

GSA Curriculum Map 2023-24: Fine Art and Photography

We aim to develop all students into artists who:

- develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts;
- learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures);
- unlock creative potential within determined, resourceful and respectful attitudes.

	Autumn 1 (HT1)	Autumn 2 (HT2)	Spring 1 (HT3)	Spring 2 (HT4)	Summer 1 (HT5)	Summer 2 (HT6)
Year 7						
Topic Covered	Art Period - Prehistoric Key Concept - Colour Theory	Art Period - Egyptian Key Concept - Dot/Line/Shape/Pattern	Art Period - Roman Key Concept - Shape and Form	Art Period - Islamic 7th Century Key Concept - Basic Clay 3D skills	Art Period - Medieval Key Concept - Figure Drawing	Art Period - Renaissance Key Concept - Detail
Knowledge deepened	Prehistoric art -How paint is made -Why paintings were created Colour themes -hot/cold -tints/shades -harmonious -complementary Paint mixing	Egyptian art -Features -hieroglyphics Types of pencil Pencil hold/grip Different weight of line	Roman art - Roman arts move towards Realism and perfection. - Pompeii Shape: - Light and Shadow. - Gradients - The make-up of a shadow. - Positive and negative space.	Islamic art - Why Islamic art is dominated by patterns? Clay -Working with clay -Properties of clay -Ways to attach clay	Medieval art - Bayeux Tapestry. - The lost work of the dark ages. Figure Drawing: - Basic human proportion.	Renaissance Art - Why did the Renaissance happen? Colour Pencil - Colour Layering - Burnishing
Skills developed	Colour theory - Colour Mixing - Using colour themes. - Creating tints and shades.	Dot/Line/Shape/Pattern - Sketching and drawing outlines. - Creating and drawing shapes. - Creating a repeat pattern.	Shape and Form - Contour Lines - The elements of a shadow. - Replicating Light and Shade	Basic Clay 3D skills - Rolling out and using Clay - How to prepare clay for the kiln. - Attaching shapes and creating marks.	Figure Drawing - Human proportion. - Figure poses. - Basic human Features	Detail - Creating Gradients - Colour pencil - Creating Texture

Links to National Curriculum or Specification	NC: Art History and culture NC: Proficient in painting NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in drawing NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in drawing NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficiency in handling different materials NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in drawing NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work
Flagship Link		ART and Product Design -Sketching & Drawing skills		Art and Philosophy - Isam		
Cross Curriculum Connections	Science - Year 8 - Half Term 5 - Light and Sound D&T - Textiles Y7 decorative techniques - colour blending	Maths - Y8 - HT4 - Symmetry D&T Product Design Y7 - Sketching and drawing	History - Roman Britain - Year 7 HT1	Science - Year 7 - HT1 Particles	History - The Norman Conquest Y7 HT2 History - Medieval Life Y7 HT3	
Resources to support learning	Introduction to art: understanding the basics - linking work to self - Oak National Academy	Introduction to art: understanding the basics - linking work to self - Oak National Academy		https://teachers.thenational.academy/units/architecture-understanding-the-world-around-us-995f		https://classroom.thenational.academy/units/drawing-techniques-fd9d
Year 8						
Topic Covered	Art Period - Gothic Key Concept - Observation Skills	Art Period - Gothic Key Concept - Clay Sculpting	Art Period - Art Nouveau Key Concept - Portraiture		Art Period - Impressionism Key Concept - Colour Theory Themes	Art Period - Post Impressionism Key Concept - Mark making and Oil Pastel

