



Progression Map - Art Design and Technology- Art 3D

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community._
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities._
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home._
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents._
- Be ambitious for all of our learners by carefully planning for excellent achievement._
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective._

Art and Design at Bradford Academy:

- To stimulate lasting curiosity, skills, interest and enjoyment of the Arts from a variety of cultures and traditions
- To create an atmosphere where learners are active participants and staff enjoy teaching so that they give of their very best.
- To enable students to be familiar with principles, skills, techniques and vocabulary related to the Art and Design
- To explore a range of creative skills and knowledge enabling learners develop a personal response.
- To enable learners to see Art and Design as a major cultural feature and a part of a wider body of knowledge and skills.
- To enable learners to develop a range of desirable personal qualities such as politeness, perseverance, initiative, confidence, tolerance, awareness and group sensitivity.
- To enable students to work independently and as part of a team in varied activities so that the Arts contribute to the development of core skills such as ICT, reading, writing, speaking and numeracy.
- To develop an awareness in students of the implications of the Arts (past and present) for the individual, local, national and international communities.
- To enable learners to offer opinions and listening skills.
- To develop Creativity and imaginative thought and to explore values, attitudes, feelings and meanings, promoting self-awareness, self-esteem, confidence and maturity.



	By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
Knowledge and Skills	Learners will develop observational drawing, abstraction, colour, and 3D skills using African Masks as a primary and secondary source. Learners will be able to express desired intentions in a 3D form. They will be introduced to new modelling techniques to develop 3D skills using resistant materials. They will develop making techniques and develop composition and spatial awareness skills. Learners will design and make a mask inspired by African animal masks. Learners will be introduced to the Art department and will develop 3D resistant materials. They will develop making techniques and develop composition and spatial awareness skills. They will present a journey of work that culminates in a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Inspiration will be gained from a variety of artist and mask sources from around the world with a focus on Africa, and learners will focus their animal theme on endangered species. They key objectives are to develop observational drawing, stylisation, colour and 3D skills using African masks as a primary and secondary source. To be able to express desired intentions in a 3D form using resistant materials. Create a journey of work so that the learners become familiar with project development.	Learners will develop observational drawing, abstraction, colour, and 3D skills using natural forms as a primary and secondary source. Learners will be able to express desired intentions in a 3D form. They will be introduced to new modelling techniques to develop 3D skills using clay. They will develop making techniques, composition and spatial awareness skills. They will be taught to: Use a range of techniques to record their observations as a basis for exploring their ideas. Use a range of techniques and media, including drawing and painting. Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. Research history of art, craft, design, and architecture, including periods, styles and major movements from ancient times up to the present day Use 3D art as a tool of communication. The learners will further develop their analytical skills by studying the work of 3D artists including Ben Russell. They will study his designs and investigate the use of clay as a media. Learners will develop understanding of line tone and form. Learning ceramic techniques of shaping through waste and joining and finishing techniques. They will produce a 3D vessel based on the theme of natural forms. Learners will investigate and record natural forms through primary and secondary source material using drawings, paint, and collage media. •They will experiment clay and design concepts •They will refine mark making techniques and finishing skills and learn what glazing is and how to develop this skill into their work.	Learners will develop observational drawing, abstraction, colour, and 3D skills using natural forms as a primary and secondary source. They will be able to express desired intentions in a 3D form. In this unit learners will design and make a natural form inspired sculpture based on shells. They will be introduced to new modelling techniques to develop 3D skills using mixed media including modelling wire and tissue paper. They will develop making techniques, composition, and spatial awareness skills. Learners will be taught to: •Use a range of techniques to record their observations as a basis for exploring their ideas. •Use a range of techniques and media, including drawing and painting. •Increase their proficiency in the handling of different 3D materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. •Research history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day •Use 3D art as a tool of communication. •Control their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Learners will investigate and record natural forms through primary and secondary source material using drawings, paint, and collage media. •They will experiment clay, wire and mixed media and design concepts •They will refine making techniques and finishing skills and continue to develop finishing skills, and how to develop these skills into their work. •They will be able to annotate their work and demonstrate a clear learning journey.	AQA GCSE Art 3D Component 1 (60% of GCSE) Rainforest This introductory project will give the learners their 1st experience of creating a full GCSE piece of work. They will utilise the skills techniques and knowledge that they have gained during KS3 and be selective in their appropriate use. Learners will be taught how to draw from observation and other sources. They will then explore the theme where they will set their own individual actions in discussion with the teacher and display independence as required by the AQA syllabus. Learners will be taught to: •Use a range of techniques to record their observations as a basis for exploring their ideas. •Use a range of techniques and media, including painting. •Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. •Research history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day •Use textile art as a tool of communication. •Control their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Learners should be able to: •Respond to the theme with a growing level of independence utilising the skills and knowledge gained so far. •Make a project that demonstrates a clear journey in their work that answers the brief •Address all the 4 assessment objectives. i.e., Develop, Refine, Record, Present	AQA GCSE Art 3D Component 1 (60% of GCSE) Learners will be given a past exam paper to familiarise themselves with the exam process. They will then choose a question and explore their theme. Learners will be taught how to draw from observation and other sources. They will then explore the theme where they will set their own individual actions in discussion with the teacher and display independence as required by the AQA syllabus. Component 2 (externally set assignment 40% of GCSE) Learners respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time Constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives (Develop, Refine, Record and Present). Time allowed A preparatory period followed by 10 hours of supervised time Materials For this paper learners must have appropriate Art based design materials and/or equipment. Learners will be given an exam on the first lesson back after the Christmas holiday. Learners will be taught to: •Use a range of techniques to record their observations as a basis for exploring their ideas. •Use a range of techniques and media, including painting. •Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. •Research history of art, craft, design, and architecture, including periods,



