

Curriculum Content Map			Subject: Eduqas Art and Design - Year 9			
			Term 1 - Art - Identity	Half Term 3 - Art - Identity	Half Term 3 - Graphics and Illustration	Term 3 - Graphics and Illustration
Cultural Transmission	Units of Work		Students looking at a range of artists and practitioners, making selections and choices as needed to develop a range of outcomes based on these themes.  Students will present personal realisations continually working with guides to ensure personal interpretations are clear.	Students looking at a range of artists and practitioners, making selections and choices as needed to develop a range of outcomes based on these themes.  Students will present personal realisations continually working with guides to ensure personal interpretations are clear.	Looking at abstraction and artistic techniques which can develop imagined pieces based on landscapes and personal places. Students will work with a range of drawing techniques to use maps and patterns to record personal landscapes and important places.	Looking at abstraction and artistic techniques which can develop imagined pieces based on landscapes and personal places. Students will work with a range of drawing techniques to use maps and patterns to record personal landscapes and important places.
	Specification		Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. To use a range of techniques and media, including painting  To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work  To increase their proficiency in the handling of different materials.  To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work  To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,  To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work  History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,  To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work  History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas,  To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials  To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work  History of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
	Substantive knowledge	The What?	The concept of identity and how it is expressed and constructed through visual and verbal language. Students would explore their own personal, social, and cultural identities, as well as the identities of others, and how they are influenced by factors such as gender, ethnicity, nationality, religion, age, class, and interests. The genre of portraiture and how artists use it to convey aspects of their own identities, such as personality, mood, character, status, role, and relationship. Students would analyse a range of portraits and learn how to interpret the formal and symbolic elements of a portrait, such as pose, expression, gesture, background, colour, and composition. The use of text in art and how it can enhance, contrast, or challenge the visual message of a portrait. Students would investigate how artists incorporate text into their artworks, such as through typography, slogans, quotes, or poetry, and how text can create meaning. The skills and techniques of creating a portrait using various media, such as drawing and painting. Students would practise using different materials and tools to create portraits, and experiment with adding text to their portraits using different fonts, sizes, colours, and placements. By the end of the project, students would be able to demonstrate their substantive knowledge of identity, portraiture, and text by creating their own original artworks that reflect their artistic intentions and communicate their personal or social messages to the audience <sup>2</sup> . They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria	Looking at using maps and abstract patterns, students would develop substantive knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their substantive knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience. They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria	Looking at using maps and abstract patterns, students would develop substantive knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their substantive knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience. They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria	Looking at using maps and abstract patterns, students would develop substantive knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their substantive knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience. They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria
	Disciplinary knowledge	The How?	Students will develop disciplinary knowledge in the following areas: The concept of identity and how it is expressed and constructed through visual and verbal language. Students would explore their own personal, social, and cultural identities, as well as the identities of others, and how they are influenced by factors such as gender, ethnicity, nationality, religion, age, class, and interests. The style and techniques of Julian Opie and how he uses them to create portraits that are minimal, cartoon-like, and iconic. Students would analyse how Opie reduces his subjects to their essential elements, such as lines, shapes, colours, and symbols, and how artists can incorporate text into his artworks to enhance, contrast, or challenge the visual message. The use of text in art and how it can create meaning, narrative, dialogue, or commentary on social and political issues. Students would investigate how artists incorporate text into their artworks, such as through collage, graffiti, typography, slogans, quotes, or poetry, and how text can relate to the identity of the artist, the subject, or the audience. The skills and techniques of creating portraits using various media, such as drawing, painting, photography, collage, or digital art. Students would practise using different materials and tools to create their own portraits in the style of Julian Opie, and experiment with adding text to their portraits using different fonts, sizes, colours, and placements	Students will develop disciplinary knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their disciplinary knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience <sup>2</sup> . They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria	Students will develop disciplinary knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their disciplinary knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience. They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria	Students will develop disciplinary knowledge in the following areas: The concept of maps and how they represent the physical and human features of the world. Students would explore different types of maps, such as political, physical, topographic, thematic, and artistic, and learn how to read and interpret the symbols, scales, legends, and projections of maps. The concept of abstract patterns and how they create visual effects through the repetition and variation of shapes, forms, lines, and colours. Students would investigate how artists use abstract patterns to express their ideas, emotions, or messages, and how abstract patterns can evoke different responses from the viewers. The use of maps and abstract patterns in art and how they can communicate personal or social issues, such as identity, belonging, migration, culture, or environment. Students would analyse a range of artworks that incorporate maps and abstract patterns, such as the collage paintings of Kurt Schwitters, the geometric prints of M.C. Escher, the map quilts of Valerie Goodwin, and the digital art of Casey Reas. The skills and techniques of creating artworks using maps and abstract patterns, such as collage, printmaking, quilting, or digital art. Students would practise using different materials and tools to create their own maps and abstract patterns, and experiment with combining them in different ways to create original compositions. By the end of the project, students would be able to demonstrate their disciplinary knowledge of maps and abstract patterns by creating their own artworks that reflect their artistic intentions and communicate their personal or social messages to the audience. They would also be able to evaluate their own and others' artworks using appropriate art vocabulary and criteria