Knowledge deepened	<p>Gothic Gargoyles -what they are -purpose -what they look like</p> <p>Tonal shading -Pencil -Pen</p>	<p>Using clay -3D shapes -Moulding -Attaching clay</p>	<p>Art Nouveau - What the Art Nouveau period was all about. - Loomis Method theory - Shape in portraiture. - Face features - Print</p>	<p>Impressionism - Monet, Pissaro and Renoir. - Loosening Artistic style -expressive marks</p> <p>Applying colour theory/themes</p>	<p>Post-impressionism - Van Gogh and how he changed Impressionism. - How to plan out a landscape piece. - Working from back to front. - Oil Pastel theory.</p>
Skills developed	<p>Observation Skills</p> <ul style="list-style-type: none"> - Creating more refined Pencil studies. - Creating Tones with a Pen. - How to plan a 3D piece. 	<p>Sculpting</p> <ul style="list-style-type: none"> - Feature Sculpting - Pinch Pots - Creating Detail with Clay 	<p>Portraiture</p> <ul style="list-style-type: none"> - Loomis Method - Contouring Features - Face Proportions - Features 	<p>Colour Theory Extended</p> <ul style="list-style-type: none"> - Hot and cold colours. - Creating and using Tertiary colours. - Dominance and Recession. 	<p>Mark making and Oil Pastel</p> <ul style="list-style-type: none"> - Oil Pastel blending, mark making and sgraffito. - How to create a final outcome.
Links to National Curriculum or Specification	<p>NC: Art History and culture</p> <p>NC: Proficient in drawing</p> <p>NC: observations & techniques</p> <p>NC: Proficient in other art, craft, design techniques</p> <p>NC: Analyse and evaluate own and others work</p>	<p>NC: Art History and culture</p> <p>NC: Proficiency in handling different materials</p> <p>NC: Proficient in other art, craft, design techniques</p> <p>NC: Analyse and evaluate own and others work</p>	<p>NC: Art History and culture</p> <p>NC: Proficient in drawing</p> <p>NC: Proficient in other art, craft, design techniques</p> <p>NC: Analyse and evaluate own and others work</p>	<p>NC: Art History and culture</p> <p>NC: Proficient in painting</p> <p>NC: Proficient in other art, craft, design techniques</p> <p>NC: Analyse and evaluate own and others work</p>	<p>NC: Art History and culture</p> <p>NC: Proficient in other art, craft, design techniques</p> <p>NC: Analyse and evaluate own and others work</p>
Flagship Link					

Cross Curriculum Connections		Science - Year 7 - HT1 Particles	Science - Year 7 - Half Term 3 Organs and Organ systems	Science - Year 8 - Half Term 5 - Light and Sound	Science - Year 8 - Half Term 5 - Light and Sound
Resources to support learning	Identity: who I am - Oak National Academy	Introduction to art: Understanding the basics	3D sculpture: developing fine motor skills - Oak National Academy	Unit - Oak National Academy (thenational.academy)	Line Drawing: A Guide for Art Students (studentartguide.com)

Year 9

Topic Covered	Sweets	Surrealism	Day of the Dead
Knowledge deepened	Understanding realism v photorealism How to make paintings/drawings look real Use of acrylic paint -blending techniques -tints/tones/shades -highlights and shadows	Understanding concept and meaning in art. The connection of dreams to surrealism. How to plan, design and create a final piece. In depth colour layering.	Artwork from other cultures Compositional choices
Skills developed	- Artist analysis - Observational Drawing skills: tone, blending, highlights and shadows - Painting skills	- Observational drawing skills: proportion, shape and tone - Artist analysis - Personal creative design - Mixed media skills: accuracy and control	- Personal design response to cultural contextual source - Personal choice of media
Links to National Curriculum or Specification	NC: Art History and culture NC: Proficient in drawing NC: Proficient in painting NC: Proficient in other art, craft, design techniques NC: observation, analysis, proficiency NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in drawing NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work	NC: Art History and culture NC: Proficient in drawing NC: Proficient in painting NC: Proficient in other art, craft, design techniques NC: Analyse and evaluate own and others work

Flagship Link			
Cross Curriculum Connections		<p>Maths Y9 HT5 - Direct & Inverse Proportion</p> <p>Science - Year 7 - Half Term 3 Organs and Organ systems</p> <p>D&T Textiles Y9 - Creative Design</p>	MFL YR10 Spanish half-term 2, Cultural Understanding
Resources to support learning	https://teachers.thenational.academy/units/painting-techniques-6fd6	<p>People- https://classroom.thenational.academy/units/people-768e</p>	Year 9 a sense of place - ARTPEDAGOGY

