



**HAILEY HALL SCHOOL**

Believe | Strive | Achieve

# Hailey Hall School

## Art

## Curriculum Map

## **Art Curriculum Intent**

The Hailey Hall Curriculum has a strong focus on achievement and within Art as a subject all schemes of work are mapped against National Curriculum and AQA Exam board criteria, which offers a combination of artistic, academic, and wider school activities inclusive of cross curricular opportunities with subjects such as English, Science and Maths. Pupils are challenged to strive for personal excellence. The Art program of study, across year groups, is designed to contribute to the development of social, emotional and mental health stability for all pupils.

Art and design embodies some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own work. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Learning about Art helps pupils from all backgrounds to make sense of the world around them. It engenders mutual respect and tolerance through exposure to different artists, cultures and ideas. This knowledge supports pupils in developing their visual literacy and confidence and enables the production of personal and informed research, leading to well developed and refined practical outcomes. When techniques and themes are taught, they are linked to the work of notable artists and relevant cultures, allowing pupils to be influenced by and become appreciative of their work and practice.

Visits to galleries, museums and other places of interest are encouraged to be undertaken independently outside of school to broaden pupil's experiences, allowing them to engage first-hand with artwork while extending understanding and individual appreciation.

Art lessons promote the development of social soft skills, independent thinking, helping pupils as they move through the art program to become self-directed and motivate learners to develop, refine and express their ideas creatively and with confidence.

The curriculum aims to develop individuals holistically and so, to give them the necessary skills, qualifications and experiences to access further education, employment or training. Within the Art curriculum program pupils will undertake an Art careers project to enable them to make links with possible future steps by investigating artist's and designer's backgrounds from a range of disciplines. This goal is underpinned by the need to develop resilience, tolerance and all-round personal well-being. There is an emphasis on the process of learning, developing a growth mindset and practical hands-on experience.

## Year 7 Art

### Why this subject is important:

- You will explore the formal elements of art through visual, tactile and other sensory experiences to communicate your ideas and meanings, developing confidence, competence, imagination and creativity.
- You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- You will learn to think and act as artists, crafts people and designers, working creatively and intelligently.
- You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

### What you will learn this year:

Unit name	Topic	Skills and understanding	Skills: Curriculum links
Autumn Term 1	Natural structures project            <ul style="list-style-type: none"> <li>Black History Month mini project.</li> </ul>	To explore the pencil drawings of Henry Moore.  To make observational studies of natural subjects by mark making in pencil and watercolour paint.  To explore colour theory, colour mixing and paint application techniques.	Year 8 Landscape project – to explore the drawing style of Claude Monet. Year 8 Objects project – to make observational studies of objects. Year 8 Islamic project – to explore colour theory further by placing contrasting colours next to each other, mix colours in a variety of materials to create geometric patterns and calligraphy paintings.
Autumn Term 2	Fish project       Career's Mini Project	To explore the artwork of Paul Klee and the symbolism of the subjects that he includes in his work.  To explore shape and form of a fish as a subject.  To explore 3D manufacture techniques.	Year 7 Aboriginal project – exploring artwork of a culture who use symbolism within their work.  Year 9 Mask – to continue to explore shape and form by practicing three-

	<p>Fibonacci Mini Project</p> <p>cross curriculum project with Maths:</p>	<p>To explore a range of different career pathways that can stem from studying Art and Design.</p> <p>Research information about Fibonacci and identify images that you could explore in reaction to studying the Fibonacci principle in maths and in art.</p> <p>Make a reaction piece of work using an identified material and adopting the proportions of the Fibonacci spiral.</p>	<p>dimensional construction techniques.</p>
<p>Spring Term 1</p>	<p>Aboriginal project</p>	<p>To explore artwork from another culture and how symbolism is used to convey a story.</p> <p>Explore a range of mark making using different pieces of equipment in reaction to learning about how Aboriginal artists, their approach to their work and the methods that they use.</p>	<p>Year 8 Islamic project – to explore the symbolism of different colours, letter forms and patterns.</p> <p>Year 8 Landscape project – to further explore mark making in paint using a range of different size brushes to represent a range of different subjects within a composition.</p>
<p>Spring Term 2</p>	<p>Church project</p>	<p>To explore artwork from the Romantic art movement.</p> <p>Explore a range of paint application techniques to create a large scale silhouette in reaction to investigating that artwork made by Casper David Friedrich.</p>	<p>Year 8 Underwater painting composition to practice large surface area painting skills.</p>