	Sequencing (How)	Retrieval & Extension	<ul style="list-style-type: none"> <li>Building on skills learned in Year 7 &amp; 8 Developing knowledge of realism through using perspective to create depth in their drawings.</li> <li>Develop research and analysis skills through investigating art movements.</li> <li>Refine observational drawing skills through drawing an object from observation.</li> <li>Refine colour theory knowledge by using colours to add to the appearance of depth and realism.</li> <li>Record ideas and observations relevant to realising intentions in sketchbook</li> <li>Present an outcome by creating a personalised design that shows an understanding of surrealism as an art movement. Builds from: <ul style="list-style-type: none"> <li>Observational drawing skills, Y7, Term 1, Y8, Term 2 &amp; Term 3</li> <li>Research and design development, Y8, Term 1 &amp; Term 3</li> <li>Colour Theory, Y7, Term 1, Y8, Term 2 is further developed to: Art and Design GCSE Course</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Building on skills learned in Year 7 &amp; 8</li> <li>Developing skills of working with different media to create one outcome.</li> <li>Record ideas and investigations to realise intentions in sketchbook.</li> <li>Present an outcome by creating a personalised design that shows an understanding of working with mixed media.</li> <li>Research and design development, Y8, Term 1 &amp; Term 3</li> <li>Visual communication skills developed so far from year 7, 8 and term 1</li> </ul>	<ul style="list-style-type: none"> <li>Developing skills of working with different media to create one outcome.</li> <li>Develop a plan for a movie poster design using research to influence a design.</li> <li>Refine skills of visual communication including layout, typography and illustration.</li> <li>Record ideas and investigations to realise intentions in sketchbook.</li> <li>Present an outcome by creating a personalised design that shows an understanding of working with mixed media. Builds from: <ul style="list-style-type: none"> <li>Research and design development, Y8, Term 1 &amp; Term 3</li> </ul> </li> </ul>	
	Summative Assessment		Deep mark 1 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 2 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints	Deep mark 3 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 4 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints	Deep mark 5 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints  Deep mark 6 - WWW/EBI & PR time with explicit written success criteria and examples of levelled work on PowerPoints	AP3 Sustained final piece based on the skills developed over term.
Personal Empowerment	Virtue	<b>Friendliness and Civility (September)</b> <b>Justice and Truthfulness (October)</b> <b>Courage (November)</b> <b>Generosity (December)</b>	<b>Gratitude (January)</b> <b>Good Speech (February)</b> <b>Good Temper (March)</b>	<b>Self-Mastery (April and May)</b> <b>Compassion (June)</b> <b>Good Sense (July)</b>		
	Link to Virtue	<b>Friendliness and Civility</b> Introduction to others who work by looking at identities in different cultures, encouraging acceptance. <b>Justice and Truthfulness</b> Understanding how colours can make you feel or act in a particular way. <b>Problem Solving</b> Understanding how artists combine text and image in art works. <b>Generosity</b> Looking at how artists develop work to respect and respond to cultural traditions of others.	<b>Gratitude</b> Being grateful for the beauty of the natural world and its influence on the creative process. <b>Good Speech</b> Thinking about how we speak to one another when giving critical feedback through peer assessment. <b>Good Temper &amp; Good Humour</b> Keeping calm when using specialist equipment and understanding that it takes time to perfect this.	<b>Self-Mastery</b> Understanding how to work with technical drawing and laying out pages. <b>Compassion</b> Considering others when designing artwork that everyone will see. <b>Good Sense</b> Working with themes that everyone can engage with to ensure products are successful.		
Preparation for Work	Skill	<b>Listening (September)</b> <b>Leadership (October)</b> <b>Problem Solving (November)</b> <b>Creativity (December)</b>	<b>Staying Positive (January)</b> <b>Speaking (February)</b> <b>Staying Positive (March)</b>	<b>Aiming High (April and May)</b> <b>Speaking (June)</b> <b>Teamwork (July)</b>		
	Link to Skill	<b>Listening</b> To listen to each other through peer assessments and class discussions. <b>Leadership</b> Lead on presentation of their work, then leading on their own design. <b>Courage</b> Having the courage to push yourself out of your comfort zone and try new skills <b>Creativity</b> Showing the creative skills learned in your work to produce an outcome.	<b>Staying Positive</b> Staying positive when learning a new and difficult skill. <b>Speaking</b> Learning to speak about your own art and the work of others. <b>Staying Positive</b> Staying positive when analysing your own work.	<b>Aiming High</b> Aiming for a platinum outcome with skilled use of the materials and processes to respond to others. <b>Aiming High</b> Aiming for a platinum outcome with written evaluations. <b>Speaking</b> Explaining and supporting their menu choices. <b>Teamwork</b> Reviewing and evaluating each other's work. Developing ideas for outcomes and pieces.		
Preparation for Citizenship	Link to SMSC & British Values	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.  Enable students to develop their self-knowledge, self-esteem and self-confidence.	Encourage respect for other people.  Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.  Enable students to develop their self-knowledge, self-esteem, and self-confidence;		
	Link to SMSC & British Values	Developing opinions on current issues  Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Developing an understanding of how our lives can be influenced by what we see around us and how we react to a particular stimulus.	Looking at the work of a range of artists from different cultural backgrounds and appreciating the personal and cultural beliefs which leads to the work produced		