Year 10 - Fine Art

Topic Covered	Natural Forms - Skills Project	Food - Observation	Food - Contextual Studies
Knowledge deepened	<p>Revisit range of media covered in KS3 and develop understanding and use</p> <p>Compositional choices</p> <p>Using contextual resources to inform work</p>	<p>How to create a project with intent</p> <p>Observational drawing and use of a range of media</p> <p>Colour theory/themes to express intention</p>	<p>Using contextual resources to inform work</p> <p>Observational drawing and use of a range of media</p> <p>Colour theory/themes to express intention</p>
Skills developed	<ul style="list-style-type: none"> - Observational drawing in a range of media: - Tonal shading, pencil crayon, acrylic paint. - Mark-making techniques - Artist analysis and repetitive imagery - Personal creative response 	<ul style="list-style-type: none"> - Developing a project direction and statement of intent. - Producing primary sources with photography. - Observation using a range of media. - Use of different surfaces or papers. - Using advantages of materials to produce mixed media pieces. - Use of colour to express project themes. 	<ul style="list-style-type: none"> - Mixed Media observations. - Creating artist responses which express project intent. - Extending photos with mark making and material experimentation. - Combining artists to create project direction.
Links to National Curriculum or Specification	AO2 & 3	<p>AO2 & 3</p> <p>AO2 & 3</p>	AO1, 2, 3 & 4
Flagship Link			
Cross Curriculum	DT YR 10 Term 2 & 3 - Design and making principles (drawing skills)	DT YR 10 Term 2 & 3 - Design and making principles (drawing skills)	

Connections		Media Studies Non-examined Assessment - creation of pages from magazine or pages on a website (HT4-6)	
Resources to support learning	Drawing Techniques - Oak National Academy	People - Oak National Academy	Sketchbooks- Oak National Academy https://teachers.thenational.academy/units/sketchbook-cf63 People - Oak National Academy

Year 11 - Fine Art

Topic Covered	Food - Development and Personal Outcome	Exam project	Exams
Knowledge deepened	Compositional choices Use of a range of media Observational drawing and use of a range of media Colour theory/themes to express intention	How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Using contextual resources to inform work Compositional choices	
Skills developed	<ul style="list-style-type: none"> - How to combine artists. - Composition and ideas pages - Producing developments and mock ups. - Final Personal Outcome 	<ul style="list-style-type: none"> - Themes set by exam board - Students show reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques. Presenting a final personal outcome. - Producing primary sources with photography. - Observation using a range of media. - Use of different surfaces or papers. - Using advantages of materials to produce mixed media pieces. - Use of colour to express project themes. - Mixed Media observations. - Creating artist responses which express project intent. - Extending photos with mark making and material experimentation. - Combining artists to create project direction. - How to combine artists. - Composition and ideas pages - Producing developments and mock ups. - Final Personal Outcome 	
Links to National	AO1, 2, 3 & 4	AO1, 2, 3 & 4	

Curriculum or Specification			
Flagship Link			
Cross Curriculum Connections	DT YR10 half-term 1, Design Ventura Project		
Resources to support learning		Experimenting Oak National Academy https://teachers.thenational.academy/units/experimenting-95a7	

Year 10 - Photography

Topic Covered	Identity	Advertising, Consumerism and the Digital world - Observation and Techniques
Knowledge deepened	<ul style="list-style-type: none"> - Exposure triangle. - Theory of lighting a scene. - ISO, ASA, Film cameras, aperture, shutter speed, the origin of these functions. - Composition techniques, how to compose a photo. - Light painting - Basic editing with Adobe bridge and simple blending modes in photoshop. 	<ul style="list-style-type: none"> - More complex editing in response to artists using transforming, cutting, rubbing out, layer masks and adjustments. - Double Exposure origins and methods of creation. - The theory of how to analyse and experiment and develop it.
Skills developed	<ul style="list-style-type: none"> - Shutter speed - Aperture - Composition - Bridge and camera raw - Photoshop - Light painting 	<ul style="list-style-type: none"> - Artist research and response. - Double exposure - Experimental editing skills - Development of personal responses
Links to National Curriculum or Specification	AO2, 3 & 4	AO1, 2, 3 & 4

Flagship Link					
Cross Curriculum Connections					Media Studies YR10 HT5 & 6 NEA – Creating Media
Resources to support learning	Photography - Oak National Academy The Selfie	30 Days of Photoshop - PHLEARN Photography - Oak National Academy	30 Days of Photoshop - PHLEARN	PhotoPedagogy Threshold Concepts	Lesson Planning Sheet (photopedagogy.com) An introduction to Food Photography (photopedagogy.com)

