

NKS Art Curriculum Map 2021



The purpose of studying Art at NKS is...

The NKS Art curriculum is designed to engage, inspire and challenge students' creativity whilst developing their abilities to record using a range of skills and techniques, in a wide range of media including, but not limited to, drawing, painting, sculpture, digital/lens-based media. Our KS3 schemes of work focus on building a foundation of strong observational skills and sound critical and contextual understanding, including knowledge of artists, illustrators, architects and crafts people. We believe it is important for students to be able to critically analyse their own work as well as the work of others, so they learn to make informed judgements when refining their own work. This all feeds into our schemes of work for KS4 and KS5, where these skills continue to be built upon. We encourage individual responses to themes and guide students to discover their own strengths and interests within their work, in the medium(s) of their choice.

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Year 7

Prior to joining NKS students will not all have had the same experience of art in education, with some students having few, if any, actual 'art' lessons. We use a baseline test, an observational drawing, to get an idea of the level of skill and understanding students have when they join us. With each new topic we do a prior knowledge check, which shows the students as well as ourselves the progress they go on to make. The Art curriculum builds on and extends this by starting with teaching basic skills for observational drawing, in a range of different wet and dry media, both from 1st hand and 2nd hand sources and an introduction to the formal elements of Art. Students progress by developing 2D designs into a food themed ceramics piece, inspired by Pop Artist, Claes Oldenburg. Their prior knowledge of 'colour' is checked before they are taught painting skills, whilst applying their knowledge of colour theory to mix paints, develop compositional balance and a sense of depth in the picture plane when creating a painting inspired by Abstract art. This introduction to abstraction, with consideration of Wassily Kandinsky and Henri Matisse, as well as the increasing popularity of photography at the time, is then built upon by teaching them how contemporary artists are influenced by art history. Gradually we increase the complexity/difficulty of observational drawing and painting subjects, such as portraiture, exploring the work of Kehinde Wiley and Pablo Picasso. We do another prior knowledge check at the beginning of our portraiture SoW in terms 5 and 6, checking students' understanding of proportions and then applying their observational drawing skills, as well as colour mixing and painting skills.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

<p>Content – Knowledge and Understanding</p>	<p>T1 Sweet Treats 2D into 3D forms. Students are taught formal elements; line, shape, tone, form, colour, texture shape and pattern. They draw from direct observation of sweets, learning to describe 3D objects through 2D drawing. *Differentiation: some students will work from photographs to help them. Students are taught to consider and describe the 3D shape (form) of objects using directional marks to develop tonal range. They are also taught to use mark-making to describe textures and patterns. They explore the work of artists Wayne Thiebaud, Joel Penkman and Sarah Graham to introduce them to work in colour, using coloured pencils to layer and mix colours and to develop tonal range.</p>	<p>T2 Sweet Treats continued: Ceramics cupcake. Students are introduced to the work of Pop Artist Claes Oldenburg to develop their critical and contextual understanding. Building on observational drawing skills from last term, student develop designs for a ceramics piece, inspired by ‘sweet treats’ and informed by the artists they have looked at. They will develop ceramics skills, as well as knowledge and understanding of processes, techniques and health and safety. Students learn the basics of the science behind the processes and will use glazes to bring colour and detail to their work.</p>	<p>T3 Colour Theory Prior knowledge check colour theory quiz</p> <ul style="list-style-type: none"> • Colour wheel: primary, secondary, tertiary, neutral, shade, hue, warm, cold • painting, colour mixing, brush skills • Introduction to abstraction; influences and context • Introduction to Wassily Kandinsky and Henri Matisse • Students apply their knowledge of colour theory when developing their Matisse inspired ‘paper- cut’ collages and ‘music’ inspired abstract paintings. Students also learn about • compositional balance • Pictorial space, developed through application of colour theory to composition. 	<p>T4 Colour theory and abstraction continued:</p> <p>Continuing to develop understanding of abstract painting whilst introducing mixed media collage techniques: Students introduced to Pablo Picasso’s abstract mixed media composition.</p> <p>They will create an A3 mixed media piece inspired by Picasso, with links back to Fauvism, building on their composition skills, considering colour theory (collage, paint, coloured pencils, pastels, stencils and prints)</p>	<p>T5 Portraiture: Drawing and painting Photorealism - prior knowledge check (self-portrait drawn without guidance. Students are taught the proportions of the human face. They are introduced to Photorealism and Chuck Close’s use of the grid method to copy photographic self-portraits to A4 drawings (continuing to develop observational drawing skills, using tonal range and mark making)</p>	<p>T6 Portraiture continued: Painting skills are developed (including building on colour theory knowledge) though mixing skin tones using primary colours and exploring the photorealistic work of Kehinde Wiley. Students then use their prior knowledge of Pablo Picasso’s abstract style through exploring his abstract portraits. They use recycled materials to create a painted relief work out of cardboard.</p>
<p>Skills and concepts</p>						
<p>Assessment</p>	<p>Baseline assessment: observational drawing of still life-objects (Sweets and cakes) End of term(x6) assessments marked with www and ebi and given a grade. Interim formative assessments both peer and teacher. Homework: In year 7 emphasis is on drawing, that will be marked with comments, just grades, or with grades and comments.</p>					

