SEXEY'S SCHOOL

Sexey's School Art and Design Curriculum Map

Year: 7

	Autumn Term	Spring Term	Summer Term
Topics and links	**Project 1 - Formal elements, still life and low relief** **Sept - Feb**		**Project 2 - Expressive Self portraiture and Colour** **Feb - July**
	Students build foundational drawing skills through structured still life. They learn placement mapping, skeletal lines, shape blocking, negative space, contour studies, tonal shading and textural mark-making. Outcomes include continuous line drawings, outline studies, abstract collage using positive/negative shapes, and refined tonal still life drawings.		Students explore portraiture and self-image through a combination of observational drawing and expressive use of materials. They are introduced to the basic proportions of the head and practise drawing individual facial features with increasing accuracy. Sketchbook work includes continuous line drawings, proportion guides, feature studies and simple identity-based tasks. Students revisit colour theory and experiment with warm and cool palettes, skin-tone mixing and introductory watercolour techniques. They look at a range of portrait styles, both traditional and contemporary, and respond through drawing and mixed-media work. As part of their exploration of line, students also create a wire portrait inspired by Alexander Calder. The project concludes with an expressive self-portrait that brings together their observational skills, understanding of tonal value and expressive colour application.
Co-curricular opportunities and Gatsby (careers) links	- Still-life arrangement & photography - Links to careers in **photography**, **gallery curation, fine art**, **illustration**, and **product design.** - Introduction to creative industries through discussions of how artists develop portfolios and exhibit work.		

	- Exploration of Calder's wire portraits introduces students to sculpture and 3D design pathways. - Students learn how artists communicate identity, linking to creative careers involving storytelling and visual communication.	
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	- **Courage:** Sharing still-life drawings for constructive feedback at key stages and experimenting with unfamiliar materials and techniques. - **Forgiveness:** Accepting mistakes during tonal shading and iterative refinement. - **Honesty:** Self and peer evaluation of drawing accuracy and tonal control - **Kindness:** Supporting peers with application of techniques through constructive feedback – www observations. - **Respect:** Valuing different artistic interpretations and approaches. - **Empathy:** Exploring how artists communicate emotion through still life and composition - **Resilience:** Persevering with challenging skills such as ellipses, perspective and negative space. - **Christian & Spiritual Development:** - Encourages reflection on observation, patience and appreciation of beauty in everyday objects. - Students experience awe and wonder through artists such as Morandi and Caulfield. - Moral and cultural development through discussion of artistic intention and representation.	- **Courage:** Sharing own responses to expressive portraits and personal identity-based artwork such as continuous line drawings. - **Forgiveness:** Accepting imperfections in facial proportion studies and iterative portrait refinement. - **Honesty:** Reflecting on how identity is represented visually and constructive feedback to support peer progression - **Kindness:** Supporting peers with application of techniques through constructive feedback – www observations. - **Respect:** Listening to others' interpretations of identity and discussions around what makes up our identity and culture. - **Empathy:** Understanding how artists express emotion, culture and lived experience through portraiture. - **Resilience:** Persisting with complex facial features and expressive colour application to achieve 3D form and abstracted realism. - **Christian & Spiritual Development:** - Encourages deep reflection on identity, purpose and personal meaning. - Students explore how artists communicate spirituality, emotion and human experience. - Cultural development through diverse portrait traditions and global visual languages. - Supports Christian values of compassion, empathy, reflection and respect for others.

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Sexey's School Art and Design Curriculum Map

