



Progression Map - Art Design and Technology- Fine Art

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	The Formal Elements The Formal Elements are the parts used to make a piece of artwork. The art elements are line, shape, space, form, tone, texture and colour. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. Artists consider each of the formal elements carefully when making their artwork. When studying these individual elements, learners will look at the work of other artists' work to support the learning. Identity In this project learners apply their skills and knowledge of the formal elements through an 'Identity' theme. The focus is on Self Portraiture and learners develop the following skills knowledge: Developing a critical study (Frida Kahlo) Paint mixing Line and tone drawing Shape and proportion Symbolism Exploration of self and identity They will understand how to work safely and appropriately in the art room. They will engage with a range of practical skills learning how to use media and tools appropriately and will work with growing independence on their individual compositions. Learners should be able to: control their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	Learners will look at the work of street artists and ceramic sculptors to inspire their own paintings. They will look at how messages can be sent through artwork and focus their own painted compositions on a positive environmental message for Bradford. Learners will: •Investigate other artwork through written and visual analysis •Continue to develop their formal elements skills and knowledge with particular focus on line, tone and colour •Work well in teams, pairs and independently Learners will investigate and record accidental patterns through primary and secondary source material using drawings, paint, and collage media. Learners will also investigate and record natural forms through primary and secondary source material using drawings, paint, and collage media and mark making techniques. They will be able to annotate their work and demonstrate a clear learning journey. 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 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,	Investigate a theme of 'Pop Art Icons' (Textiles) and 'On the sea shore' (3D) The initial focus for both areas is on Fine Art where learners will consolidate and learn new skills specifically: Drawing from observation, Planning compositions. learn about a variety of artists that have created art and textile design relating to illustration and to focus on the Pop Art genre. •Developing drawing skills •Developing written analysis •Develop design skills Learners will develop observational drawing, abstraction, colour skills using natural forms as a primary and secondary source. Working from a design brief: Fine Art You will produce a Pop art inspired poster showing iconic modern day brands. 3D You will produce a series of primary research images looking at sea shells using a variety of media and techniques 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.	AQA GCSE Fine Art 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 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	AQA GCSE Fine Art 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 should be able to: •Respond to the theme with a growing level of independence utilising the skills and knowledge gained so far.



KS3-KS4 in ADT



to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. about great artists, architects and designers in history. Fine Art 'Identity' project Learners explore identity by developing their critical and practical recording skills. They engage with the practical skills of paint colour mixing (primary, secondary, and tertiary colours), mark-making and shading, collage, pencil line self- portraiture (measuring and proportion) and compositional skills to plan and make a final mixed media self –portrait. Learner's research other artist work, identify themes and practice their recording skills.	styles and major movements from ancient times up to the present day Use textile art as a tool of communication. The learners will further develop their analytical skills by studying the work of artists including Alison Willoughby and Ben Russell. They will study her designs and investigate recycled fashion and changing habits through history. The learners will further develop their analytical skills by studying the work of Street artists including Banksy and textile artists including Alison Willoughby. They will study and communicate an environmental theme looking at their local environment Bradford and our seas.	•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 their own heroes through primary and secondary source material using drawings, paint, and collage media. •They will experiment design and simplification. Learners will also investigate and record natural forms through primary and secondary source material using drawings, paint, and collage media. •They will be able to annotate their work and demonstrate a clear learning journey.	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.	•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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KS3-KS4 in ADT



Knowledge and Skills Revisited	Year 7 learners will have a varied experience of prior learning in Art & Design during KS1& 2 dependent on their different schools. This knowledge and skills will be investigated early in the year. Learners will investigate the formal elements of line, colour, tone, space, pattern, shape and space and produce information pages on each element.	These units will revisit, further develop, and refine skills learnt in year 7.	These units will revisit, further develop, and refine skills learnt in year 7 and 8.	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 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.
	Assessment Learners will sit a short baseline test at the start of the year to assess prior learning. During this project learners will plan and make a self-portrait. 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: 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.