final GCSE grade.	Component 1: FEB- -DEC Major Independent Coursework Project continued
11	Component 1: FEB-DEC Major Independent Coursework Project continued	<u>Component 2 (Externally Set Assignment):</u> Students begin The Externally Set Assignment (ESA). This represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students must present personal responses to an externally set broad-based thematic starting point, set by Pearson in the ESA paper. This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme. The 10-hour sustained focus period under examination conditions will be completed in April/May. The proportion of Component 2 holds 40% weighting of the final GCSE grade.	
Careers Links	Airbrush artist, Architectural illustrator, Graphic illustrator, Technical/textbook illustrator, Storyboard illustrator, Cartoonist/caricaturist, Commercial artist, Mural artist, Picture framer, Fine artist, Printmaker, Screen printer, Courtroom artist, Art conservationist, Special Effects makeup, Art school director, Art teacher, Arts administrator, Website owner/designer, Fashion consultant, Pattern maker, Textile designer, Interior designer, Dressmaker, Food stylist, Gallery owner, Museum curator, Personal stylist, Exhibition planner.		