Year: 8

	Autumn Term	Spring Term	Summer Term
Topics and links	**Project 1 - Recreating Landscape – understanding perspective and abstract expressive landscapes** **Sept - Feb**	**Project 2 – Pattern and Print – cultural connections and printing methods** **Feb - July**	
	Build on yr 7 formal element skills - **develop advanced drawing and observation skills** through continuous line still life tests, ellipses and cylindrical forms, cubes and, directional mark-making and tonal shading. Learn about key elements for recording landscapes such as, **one-point perspective**, **atmospheric perspective** using watercolour and various forms of landscape **abstraction** with in a variety of media with a particular focus on **David Tress;** mixed-media work.	Study Moorish **Zellige tile design** and understand how geometric patterns are built using repeated shapes, symmetry, rotation and tessellation. Develop sketchbook work through shape studies, Zellige pattern analysis, symmetry tasks and paper-shape experimentation. Learn about **Escher** and mathematical tessellation, alongside the cultural and historical context of Islamic pattern. Learn about different printing methods including subtractive monoprint, basic block printing, stamping and collagraph techniques. Create own pattern print using one of the learnt methods.	
Co-curricular opportunities and Gatsby (careers) links	- Exposure to careers in **fine art**, **illustration**, **environmental art** and **landscape design**. - Understanding professional processes used by artists such as **David Tress**, including mixed-media layering and expressive mark-making. - Development of technical drawing skills relevant to **architecture** and **product design** (perspective, ellipses, cylindrical forms). - Use of watercolour and abstraction introduces pathways into **graphic communication** and visual storytelling. - Links to careers in **surface pattern design**, **printmaking**, **textile design** and **graphic design**.		

	- Understanding mathematical pattern supports pathways into **architecture**, **interior design** and **tile/mosaic design**. - Use of recycled materials links to careers in **sustainable design** and eco-focused creative industries. - Learning multiple printing methods introduces students to professional print studio processes	
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	- **Courage:** Sharing landscape studies to gain constructive feedback at key stages and experimenting with unfamiliar materials and techniques such a mixed media and abstraction. - **Forgiveness:** Accepting mistakes when refining perspective or tonal gradients. - **Honesty: :** Self and peer evaluation of drawing of accuracy in observational drawing and atmospheric perspective. - **Kindness:** Supporting peers with application of techniques through constructive feedback – www observations. - **Respect:** Valuing diverse interpretations of landscape and abstraction. - **Empathy:** Understanding how artists express emotion and environment through landscape. - **Resilience:** Persisting with challenging forms such as ellipses, cubes and perspective. **Christian & SMSC Development** - Encourages reflection on nature, environment and human connection to landscape. - Promotes awe and wonder through expressive landscape artists and natural forms. - Moral development through discussion of artistic intention and environmental themes.	- **Courage:** Experimenting with complex geometric arrangements and new printing techniques. - **Forgiveness:** Accepting imperfections in symmetry, rotation or early print attempts. - **Honesty:** Reflecting on accuracy in pattern construction and tessellation. - **Kindness:** Supporting peers with application of techniques through constructive feedback – www observations. - **Respect:** Appreciating Islamic art traditions and cultural significance of Zellige patterns. - **Empathy:** Understanding how geometric design communicates meaning within Islamic culture. - **Resilience:** Persisting with repeated print attempts, refining ink application and pressure. **Christian & SMSC Development** - Cultural development through exploration of Islamic art, Moorish architecture and global pattern traditions. - Spiritual development through reflection on symbolism, repetition and meaning in sacred art forms. - Moral development through discussion of cultural respect, representation and artistic heritage. - Social development through collaborative pattern tasks and shared studio practice.

	- Cultural development through study of varied landscape traditions and global artistic approaches. - Supports Christian values of stewardship, reflection, empathy and appreciation of creation.	- Supports Christian values of respect, compassion, cultural understanding and appreciation of diverse artistic traditions.

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Sexey's School Art and Design Curriculum Map