Enrichment and extension	Extra-curric. Weekly Art club Links to collections/resources Learning wall to inspire independent learning Architecture Society/BFI Into film club					

NKS Art Curriculum Map 2021

Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by revisiting observational drawing to continue to develop skills, linking back to understanding of proportion and expression, whilst allowing more creative freedom and building an understanding of how to synthesise knowledge and skills and conflate ideas from different artists/cultures to come up with their 'own' ideas. They develop an understanding of artists careers, such as concept artists, film makers, animators, illustrators and architects.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding	<p>Animal Drawings Baseline assessment: Animal drawing – revisit prior learning/understanding of proportion and detail from year 7 Portrait project. Students learn how to simplify shapes when starting to draw animals (from images). They build on drawing skills from previous projects in year 7. Students explore details like fur, scales and pattern in detail, using dry and wet media They explore animals and their significant portrayal in Art - Artist focus – eg Henry Moore's 'Animals in the Zoo' Building on observational drawing skills (2D) using tonal range through directional marks</p>	<p>Animals in Art - Animals and Culture Students explore significance of animals throughout history in various cultures - Africa/India/Native American Art/China linking to art of illustrator Daniel Mackie. Students learn about animals and their place in folklore and symbolism Students explore various styles and processes of cultures through 2D media (drawing/painting/ink/print/textiles) Introduction to contemporary artist Daniel Mackie's work, considering the cultural influences in his work Students then develop their own compositions of animals, incorporating cultural links/habitat of their chosen animal into their designs. (Research skills developed to inform creativity) 2D paintings / mixed media outcome</p>	<p>Animals and culture - symbolism - Exploration of animals featuring in the work of Graffiti artist, Banksy. Students explore the concept of Graffiti/street art and debate about its being art or vandalism They consider political messages in art and explore making their own stencils. Students create pieces for around the school using spray paints on recycled cardboard and other surfaces. Students then look at the work of Frida Kahlo, exploring how animals in the artist's paintings often represented her own personality/identity and emotion. Using paint, they create a self-portrait featuring animals that they have chosen to represent elements of their personalities.</p>	<p>Fantastic Beasts Building on 'Culture' knowledge from term 3, students explore the roles of animals in creating 'fantastic beasts' both in mythology and in film/TV (Mythical creatures/Harry Potter/Fantastic Beasts). Students look at 'fantastic beasts' and their presence throughout history They explore fantastic beasts and their narratives in literature (Greek mythology/Celtic folklore/Mabinogi) - look at 'Mari Lwyd' and students recreate the folk custom in small groups. Students use their drawing skills to create fantastic beasts based on mixing characteristics of different animals They make plasticine models of their drawings and experiment making short stop motion animation films. Students go on to look at gargoyles in buildings and</p>	<p>Perspective: Linear and Atmospheric. Prior knowledge check: linear perspective drawing of modernist building Taught skills One and two-point perspective, including brief introduction to use in art history (pre and post Giotto c. 12 century) Students then create drawings of buildings applying understanding of linear perspective Atmospheric perspective: in monochrome and colour, Da Vinci and contemporary artists Students create personal responses of buildings/landscapes combining linear and atmospheric perspective in mixed media. They look at the work of artists John Ruskin and Edward Hopper.</p>	<p>Architecture project Students look at the work of Bodys Isek Kingelez and consider how the artist utilised recycled materials to create his 'cities of dreams' models. Students collect recycled materials to create small scale buildings linking to the work of Kingelez. After being introduced to the work of famous architects/buildings. Students go on to work independently – researching a particular style/architect or building and creating their own design and model based on their research</p>
Skills and concepts						