Summer Term 1	Egyptian project.	To explore artwork from ancient cultures by creating a paper mache pulp to form a 3D tablet to work onto and the presentation of symbols to convey a message.	Year 9 mask project – paper mache pulp techniques further refined for the purpose of fabricating a product that can be worn. So, the formal elements of shape, form and proportion are introduced.
Summer Term 2	Science Fiction Graphics project	To explore the genre of Science Fiction and the concept of Mese en Scene during the production of a graphics poster.	Year 11 graphics poster – artwork and typography is developed and combined by exploring placement and layout.

**How you will be assessed:**

Your work will be marked regularly against the relevant Life Without Levels Grid and targets will be set for progression.

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what topics they have been exploring.
2. Check your child's home learning tasks that have been set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

**Useful website and details of course books:**

Tate.org.uk  
NationalGallery.org

**Promoting British Values:**

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

**Progression routes and career opportunities:**

GCSE Art and Design AQA course.

**Who to contact and how if you have a query regarding your child's Art:**

Name	Position	Email Address	Telephone
Miss Helen Phelps	Art Teacher	<a href="mailto:hphelps@haileyhall.herts.sch.uk">hphelps@haileyhall.herts.sch.uk</a>	01992 465208

**Year 8 Art**

**Why this subject is important:**

- You will explore the formal elements of art through visual, tactile and other sensory experiences to your ideas and meanings, developing confidence, competence, imagination and creativity.
- You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- You will learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
- You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

**What you will learn this year:**

Unit name	Topic	Skills and understanding	Skills: Curriculum links
Autumn Term 1	Impressionist landscape project	<p>To explore the drawing and painting style of Claude Monet.</p> <p>To explore different mark making techniques through drawing and painting.</p> <p>To blend colours and tones using pencil and paint.</p> <p>To develop an awareness of compositional areas – foreground, middle ground and background.</p>	<p>Year 9 Animal project – explore the drawing style of Gary Hodges and the painting style of an independently selected artist.</p> <p>Year 10 Food and drink project – build on mark making and blending skills to make pencil and colour studies of subjects.</p> <p>Year 9 Architecture project – to explore subject placement within the foreground, middle ground and background areas of a compositional painting.</p>
Autumn Term 2	<ul style="list-style-type: none"> <li>Black History Month mini project.</li> </ul> Islamic project	<p>To explore art of another culture.</p> <p>To explore letter forms and geometric shapes.</p> <p>To explore combining watercolour paint and colour pencil.</p>	<p>Year 9 Mask – to explore masks from a wide range of different cultures.</p> <p>Year 11 Graphics Poster project – to explore letter forms in terms of placement, size and spacing in combination with imagery.</p> <p>Year 9 Mask project – to combine materials together to create an outcome.</p>
Spring Term 1	T – shirt project	<p>To explore existing T shirt designs and plan a design with consideration of artwork placement, lettering style and position.</p> <p>To explore different fabric painting techniques.</p>	<p>Year 10 Graphics poster – exploration of combining text with imagery.</p> <p>Year 11 Exam unit – exploration of different surfaces to work onto and materials application techniques.</p>
Spring Term 2	Photography project	<p>To explore the fundamental elements that affect the capturing of digital images.</p> <p>To explore post-editing techniques to intentionally adjust an image to suit an intention.</p>	<p>Year 10 food and drink and year 11 exam unit – opportunities to capture subjects first hand using photography and to post edit images using a variety of techniques.</p>

