

ART Curriculum Map – Years 9 & 10

Art is also used to support well-being. Lessons may move beyond the curriculum map to allow for emotional expression, reduce stress, support recovery from trauma, and promote positive mental health, while remaining aligned with National Curriculum aims for creativity, expression, and reflection



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 Indigenous Art</u></p> <p>Curriculum Intent: Understand diverse worldviews, histories and cultures. Promotes respect, inclusion and cultural awareness while developing core artistic skills.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - Cultural awareness and sensitivity: understanding the significance of symbols, stories and traditions - Knowledge of Indigenous art styles, materials and processes (traditional and contemporary) - Observation, analysis and reflection - Technical art skills: drawing, painting, carving or sculpting relevant to project work. <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Produce creative work, exploring ideas and recording experiences ● Become proficient in drawing, painting and sculpture ● Analyse and evaluate their own work and that of others <p><u>Ofsted Framework</u></p> <p>Intent: A broad and inclusive curriculum that reflects cultural diversity; Implementation: Explicit teaching of cultural context alongside practical skills; Impact: Pupils demonstrate respect, understanding and the ability to analyse cultural artwork</p> <p><u>PSHE Links</u> Cultural awareness, respect and tolerance</p>	<p><u>Art Around the World Mexican Art (Frida Kahlo)</u></p> <p>Curriculum Intent: Students explore identity, resilience and personal narrative through Mexican art, focusing on Frida Kahlo's symbolic and expressive work.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - As in Autumn 1 - Symbolism and personal narrative - Exploring identity through visual language <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Develop techniques and control in drawing and painting ● Analyse and evaluate artists' work using subject-specific language ● Understand art as a reflection of personal and cultural identity <p><u>Ofsted Framework</u></p> <p>Intent: Curriculum supports personal development and identity; Implementation: Artist case studies used to deepen conceptual understanding; Impact: Pupils articulate meaning and symbolism in their own and others' work</p> <p><u>PSHE Links</u> Cultural awareness, respect and tolerance</p>	<p><u>Landscapes</u></p> <p>Curriculum Intent: Landscape art develops observational skills and an understanding of how artists interpret place, nature and environment.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - Observation of natural environments, light and form - Perspective: foreground, middle ground and background - Colour theory to convey mood and atmosphere - Composition for balance and visual impact - Drawing and painting techniques to render texture and space <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Use a range of techniques to record observations ● Increase proficiency in drawing and painting ● Evaluate how artists use visual elements to convey meaning <p><u>Ofsted Framework</u></p> <p>Intent: Curriculum builds progressively on visual literacy and technique; Implementation: Structured skill-building tasks and observational studies; Impact: Improved technical accuracy and visual understanding</p> <p><u>PSHE Links</u> Environmental responsibility and sustainability</p>	<p><u>Abstract Landscapes</u></p> <p>Curriculum Intent: Students move beyond realism to explore emotion, mood and personal response through abstract and expressive approaches.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - Skills from Spring 1 applied creatively - Experimental use of colour, mark-making and texture - Personal interpretation and emotional expression <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Experiment with techniques and materials ● Develop creativity and confidence in personal outcomes ● Reflect critically on artistic choices <p><u>Ofsted Framework Links</u></p> <p>Intent: Encourages creativity and independent thinking; Implementation: Open-ended outcomes with guided exploration; Impact: Pupils produce confident, personal and expressive artwork</p> <p><u>PSHE Links</u> Environmental responsibility and sustainability</p>	<p><u>Portraiture</u></p> <p>Curriculum Intent: Portraiture is used to explore identity, expression and representation through historical and contemporary artists.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - Facial anatomy and proportion - Symbolism and meaning in portraiture - Different artistic styles and approaches - Observation: capturing likeness and emotion - Drawing and painting techniques (line, tone, shading, colour blending) - _Creative interpretation of identity <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Develop proficiency in drawing and painting the human form ● Understand how artists convey identity and meaning ● Analyse and evaluate stylistic differences across time <p><u>Ofsted Framework Links</u></p> <p>Intent: Curriculum supports self-expression and cultural representation Implementation: Comparative artist studies and practical application; Impact: Pupils communicate identity and meaning effectively in artwork</p> <p><u>PSHE Links</u> Identity and self-expression</p>	<p><u>Graffiti / Street Art</u></p> <p>Curriculum Intent: Street art is explored as a contemporary visual language for identity, protest and community voice.</p> <p><u>Skills / Knowledge</u></p> <ul style="list-style-type: none"> - Cultural and social context of graffiti and street art - Styles: tags, throw-ups, stencils, murals, paste-ups and installations - Key artists: Banksy, Jean-Michel Basquiat, Shepard Fairey - Typography and lettering design - Composition and visual impact <p><u>National Curriculum Links (KS3 Art & Design)</u></p> <ul style="list-style-type: none"> ● Use art to communicate ideas and messages ● Understand contemporary and historical art contexts ● Experiment with materials and techniques creatively <p><u>Ofsted Framework Links</u></p> <p>Intent: Curriculum is relevant, engaging and contemporary; Implementation: Links made between art, society and pupil voice; Impact: High engagement and meaningful personal outcomes</p> <p><u>PSHE Links</u> Identity and self-expression</p>