Year: 9

	Autumn Term	Spring Term	Summer Term
Topics and links	**Project 1 - Public Art – Form and Abstract sculpture** **Sept - Feb**		**Project 2 – Pattern and Print – cultural connections and printing methods** **Feb - July**
	Building on yr 7 & 8 core formal element skills through revisiting cross contours, directional tonal shading and colour theory to develop enhanced understanding of recording 3D form in mixed media such as wax-resist, charcoal, conte, chalk, and acrylic paint. Public art becomes the context: students study **Henry Moore** and **Jeff Koons**, among others and learn abstraction of human form to create a 3D model Maquette in clay. Painted Decoration inspired by a range of contemporary doodle artists and Niki de Saint Phalle.		Exploration of expressive portraiture through continuous line drawing, mark-making and illustration. Students reference artists such as **Kehinde Wiley**, **Hattie Stewart**, **Tim Marrs**, **Keith Haring** and **Egon Schiele** to understand how line, pattern, colour and decoration communicate identity, mood and cultural meaning. They build on prior knowledge by using mixed media to record portraits. Students research an icon of their choice and create a mixed-media, expressive and meaningful homage portrait, embellished with doodles, symbols and motifs inspired by illustration and popular culture.
Co-curricular opportunities and Gatsby (careers) links	- Links to careers in **public art**, **sculpture**, **installation art** and **3D design**. - Study of Henry Moore and Jeff Koons introduces students to professional sculptural processes, abstraction and large scale public commissions. - Clay maquette construction supports pathways into **ceramics**, **model making** and **set design**. - Painted decoration inspired by doodle artists and Niki de Saint Phalle links to **illustration**, **surface pattern design** and **community arts**. - Emphasis on abstraction and form supports creative industries such as **product design** and **architecture**. - Links to careers in **illustration**, **graphic design**, **animation** and **character design**.		

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<table>
<tr><td></td><td colspan="2">- Study of Kehinde Wiley, Hattie Stewart, Tim Marrs and Keith Haring introduces students to professional portraiture, editorial illustration, street art and visual communication.
- Mixed-media portrait recording supports pathways into fashion communication, magazine design and advertising.
- Researching icons and creating homage portraits links to careers in branding, visual identity and popular culture media.</td></tr>
<tr><td>Links with Sexey's Values, our Christian ethos, and spiritual development opportunities</td><td>- Courage: Experimenting with abstraction and sharing sculptural ideas.
- Forgiveness: Accepting imperfections in clay construction and iterative refinement.
- Honesty: Evaluating accuracy when recording 3D form using mixed media.
- Kindness: Supporting peers with application of techniques through constructive feedback – www observations
- Respect: Appreciating diverse public art traditions and viewpoints.
- Empathy: Understanding how artists communicate human experience through form and symbolism.
- Resilience: Persisting with challenging sculptural processes and complex mixed-media tasks.
Christian & SMSC Development
- Spiritual development through reflection on human form, identity and symbolism in public art.
- Moral development through discussion of public art's purpose, audience and cultural impact.
- Social development through collaborative making, shared studio practice and group critique.
- Cultural development through study of global sculptural traditions and contemporary artists.</td><td>- Courage: Sharing expressive portraits at key stages to gain constructive feedback whilst experimenting with materials and techniques.
- Forgiveness: Accepting imperfections in continuous line drawing and mixed-media experimentation.
- Honesty: Reflecting on how identity and personal meaning are communicated visually in class / peer reviews.
- Kindness: Supporting peers with application of techniques through constructive feedback – www observations.
- Respect: Appreciating diverse cultural icons and artistic influences.
- Empathy: Understanding how artists portray emotion, identity and social messages.
- Resilience: Persisting with complex portrait tasks, mixed-media layering and detailed embellishment.
Christian & SMSC Development
- Spiritual development through reflection on identity, meaning and personal symbolism.
- Cultural development through exploration of global portrait traditions and popular culture.
- Moral development through discussion of representation, icons, influence and social messaging.</td></tr>
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	- Supports Christian values of compassion, reflection, creativity and respect for others.	- Social development through collaborative critique, shared studio practice and group exploration of expressive art. - Supports Christian values of empathy, compassion, creativity and respect for individuality.

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Sexey's School Art and Design Curriculum Map