Summer Term 1	Underwater project	<p>To explore outline shape and internal detail of subjects.</p> <p>To explore compositional positioning and dramatic viewpoints.</p> <p>To create dramatic contrasting background colours.</p>	<p>Year 9 Animal project – to explore the shape of a subject and internal details such as fur textures.</p> <p>Year 9 Architecture project – to present as a composition the whole or a section of a building from different viewpoints.</p> <p>Year 11 Graphics poster – selecting contrasting colours for subjects and backgrounds to produce eye catching graphical posters.</p>
Summer Term 2	Reuse and repurpose Project	<p>Independently select a range of specialist materials, techniques, equipment, and processes to create imaginative outcomes that enable pupils to communicate their ideas.</p> <p>Be able to react to Andrew Goldsworthy’s artwork and the concepts of reuse and repurpose in order to make a range of outcomes to be used in the school garden/displayed in the school garden.</p> <p>Experience and practice skills in constructing outcomes from a range of reused and repurposed materials and objects.</p>	<p>Year 9 and 10 food and drink – wire/mixed media sculptures of subjects to develop aspects of their ideas and test techniques that they could use or combine within a final outcome.</p>
	Sweets project	<p>To explore a range of printing techniques to create a range of prints.</p>	

**How you will be assessed:**

Your work will be marked regularly against the relevant Life Without Levels Grid and targets will be set for progression.

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what they have been exploring in terms of topics.
2. Check your child's home learning tasks set in line with the homework timetable and where possible, read through your child’s work to check that it is correct and complete.



3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

**Useful website and details of course books:**

Tate.org.uk  
NationalGallery.org

**Promoting British Values:**

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

**Progression routes and career opportunities:**

GCSE Art and Design AQA course.

**Who to contact and how if you have a query regarding your child's Art:**

NAME	POSITION	EMAIL ADDRESS	TELEPHONE
Miss Helen Phelps	Art Teacher	hphelps@haileyhall.herts.sch.uk	01992 465208

## Year 9 Art

### Why this subject is important.

- You will explore the elements of art through visual, tactile and other sensory experiences to communicate your ideas and meanings, developing confidence, competence, imagination and creativity.
- You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- You will learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
- You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

### What you will learn this year:

Unit name	Topics	Skills and understanding	Skills: Curriculum links
Autumn Term 1 and 2	Animal project	To explore the wildlife drawings of Gary Hodges.  To be able to explore different materials to express ideas relating to a theme.  To understand how to use a theme or reference point to develop original works.	Year 10 food and drink project – explore the qualities of pencil drawings of an independently identified artist.  Year 11 exam unit – to explore a wide range of independently selected methods and materials to communicate ideas from

	<ul style="list-style-type: none"> <li>Black History Month mini project.</li> </ul> <p>Mask project</p> <p>Figures project</p>	<p>To understand how to use individual and mixed media to communicate ideas.</p> <p>To explore proportion of the human face through the portrait work of Picasso and masks from different cultures.</p> <p>To explore self- portraits and gain experience of measuring facial proportions.</p> <p>To explore 3D construction methods.</p> <p>To explore the proportion of the human form. Explore large scale painting techniques/combining materials - pupils will be able to independently identify materials that they would like to work with including marker pen.</p>	<p>pencil studies through to large scale paintings or a series of prints.</p> <p>Year 10 food and drink - to produce good quality research in response to a theme that will act as a resource to inform decisions throughout the unit of work.</p> <p>Year 11 exam unit – to develop confidence in selecting materials that can be successfully combined together to meet intentions.</p>
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<p>Spring Term 1</p> <p>Architecture project</p> <p>Food and drink project</p> <p>Spring Term 2</p>	<p>Architecture project</p> <p>Food and drink project</p> <p>Food and drink project</p>	<p>To explore the work of John Piper.</p> <p>To explore shape and form of buildings.</p> <p>Explore the combination of a range of materials.</p> <p>To explore the work of Tjalf Sparnaay and his photorealism paintings.</p> <p>To explore shape and form of food subjects.</p> <p>Explore the combination of a range of materials.</p>	<p>Year 10 food and drink project - to explore proportion of a range of different subjects from different cultures.</p> <p>Year 10 food and drink – to explore three-dimensional qualities of materials to realise intentions of an idea.</p> <p>Year 11 graphics – developing independent choice in selecting materials and techniques for intended concepts and outcomes.</p> <p>Year 10 food and drink project – to react to the influencing artist’s work through the combination of different material qualities to realise intentions for an idea.</p>
<p>Summer Term 1 and 2</p>	<p>Food and drink project</p> <p>Henry Moore Project</p>	<p>To explore the work of Tjalf Sparnaay and his photorealism paintings.</p> <p>To explore shape and form of food subjects.</p> <p>Explore the combination of a range of materials.</p> <p>To explore the work of Henry Moore and develop a series of reaction work pieces. Explore large scale painting techniques/combining materials.</p>	<p>Year 11 exam unit – to explore the work of a range of relevant different artists in relation to the exam theme that is set.</p> <p>Year 10 food and drink project – to react to the influencing artist’s work through the combination of different material qualities to realise intentions for an idea.</p> <p>Year 10 Henry Moore project and experience his work first hand during a visit to the Henry Moore Foundation.</p>