		•They will be able to annotate their work and demonstrate a clear learning journey.		•Listen to and respond well to assessment feedback. •Be able to articulate and annotate their work using art specific language. •Understand the assessment process and course specifications •To develop a range of skills, techniques, and processes that in time will allow learners to develop their own independent projects. •Use a range of techniques to record their observations as a basis for exploring their ideas. •Use a range of techniques and media, including paint. •Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. •About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day •Use art as a tool of communication.	styles, and major movements from ancient times up to the present day •Use textile art as a tool of communication. •Control their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design. Learners should be able to: •Respond to the theme with a growing level of independence utilising the skills and knowledge gained so far. •Make a project that demonstrates a clear journey in their work that answers the brief •Address all the 4 assessment objectives. i.e., Develop, Refine, Record, Present •Listen to and respond well to assessment feedback. •Be able to articulate and annotate their work using art specific language. •Understand the assessment process and course specifications •To develop a range of skills, techniques, and processes that in time will allow learners to develop their own independent projects. •Use a range of techniques to record their observations as a basis for exploring their ideas. •Use a range of techniques and media, including paint. •Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. •About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day •Use art as a tool of communication.
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Knowledge and Skills Revisited	In this project the focus will be on 3D construction. Learners will continue to develop their understanding of the formal elements; line, shape colour, texture, form and pattern and will learn techniques of relief and 3D shaping through media and techniques including wood, card and papier mache.	This unit will revisit, further develop, and refine 3D skills learnt in years 7. This unit will revisit, further develop, and refine 3Dskills learnt in year 7.	This unit will revisit, further develop, and refine 3D skills learnt in years 7 and 8. Learners will present this journey of work that culminates in a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	AO1: Develop ideas through investigations focusing on Frida Kahlo's self-portrait paintings. AO2: Refine work and skills by exploring self- portraiture through drawing and paint colour mixing skills techniques. AO3: Record different ideas, visually and with written annotations as work progresses. AO4: Present a personal and skilful A4 colour piece in response to all their investigations.	AO1: Develop ideas through investigations focusing on Frida Kahlo's self-portrait paintings. AO2: Refine work and skills by exploring self- portraiture through drawing and paint colour mixing skills techniques. AO3: Record different ideas, visually and with written annotations as work progresses. AO4: Present a personal and skilful A4 colour piece in response to all their investigations.
Assessment	The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will create a journey of work so that the learners become familiar with project development. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will create a journey of work so that the learners become familiar with project development. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will produce a portfolio of work that covers the four assessment objective: The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will produce a portfolio of work that covers the four assessment objective across both components of the syllabus: The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project and examination summative assessment