				consider their purpose and the meanings behind them. They create their own designs for Gargoyle heads and make them from clay.		
Assessment	Assessment (x6) Baseline test in term 1 Termly (x6) assessments of classwork Using www and ebi as well as grades	Termly (x6) assessments of classwork Using www and ebi as well as grades	Termly (x6) assessments of classwork Using www and ebi as well as grades	Termly (x6) assessments of classwork Using www and ebi as well as grades	Termly (x6) assessments of classwork Using www and ebi as well as grades	Termly (x6) assessments of classwork Using www and ebi as well as grades Homeworks mostly set to support the work in lessons, one homework per term will be a drawing homework marked with grades/grades and comments
Enrichment and extension	Extra-curric. Art club every week Suggested places of interest/online resources – online gallery resources Literature/narratives of myths and legends-extending literacy Architecture Society fortnightly RIBA education activities to support awareness of architecture.					

NKS Art Curriculum Map 2021

Year 9

Our Y9 curriculum builds on and extends the work done in Y8 by returning initially to a focus on observational drawing in a range of media, with a wide range of new techniques, media and processes introduced to them. Students work through GCSE exam-type themes to prepare them for thinking more conceptually about a topic.

Students are taught a range of new techniques and processes, introducing a wide range of artists who they may take inspiration from, to equip them with the tools to creatively realise their own individual response to the theme. Students will develop their knowledge and understanding of the GCSE assessment objectives.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Introduction to theme ‘Journeys’.</p> <p>Students consider the theme through exploring 4 starting points Natural World, Environment, People and Man-made. They create studies around each point, continuing to develop excellent observational drawing skills using different wet and dry media, 2D and 3D including printmaking, to underpin creative compositions.</p> <p>Mini-projects challenge students to create their own work by conflating ideas from a range of inspirational sources; artists, cultures, political/sociological etc.</p> <p>Introduction to GCSE assessment criteria, explaining that we will be focussing on AO3 and AO1 and AO2 to start with.</p> <p>Building critical and contextual studies skills to inform ideas for practical outcomes.</p>	<p>Journeys continued: Students use their research and focus on one idea. They use their sketchbooks to research artists to link to their own work and plan for their outcome – a concertina sketchbook which presents their interpretation of the ‘Journeys’ theme</p> <p>Students continue to build critical and contextual studies skills to inform ideas for practical outcomes.</p>	<p>Introduction to theme ‘Cabinet of Curiosity’.</p> <p>Students consider the theme through exploring 4 starting points Natural World, Environment, People and Man-made. They create studies around each point, continuing to develop excellent observational drawing skills using different wet and dry media, 2D and 3D including printmaking, to underpin creative compositions.</p> <p>Mini-projects challenge students to create their own work by conflating ideas from a range of inspirational sources, artists, cultures, Compositions, etc.</p>	<p>Cabinet of Curiosity continued-</p> <p>Students focus on one of the starting points to pursue in-depth. They are introduced to the work of Joseph Cornell and create an 3D ‘objet trouve’ assemblage outcome, relating to the theme and artist.</p>	<p>Here and Now Project</p> <p>Students consider the theme of identity and their environments through exploring 4 starting points Natural World, Environment, People and Man-made. They create studies around each point, continuing to develop excellent observational drawing skills using different wet and dry media, 2D and 3D including ceramic heads.</p>	<p>Here and Now project continued:</p> <p>Students spend the term working as independently as possible, developing ideas for an outcome based on the artists that they have researched and leading to the creation of a final piece in a media of their choice.</p>

Assessment	Weekly assessment of homework against relevant assessment objectives (eg AO3)	Interim assessment of term 1 work fed back. Ongoing feedback on tutorial sheets in sketchbook Students complete check list for work, homework assessed weekly.	Ongoing feedback on tutorial sheets in sketchbook Students complete check list for work, homework assessed weekly.	Ongoing feedback on tutorial sheets in sketchbook Students complete check list for work, homework assessed weekly. Final assessment for project	Ongoing feedback on tutorial sheets in sketchbook Students complete check list for work, homework assessed weekly.	Ongoing feedback on tutorial sheets in sketchbook Students complete check list for work, homework assessed weekly. Final assessment for project
Enrichment and extension	Extra-curric. Art club designated lunchtimes Competitions and initiatives Learning wall to inspire development of new skills and independent learning Architecture Society and BFI Into film club					