Year 11 - Photography

Topic Covered	Advertising, Consumerism and the Digital world - Artists and Photographers	Exam project	Exams
Knowledge deepened	<ul style="list-style-type: none"> - Complex editing methods in photoshop including Puppet Warp, Brush presets, liquify, filters and gels. - Combination of complex editing techniques to create new effects. - How to independently develop a more individual and innovative piece. 	<ul style="list-style-type: none"> - New Artists studied, inspiration gained by learning about their practices. - New personal lighting methods researched. Knowledge deepened through using previous knowledge to create new effects. - New combinations of photoshop techniques developed to create new outcomes. - Development of students' ability to work independently and produce innovative ideas through development of final outcome. 	
Skills developed	<ul style="list-style-type: none"> - Using artist inspiration to experiment with digital and camera skills E.g. - Puppet Warp, Brush presets, liquify, filters, gels... <p>Development of personal responses.</p>	<p>Theme set by exam board</p> <p>Students show reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques. Finally presenting a final personal outcome.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Observational photography skills, compositional skills, manual camera skills and light balancing. - Ability to respond to artists using lighting and photoshop techniques. - - Colour theory - - Studio photography, rim lighting, snoot lighting, high speed photography.... - - Using artist inspiration to experiment with digital and camera 	

		skills E.g. - Puppet Warp, Brush presets, liquify, filters, gels...	
Links to National Curriculum or Specification	AO1, 2,3 & 4	AO1, 2,3 & 4	
Flagship Link			
Cross Curriculum Connections	DT YR 10 half-tem 1, Generating design ideas, Developing design ideas History YR10 half-term 5, Medicine through time (source skills)		
Resources to support learning	Typophoto (photopedagogy.com)	PhotoPedagogy Threshold Concepts	

Year 12 - Fine Art				
Topic Covered	Personal Portfolio running alongside Workshops. Workshop Topics - Skills	Personal Portfolio running alongside Workshops. Workshop Topics - Portraiture	Personal Portfolio running alongside Workshops. Workshop Topics - Perspective	Personal Investigation work
Knowledge deepened	Revisit range of media covered in KS4 and develop understanding and use How to use a range of new creative media/ techniques to develop work	Portraits -accurate drawing -highlights and shadows How to mix skin tones	Perspective -Foreshortening -Understanding 2 and 3 point perspective	Using contextual resources to inform work How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Compositional choices
	Using contextual resources to inform work How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Compositional choices			

Skills developed	Material techniques including drawing, printing, textiles and observational drawing techniques.	Painting techniques including brushwork, palette choice, Oil and acrylic paint leading into stylistic development.	Perspective techniques including vanishing points, distortion, compositional tools, lino printing and charcoal drawing skills.	In-depth project that allows for independent ideas, depth of knowledge to enhance ideas, quality skills and personal outcomes - <ul style="list-style-type: none"> - Observation of Subjects using observational techniques. - Investigation of contextual sources to help refine material use and inspire new ways of working. - Development of ideas and the production of personal responses.
Links to National Curriculum or Specification	AO2 and 3	A01, 2, 3 and 4	A02 and 3	AO1, 2, 3 & 4
Flagship Link				
Cross Curriculum Connections				Drama - Y12 HT1 - Practical Exploration
Resources to support learning	ABOUT THE THRESHOLD CONCEPTS		How to Avoid the Cliché in a High School Art Project (studentartguide.com)	Couch to Artist - ARTPEDAGOGY

Year 13 - Fine Art			
Topic Covered	Personal Investigation work	Externally Set Assignment	Exams
Knowledge deepened	Using contextual resources to inform work How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Compositional choices	Using contextual resources to inform work How to create a project with intent Observational drawing and use of a range of media Colour theory/themes to express intention Compositional choices	
Skills developed	In-depth project that allows for independent ideas, depth of knowledge to enhance ideas, quality skills and personal	Theme set by the exam board via the exam paper. Students show: reference to contextual sources, development of ideas, thoughtful selection of media, processes and techniques.Finally	

	<p>outcomes At this point of the project pupils will come in to year 13 and be guided through tutorials to -</p> <ul style="list-style-type: none"> - Produce Mock ups and personal outcomes experimenting with how they can personally express their theme. - Material developments where they refine their practice. - Large scale personal responses which achieve their initial intentions. 	presenting a final personal outcome within the 10 hour examination.	
Links to National Curriculum or Specification	AO1, 2, 3 & 4	AO1, 2, 3 & 4	
Flagship Link			
Cross Curriculum Connections	English Language YR 12 half-term 2, Introduction to language		
Resources to support learning	Couch to Artist - ARTPEDAGOGY		