### How you will be assessed

Your work will be marked regularly against the relevant Life Without Levels Grid and targets will be set for progression.

### How parents/carers can help

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what topics they have been exploring.
2. Check your child's home learning tasks set against the homework time table and where possible, look through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries, museums, and be aware of art in the news and any art programmes on TV.

### Useful website and details of course books:

Tate.org.uk  
NationalGallery.org

### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote

### Progression routes and career opportunities:

GCSE Art and Design AQA course.

### Who to contact and how if you have a query regarding your child's Art

Name	Position	Email Address	Telephone
Miss Helen Phelps	Art Teacher	hphelps@haileyhall.herts.sch.uk	01992 465208

## Year 10 AQA GCSE Art, craft and Design

### Why this subject is important:

- ☐ You will explore the formal elements of art that will provide you with experiences that you can draw on to enable you to communicate your ideas and meanings, developing confidence, competence, imagination and creativity.
- ☐ You will learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- You will learn to think and act as artists, crafts people and designers, working creatively and intelligently.
- You will develop an appreciation of art, craft and design and its role in the creative and cultural industries that enrich our lives.

### What you will learn this year:

Unit name	Knowledge	Skills and understanding	Attitudes and attributes	Skills: Curriculum links
Unit 1 60% coursework Food and drink Project Black History Month mini project. Autumn term Henry Moore Project 1st Half Spring Term	<p>To know the work of a number of artists.</p> <p>To know the variety of techniques used in Art</p> <p>To know how each artist has been inspired and how this is reflected in their work.</p> <p>To produce a portfolio of work that has developed from starting points and been refined into good quality final outcomes.</p> <p>To experience the techniques and materials employed by a variety of artists who have represented natural and man-made forms within their work.</p> <p>To know how to react to/employ some of these techniques into your own developing work.</p>	<p>To be able to explore different materials to express ideas relating to a theme.</p> <p>To understand how to use a theme or reference point to develop original works.</p> <p>To understand how to use individual and mixed media to communicate ideas.</p>	<p>To be willing to learn about artists and to use what has been learnt to express yourself in new ways.</p> <p>To be confident to try new things and to take risks.</p> <p>To be ready to try using new techniques and processes.</p> <p>To analyse their own and others' work in relation to GCSE Assessment Objectives.</p>	<p>Year 11 exam unit- to confidently select materials to realise intentions in response to the exam theme.</p> <p>Year 11 exam unit – to respond confidently to a theme by producing appropriate visual research that will inform the progression of the body of work in the lead up to planning an idea for the timed exam.</p>

<p>Graphics Project</p> <p>2<sup>nd</sup> Half Spring and summer term</p>	<p>To know how to approach and use unfamiliar media and processes.</p> <p>To know how to reflect exam board criteria within a project.</p>			<p>Year 11 graphics poster – to confidently combine material qualities to realise intentions for a large-scale poster design.</p>
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**How you will be assessed:**

Your work will be regularly assessed against the assessment objectives for AQA GCSE Art and Design using the 1-9 scale and targets for progress will be identified. Unit 1 will commence in September with an internal deadline at the end of December the following year.

