**Art and Design – Upper school**

It is important to ensure that key development areas which do not have dedicated lessons are included in general curriculum areas. This mapping document shows how the elements of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading are incorporated within our art and design curriculum area.

**Subject: Art and Design**

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| **Key Stage** | **Diversity** | **Careers** | **British Values** | **SMSC** | **Literacy** | **Numeracy** | **Reading** |
| **KS3 Autumn 1**  **Pop art**  **Colour theory** | Pop Art – Art from different backgrounds/ countries | Pop Art –advertising and marketing | Pop Art – Pupils study different cultures of art | Pop Art- promote pupils’ spiritual, moral, social and cultural experiences | Pop Art –Pupils annotate their own and other artist work. SPAG is used to mark pupils written work. | Pop Art- timeline, drawing, measuring and composition | Pop Art- Pupils explore different artists using books and internet |
| **KS3 Autumn 2**  **Formal elements** | Formal elements are explored through different art movement periods. | Pupils explore the different job opportunities like craft work and design, costume design, free-lance painter | Pupils will be exposed to a wide variety of cultures, beliefs and religions | Pupils will explore different cultures over time | Pupils write down their ideas and reflecting on the work of others. SPAG is used to mark pupils work. | Pupils develop their use of shapes and space. | Pupils read facts about artist work and express their own opinions. |
| **KS3 Spring 1**  **Illustration** | Pupils are given opportunities to represent diversity, multiculturalism and equality within their drawings | Pupils are taught many different career paths within illustration, from a graphic designer, animation designer to free-lance illustrator. | Pupils are taught mutual respect and to appreciate the style and technique of different artists. | Pupils develop artist appreciation and an understanding of cultural backgrounds | Pupils write a short story to describe their illustration characters | Pupils understand scale and composition within drawing | Pupils read into the books of children’s authors Roald Dahl and Lauren Child |
| **KS3 Spring 2**  **Cultural art** | Diversity is**a way of exploring how arts, cultural organisations and artists can enrich the work they do by embracing a wide range of influences and practices** | Supporting diversity through artistic pursuits such as drama, film- making, digital arts, music and photography | Cultural art -Pupils will be exposed to a wide variety of cultures, beliefs and religions over time. | Cultural art- Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world. | Pupils write their ideas, meanings and feelings about different styles of art. SPAG is used to improve pupil’s literacy skills. | Cultural art- Pupils to study the art timeline and recall key dates and art movements | Cultural art- pupils to read topic books. i.e. Native Americans,  Ancient Egypt, Aboriginal Art |
| **KS3 Summer 1**  **Landscapes** | Pupils reflect on nature, their environment and surroundings | Pupils explore museums and gallery work | Pupils understand the importance of looking after the environment | Pupils reflect on nature, their environment and surroundings | Pupils can confidently write an evaluation of their work. SPAG is used to improve pupil’s literacy skills. | Pupils develop their use of shapes and space | Pupils can confidently write an evaluation of their own and other work. |
| **KS3 Summer 2**  **Portraits** | Pupils to develop self-confidence within their own identities. | Pupils explore portrait photography | Pupils understand the importance of equality and the positives of being visually different | Pupils understand different cultural identities. | Pupils can evaluate their work and the work of other artist. | Pupils learn how to use measurements and scales to produce a self portrait | Pupils can confidently write an evaluation of their own and other work. |
| **Key Stage** | **Diversity** | **Careers** | **British Values** | **SMSC** | **Literacy** | **Numeracy** | **Reading** |
| **KS4 Autumn 1 & 2** | AO1- We encourage independent thinking that will enable pupils to develop their ideas and intentions. | AO1- Pupil are given a design brief which prepares them for the world of self-employment.  Pupils can be inspired by artist/movement and interpret ideas. | AO1-We develop wider cultural awareness in art through projects that have a connection with our heritage. | AO1-Throughout the GCSE course pupils are encouraged to look at work that will often pose a moral question. The pupil’s outcomes are supported with a rationale or a meaning that will often convey a message. | AO1-Pupils annotate a range of different types of art work. Pupils evaluate positive and negatives of sources. SPAG is used to improve pupil’s literacy skills. | AO1- Pupils focus on sketchbook layout, using composition and space. | A01-Pupils use books and the internet for artist research |
| **KS4 Spring 1 & 2** | AO3- Pupil make links to their GCSE questions. | A03-Pupils work with a range of different mediums and think about what creative industries they will be used in. | Pupils respect the work of other artists and make links to their own ideas. | A03- AO2-Throughout the units of work explored pupils will develop their knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed | A03-Pupil can communicate ideas through written annotation. SPAG is used to improve pupil’s literacy skills. | A03- Pupils focus on sketch book layout, using composition and space. | A03- Pupils will use knowledge of vocabulary and specialist terms to evaluate their work. |
| **KS4 Summer 1 & 2** | Pupils create a meaningful outcome which is linked to their design brief. | Pupils work independently and collaboratively to develop public and community artwork | Pupils will be exposed to a wide variety of cultures, beliefs and religions when exploring different artists. | Pupils work independently and collaboratively to develop public and community artwork | Pupils write a final evaluation which reflects their journey throughout the course. | Pupils focus on different formal elements including size, shape and space. | Pupils write up an explanation of purpose |