NKS Art Curriculum Map 2021

Year 10

Our Y10 curriculum builds on and extends the work done in Y9 by...returning to focus on observational drawings in a range of media, both 2D and 3D, introducing ceramics. Critical and contextual understanding of artists and/or cultures continues to be fostered whilst encouraging students to address 'deeper underlying meaning' in their work, be it environmental, social etc,

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Marine Project coursework commences -students given A4 sketchbook</p> <p>Students start project through exploring the 4 starting points- Natural world, Environment, People, Man-made.</p> <ul style="list-style-type: none"> Start with observational drawing in a range of different media.2D and 3D) Artists introduced to link with themes/underlying meaning and media used (etching/lino/sculpture/ <p>They look at a variety of ceramic artists and sculptors, printmakers and photographers, as well as painters.</p>	<p>Marine project continued - students focus on 2 of the starting point themes more in depth. They begin to develop individual responses to that are underpinned by artist studies, as well continuing to broaden the portfolios through workshops.</p>	<p>Marine Project continued - Students focus on one aspect of their research. They work towards developing their A04 (final piece/personal response) developed based on all their artist studies and other research.</p>	<p>Students commence second coursework project 'Reflection'</p> <ul style="list-style-type: none"> Students investigate possible ideas in response to the internally set theme. They explore all 4 starting points – Natural World, Environment, People and Manmade. Students start their work making observational studies as almost a visual mind-map of observational drawings, using a range of media and processes. 	<p>Reflection continued:</p> <p>Students develop ideas around the 4 different starting points, leading to focusing on 2 themes. They explore media and techniques and make links to artists in their work.</p>	<p>Reflection continued:</p> <p>Students begin to work more independently. They continue to develop work and research around two of their chosen starting points, in view of leading to a primary focus which they will continue to work on until term 3 of Year 11.</p>
<p>Assessment</p>	<p>Weekly assessment of homework according to relevant assessment objective.</p> <p>Tutorial sheets in sketchbooks completed by students after verbal feedback</p> <p>Completion of check list</p>		<p>Assessment of marine portfolio in March, following PPE.</p>			

Enrichment and extension	Art club at lunchtime and after school Learning wall for independent working Architecture Society and BFI Into-film club Local and national competitions and initiatives
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NKS Art Curriculum Map 2021

Year 11

Our Y11 curriculum builds on and extends the work done in Y10 by continuing to focus on developing and refining observational drawing skills, and critical/contextual understanding, whilst encouraging independent research and idea development, so that students' responses are individual and creative.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding, Skills and concepts	Introduction of Reflection project and handing in of Marine project work from last year. Students are given new sketchbooks and are introduced to the project through 4 starting points – Man-made, People, Natural World, Environment to initially explore, through making studies, collecting images and information. Students should have completed their investigations by the end of Term one in order to focus more in-depth on two of the 'starting points in Term 2.	Ongoing exploration of Reflection theme. Students choose 2 of the 4 starting points to focus on. They work independently, although participate in workshops where a process and media are being introduced. By the end of Term 2 students should have outcomes, both in their sketch book and externally, which respond to their research and chosen artists.	Students choose one of the starting points to concentrate their focus on. They investigate through artist research, making links with their own work and explore a variety of materials and techniques, while refining work. They create external work as well as work in their sketchbooks. They make plans for and produce an outcome for Reflection by the end of this term	Term spent on refining/adding to work for Marine coursework project as well as making alterations or additions to Reflection project	Submission of Unit 1 coursework projects Marine and Reflection - 2 full sketchbooks minimum plus external pieces of work such as canvases, ceramics, prints and photography	
Assessment	Marine Project work assessed in readiness to return to students marked and with comments for start of Term 2. Continuing to address assessment objectives 1,2 and 3 throughout, leading to AO4	Ongoing feedback on tutorial sheets, as well as students own self- assessment on 'record of work' sheet. Weekly homework tasks to be marked. End of Term 2 assessment following November Art PPE.	Ongoing feedback on tutorial sheets, students' self-assessments of record of work sheets and homework tasks marked weekly.		Final coursework mark in May	