Year: 10

	Autumn Term Component 1	Spring Term Component 1	Summer Term Component 1
Topics and links	Introduction to GCSE Art, basic workshops based on supporting development and understanding of formal elements / confidence with range of media. Students introduced to overall broad theme of Collections. Shown ppt / resources encouraged to explore and investigate artists who have created work connected to / fall under this theme. Students will work inside and outside of their sketchbooks to begin building their component 1 portfolio. Combination of teacher-led and independent student exploratory work.	Students build on skills and knowledge gained in workshops and initial guided research and exploration stage. Students begin to more independently develop a sustained project based on a chosen sub theme of Collections, producing studies, experiments and developmental pieces responding to all four assessment objectives. AO1–AO4 such as: Artist analysis, observational studies, annotation, refinement and material experimentation. Ongoing opportunities for review of progress and continual encouragement to work on teacher feedback. Combination of independent work and teacher led 1:1 tutorials and guidance each week.	Students continue to build on learnt skills, knowledge and the exploration/ development of ideas from last term. There is a Clearer focus on producing outcomes that notably meet the AO4 criteria of being personal, meaningful and clearly related back to intentions and critical sources. Some key workshops based on successful development pages to support AO3 and successful AO4 outcomes. Ongoing opportunities for review of progress and continual encouragement to work on teacher feedback. Combination of independent work and teacher led 1:1 tutorials and guidance each week.
Co-curricular opportunities and Gatsby (careers) links	• Exposure to careers in **fine art**, **illustration**, **graphic design**, **photography, 3D design** and many more. • Understanding creative workflows: idea generation → development → refinement → realisation. • Links to **creative industries** through artist research, contextual studies and project themes. • Development of transferable skills: problem-solving, visual communication, time management, independent working. • Opportunities to meet or study the work of professional artists/designers through workshops, talks or virtual content. • **Art Club** supporting independent project development, media exploration and extension tasks. • **Gallery visits** (local/regional) to strengthen contextual understanding and artist research. • **Workshop opportunities** with visiting artists, illustrators or designers.		

	• **Cross-curricular links** highlighted at key times - with DT (materials, construction), Photography (composition, lighting) and English (analysis and annotation) History of Art. • **School exhibitions / understanding presentation of outcomes -** showcasing developing coursework, encouraging pride, ownership and public presentation skills.
Links with Sexey's Values, our Christian ethos, and spiritual development opportunities	**Courage:** Sharing work; trying unfamiliar materials; taking creative risks. **Forgiveness:** Accepting mistakes as part of experimentation. **Honesty:** Self-reflection and peer critique. **Kindness:** Supporting peers in practical tasks. **Respect:** Listening to alternate opinions; constructive critique. **Empathy:** Understanding how artists communicate feelings. **Resilience:** Responding positively to feedback and refining work. Enjoyment in exploring varied artists and cultures. Creative expression through experimentation with materials and techniques to create personal responses to theme of Collections. Exploration of Art history and topical themes that artists explore to help develop spiritual and moral understanding. Collaborative work that builds empathy and kindness. Creation of meaningful outcomes reflecting personal identity and worldview.

Year: 11

	Autumn Term **Component 1**	**Spring Term** **Component 2**	**Summer Term** **Component 2**
Topics and links	Continuation of Component 1 personal project. 1:1 tutorials to refine ideas. Developmental and all outcome pieces completed to by start of December ready for teacher assessment to guide feedback for completion of Component 1 during Christmas holiday work if required.	Externally Set Assignment begins in January. Students choose an exam theme and complete artist research, development of ideas, observational studies, refinement and preparation for the 10-hour exam. Final outcomes produced. Course complete.. Sketchbooks show clear evidence of AO1–AO4.	Continuation of Externally Set Assignment project based on students chosen exam theme.

Co-curricular opportunities and Gatsby (careers) links	• Exposure to careers in **fine art**, **illustration**, **graphic design**, **photography, 3D design** and many more. • Understanding creative workflows: idea generation → development → refinement → realisation. • Links to **creative industries** through artist research, contextual studies and project themes. • Development of transferable skills: problem-solving, visual communication, time management, independent working. • Opportunities to meet or study the work of professional artists/designers through workshops, talks or virtual content. • **Art Club** supporting independent project development, media exploration and extension tasks. • **Gallery visits** (local/regional) to strengthen contextual understanding and artist research. • **Workshop opportunities** with visiting artists, illustrators or designers. • **Cross-curricular links** highlighted at key times - with DT (materials, construction), Photography (composition, lighting) and English (analysis and annotation) History of Art. • **School exhibitions / understanding presentation of outcomes -** showcasing developing coursework, encouraging pride, ownership and public presentation skills.
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