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to explain to you what they have been learning.
2. Check home learning tasks that have been set against the homework time table and where possible, read through your child's work to check that it is correct and complete.
3. Encourage your child to take an interest in the arts, visit any local galleries and museums and be aware of art in the news and any art programmes on TV.

**Useful websites and details of course books:**

[www.tate.org.uk](http://www.tate.org.uk)

[www.npg.org.uk](http://www.npg.org.uk)

[Liverpoolmuseums.org.uk](http://Liverpoolmuseums.org.uk) - Walker art gallery

[www.southbankcentre.co.uk](http://www.southbankcentre.co.uk) - Hayward Gallery

**Promoting British Values:**

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Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote

**Progression routes and career opportunities:**

A level Art and Design, Photography, Graphic Design and equivalent courses.

**Who to contact and how if you have a query regarding your child's Art:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
<b>Miss Helen Phelps</b>	<b>Art Teacher</b>	<b><a href="mailto:hphelps@haileyhall.herts.sch.uk">hphelps@haileyhall.herts.sch.uk</a></b>	<b>01992 465208</b>



## Year 11 AQA GCSE Art, craft and Design

### Why this subject is important:

- It helps you to demonstrate your art design capability.
- It helps you to design and make original, creative pieces of artwork.
- It allows you to work with a range of materials.
- It helps you to explore and investigate the work of other artists and art from different cultures and times.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

### What you will learn this year:

Unit name	Knowledge	Skills and understanding	Attitudes and attributes	Skills: Curriculum links
Unit 1: 60% coursework continues until December.  Black History Month mini project.	How to use a wide range of media / materials when exploring the formal elements of art.  How to use different techniques in art and design.	Understanding how to use a variety materials and techniques.  Understanding the different pathways in art and design.  Understanding how good presentation and application of materials can improve the quality of your end outcomes.	Being able to work as an individual and in pairs.  Being confident to take part in class and group discussion.  Being confident to try new ideas and to take risks.	Make informed decisions about future progression into A-level, college, apprenticeship or on the job training within subjects such as art and design, graphics, or photography.
Unit 2: 40% Externally set exam - starting January  Body of work developed against the four assessment Objectives culminating in an exam.	How to read an exam paper and complete the specified tasks:  How to develop creative ideas, skills and intentions in response to a project brief	Understanding the needs of your intended audience.  Understanding the AQA assessment objectives criteria.	Being able to use own initiative when carrying out investigations.  Develop as an independent learner.	Confidence in using and combining a variety of skills and materials to realise intentions in response to a brief/specification/client requirements/criteria for a given task.
Examination - 10 hour practical	How to produce a range of final outcomes that meet the requirements			

	of the theme and assessment criteria.			
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**How you will be assessed:**

Your work will be regularly assessed against the assessment objectives for AQA GCSE Art and Design using the 1-9 scale and targets for progress will be identified. Unit 1 will continue to be worked on from September with an internal deadline for the end of December. Unit 2 will commence in January and terminate in the form of a 10-hour practical exam at the end of the preparatory period.

**How parents / carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
2. Check home learning tasks that have been set against the homework time table and where possible, read through your child's work to check that it is accurate and complete.
3. Encourage your child to use the internet if he or she has access to this to do research.
4. Ensure your child meets all the coursework deadlines.
5. Encourage your child to attend after school catch-up classes.

**Useful websites and details of course books:**

[www.tate.org.uk](http://www.tate.org.uk)

[www.npg.org.uk](http://www.npg.org.uk)

Liverpoolmuseums.org.uk - Walker art gallery

www.southbankcentre.co.uk - Hayward Gallery

**Promoting British Values:**

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Pupils develop respect for themselves and learn to respect other people.

Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote

**Progression routes and career opportunities:**

A level Art and Design, Photography, Graphic Design and equivalent courses.

**Who to contact and how if you have a query regarding your child's Art and Design work:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
<b>Miss Helen Phelps</b>	<b>Art Teacher</b>	<b>hphelps@haileyhall.herts.sch.uk</b>	<b>01992 465208</b>