Enrichment and extension	Art club lunchtime clubs and after school Trip to gallery in London to enhance coursework Classroom learning wall with ideas on how students can explore relevant artists and materials Architecture Society and BFI Into-film club
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NKS Art Curriculum Map 2021

Year 12

Prior to commencing A Level students will have studied GCSE Art, gaining a minimum grade 6

An understanding of students' starting points is achieved by starting with observational drawing and painting in a range of media, exploring a range of genres. Assessment of Natural Forms 'mini' project against all assessment objectives in November. Assessment objectives explained (much the same as at GCSE)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Term 1 to 3</p> <p>Students provided with A3 sketchbooks and participate in mini workshops to introduce different themes/artists/techniques</p> <p>Natural Form</p> <p>Studies from first-hand-plants/skulls/seeds/shells</p> <p>Drawing in dry media - pencil/pen/charcoal/mixed media/acrylic/oil pastel/wax resist/ink/print/photography. Site specific Ceramics piece completed in response to Quad area.</p> <p>Artists include Barbara Hepworth, Henry Moore and pupils' own choice.</p>	<p>Term 2 Students broaden their exploration from Natural Form to Landscape. They are introduced to working in oils by using their own reference photographs and images. They make preliminary studies using other media including pastels, charcoal, ink, pencils and watercolour paints.</p> <p>They can experience working 'En Plein Air' and study artists including David Hockney, JMW Turner, Peter Doig and Chris Daynes, as well as their own choice of landscape artists. On visits, students will be encouraged to collect research and first-hand images to use to create outcomes back in the studio.</p>	<p>Beginning term 3</p> <p>Introduce 'The figure' through Life model and portraiture, oil painting looking at Freud, Schierenberg and artists of students own choice (artist studies)</p> <p>Artist study workshops</p> <p>Painting (watercolour, acrylic, oils)</p> <p>End of term three, start Personal Investigation project – theme for 2022 will be Passions and Obsessions. addressing Assessment Objectives, Students working in media of their choice, independent work. Students encouraged to explore deeper underlying meaning in their work, underpinned by thorough critical and contextual analysis, informed by artist studies of their choice.</p>	<p>Students continue to develop Personal Investigation portfolio work up until end of Jan in year 13</p>	<p>Personal Investigation continues: Independent, student led investigation in medium(s) of choice, inspired by artists of choice</p>	<p>Personal Investigation continues</p>

Assessment	Weekly homework marked against relevant assessment objectives Summative mark of Natural Forms project in November	Ongoing tutorial feedback sheet completed Summative mark of Landscape project in December	Ongoing tutorial feedback sheet completed Summative mark of Figurative/Portrait			Interim assessment of Exploration and discovery project
Enrichment and extension	Extra-curric. Trip to Walmer Castle: En Plein Air oil painting workshop Life model commencing in term 3 Pantomime set design BFI Into film club ThiNKS Lectures and reading list					

NKS Art Curriculum Map 2021

Year 13

Our Y13 curriculum builds on and extends the work done in Y12 by continuing to foster individual responses to the theme of Exploration and Discovery, addressing assessment objectives

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Content – Knowledge and Understanding</p> <p>Skills and concepts</p>	<p>Continuation of individual responses to the theme Exploration and Discovery, addressing Assessment Objectives.</p> <p>Students working in media of their choice; independent work. Students encouraged to explore deeper underlying meaning in their work, underpinned by thorough critical and contextual analysis, informed by artist studies of their choice.</p> <p>Final piece to be completed, and portfolio/sketchbook annotated.</p>	<p>Ongoing portfolio work and Personal Study research/planning - introduction/title and first 2 artists</p>	<p>Ongoing portfolio work and personal study. Planning for final outcomes.</p> <p>research/planning draft - main content of discussion and analysis of 4 artists</p>	<p>Resolution of Personal Investigation portfolio – commence final outcomes and ensure portfolio is structured with external work being supported by sketchbook studies and annotation.</p> <p>Personal Study first draft completed and submitted for first and second checks prior to submission.</p>	<p>Submission of Unit One coursework consisting of portfolio (1 full sketchbook and external pieces) and Personal Study</p>	
Assessment	<p>Assessment Weekly h/w formatively assessed.</p> <p>Interim summative assessments of portfolio marked in October and December</p>					

Enrichment and extension	Extra-curric. Trip to London gallery prior to coursework hand-in Life drawing sessions (actual and online) Access to materials and equipment for independent work ThiNKS Lectures Reading list
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