

ART Curriculum Map – Years 9, 10 and 11

Autumn 1 – Year 9/10 ART – OA-CAM	Autumn 2 – Year 9 /10 ART – OA-CAM	Spring 1 – Year 9/10 ART – OA-CAM	Spring 2 – Year 9/10 ART – OA-CAM	Summer 1 – Year 9/10 ART – OA-CAM	Summer 2 – Year 9/10 ART – OA-CAM
<p><u>Art Around the World</u> Maori/ Aboriginal art - Studying Indigenous art allows students to understand diverse worldviews, histories and culture. It fosters respect for Indigenous peoples and promotes inclusion. Through art, students deepen their appreciation of cultural diversity. <u>Skills/Knowledge:</u> Cultural awareness and sensitivity – the significance of symbols and stories Knowledge of Indigenous art styles and materials – exploring traditional and contemporary techniques Observation, analysis and reflection Technical art skills – drawing, painting, carving, or sculpting techniques relevant to project work. <u>PSHE LINK:</u> Cultural awareness, respect and tolerance</p>	<p><u>Art Around the World</u> Mexican Art – Frida Kahlo Studying Indigenous art allows students to understand diverse worldviews, histories, and cultural expressions. It fosters respect for Indigenous peoples and promotes inclusion. Through art, students engage with powerful stories of resilience, identity, and tradition, deepening their appreciation of cultural diversity. <u>Skills/Knowledge:</u> As in Autumn term 1 <u>PSHE LINK:</u> Cultural awareness, respect and tolerance</p>	<p><u>Landscapes</u> Studying landscape art helps students explore the relationship between nature and human experience. It enhances observational skills and reveals how artists interpret and shape our perception of place. <u>Skills/Knowledge:</u> Observation skills – closely studying natural environments, light, weather, and form. Perspective – applying techniques like foreground and background Colour theory – convey mood, depth, and atmosphere. Composition – arranging elements to create balance, focus and interest. Drawing and painting techniques – developing technical skills to render textures, forms, and space. <u>PSHE LINK:</u> Environmental responsibility and sustainability</p>	<p><u>Abstract/ Expressive Landscapes</u> Expressive art landscapes emphasize emotion over realism, allowing artists to convey mood, energy, and personal response to nature. Students learn to explore feelings, creativity, and individual interpretation through bold techniques. <u>Skills/Knowledge:</u> As in Spring term 1 Creative interpretation – moving beyond realism to express emotion, mood, or concept through landscape. <u>PSHE LINK:</u> Environmental responsibility and sustainability</p>	<p><u>Portrait Artists</u> Studying portrait artists helps students understand human expression, identity, and emotion. It builds observational skills and reveals how artists capture personality through facial features and form. <u>Skills/ Knowledge</u> Facial anatomy and proportions – Symbolism and meaning – Different styles and approaches – Observation– capturing likeness, expression, and emotion. Drawing and painting techniques – line, tone, shading, and colour blending. Creative thinking – interpreting identity and personality beyond the surface. Van Gogh Picasso Wiley <u>PSHE LINK:</u> Identity and self-expression</p>	<p><u>Graffiti/ Street Art</u> Studying graffiti and street art exposes students to bold, contemporary expressions of identity, protest, and culture. <u>Skills/ Knowledge</u> Cultural and social context – how street art expresses identity, politics, and community voice. Types and styles – tags, throw-ups, stencils, murals, paste-ups, installations, and political graffiti. Notable artists – knowing key figures like Banksy, Jean-Michel Basquiat, Shepard Fairey Typography and lettering – designing and stylising text, graffiti tags and messages and use of stencils. Design and composition – create visually striking images <u>PSHE LINK:</u> Identity and self-expression</p>

Art is also offered therapeutically and so lessons do deviate from the curriculum map, using creative expression to help individuals explore emotions, reduce stress, heal trauma, and improve mental well-being.

ART Curriculum Map – Years 9, 10 and 11

Autumn 1 – Year 11 ART – OA-CAM	Autumn 2 – Year 11 ART – OA-CAM	Spring 1 – Year 11 ART – OA-CAM	Spring 2 – Year 11 ART – OA-CAM	Summer 1 – Year 11 ART – OA-CAM	Learning Aims
<p>Introduction to Theory: Colour theory; creating textures; shading, mark making using a variety of materials.</p> <p>pencil, charcoal, paint, ink, clay, collage, digital tools, and textiles—used to create diverse forms of artistic expression.</p> <p>Reference to Spec</p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p> <p>-Learners experiment with the different techniques demonstrated to produce test pieces and samples.</p> <p>Key Vocab</p> <p>Line Tone Cross hatch Blend</p>	<p>Artist study: Van Gogh, Monet, Edvard Munch, Frida Kahlo, Banksy, Kehinde Wiley</p> <p>Learners build portfolios about the work of artists and their influences and start to imitate artists style.</p> <p>Reference to Spec</p> <p>-Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D.</p> <p>-Group discussion about the theme and the different ways it could be interpreted.</p> <p>Key Vocab</p> <p>Contemporary Traditional Impressionist Modern Post-impressionist</p>	<p>Experimenting with artist's style</p> <p>Students can use a variety of media—such as acrylics, watercolours, ink, collage, digital tools, or spray paint—to imitate an artist's style. By exploring different textures, colours, and techniques, they gain insight into the artist's creative process, while developing their own skills and understanding of artistic expression and interpretation.</p> <p>Reference to Spec</p> <p>-Learners work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists and designers who have produced work on similar themes.</p> <p>Key Vocab</p> <p>Composition Texture Perspective Proportion Form</p>	<p>Experimenting with artist's style</p> <p>Students can experiment with different materials—like paints, inks, collage, digital media, or spray paint—to replicate an artist's style. This helps them understand the artist's methods, explore creative techniques, and build their own artistic abilities while learning how style and expression are developed through various tools and approaches.</p> <p>Reference to Spec</p> <p>-Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.</p> <p>Key Vocab</p> <p>Line Tone Cross hatch Bl</p>	<p>Work on final pieces for sketchbook submission</p> <p>Students finalise in sketchbooks for final submission by using them as a space to explore ideas, experiment with media, and reflect on their artistic journey. They can:</p> <p>-Document inspiration – include photos, artist references, and materials.</p> <p>-Experiment with techniques – try different drawing, painting, and mixed media approaches.</p> <p>-Develop ideas – sketch and plan</p> <p>Annotate thoughtfully – write reflections, explain choices, and analyse progress.</p> <p>-Personalise pages – use layering, collage, and unique layouts to express individuality.</p> <p>Key Vocab</p> <p>Contrast Value</p>	<p>Learning Aims:</p> <p>Unit AD5 Creating an Art Image</p> <p>In this unit you will:</p> <p>A Produce an art image using 2D materials</p> <p>B Manage information and self when producing an art image</p>

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