Art and Design – Key Stage 3 Overview

Intentions and overview, sequencing and rationale

The overall intention of the Art and Design curriculum at KS3 is to build upon student experience from primary school and to broaden and deepen their skill, knowledge and (critical) understanding of Art. Studies in Art and Design should enable students to make judgements about their own work, and the work of other; it should also equip them with the skills to produce proficient, practical and personal outcomes when responding to a range of projects and stimuli. Students should understand what Art is, and what an artist does: what is the role of Art and the artist in the current context, their context and where do they fit in to this.

A wider intention of the curriculum is to introduce, develop and embed a range of life skills, transferable skills, 'employability' skills, that will support and empower students in future studies. Art and Design skills are highly regarded by employers, and extremely relevant in the current labour market. The skills we are focusing on include: Problem Solving, Initiative, Research, Teamwork, Oracy, Organisation and Self-Awareness. Fine motor/Haptic skills are an inherent by-product of good Art practice.

Investment in Art and Design provides students with fantastic exposure to culture capital. We provide a rich and diverse experience within lessons, and we also look to ensure students have opportunities to experience Art and Design more directly through gallery visits and through the use of visiting practitioners.

Students will gradually develop their understanding of Contextual Studies, providing an historical, cultural and theoretical framework, allowing them to make sense of Art and Design, and to consider how Art and Design may help them to understand the wider world. Students will be able to discuss, annotate and evaluate their work using key words and specialist vocabulary.

Sequencing will ensure the progressive development of core knowledge (based around The Formal Elements) through increasingly challenging content, in skills and knowledge based learning, often using one to inform the other.

Students will use the application of different media to create compositions, draw from primary and secondary sources, and respond to artists' styles and techniques. They will develop and build upon the initial focus on the formal elements, responding to Art and Architecture from different cultures and historical contexts. They will be expected to develop independent research skills.

During each year at KS3, students will be assessed in a variety of ways including: class, peer and self-assessment, and formative and summative assessment of practical outcomes and homework tasks.

In Year 7, 8 and 9, students have 2 hours of Art and Design over the 2-week timetable. Equipment and resources are provided for all students.

Art and Design KS3 Core Skills

	Key skill to be mastered	Method(s) of Assessment	National Curriculum Links
	Drawing Observational Drawing: drawing from primary and secondary sources. Linear Drawing – investigations into line and mark-making. Tonal Drawing – rendering tone with a variety of techniques: shading and cross-hatching, using blending techniques with stumps, contour shading. Proportion – Use of grid, pencil measurement (sight-size) and basic shapes to develop. proportionate drawing. Exploring positive and negative space. Experimental Drawing tasks.	**Formative A4 assessment sheets** opposite baseline drawing work, with EBI linking to improvements for subsequent drawings, and space for student response (NTT/MAP). Students complete a further sheet to set targets set for their homework/subsequent drawings. **Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. **Peer Assessment** – encouraging critique and group work to develop critical understanding and confident when discussing one's own work and the work of one's peers (Oracy). **Student reflection.** A3 summative sheets with opportunity for students to reflect on the learning and student voice space wo allow teachers to monitor student perception. Teacher summative assessment on the folded reverse side. Green pen comments and 'Verbal feedback given' stamps. Flipside of final outcomes used for formative feedback and learning/progress dialogue. Use of visualiser / group plenaries to model good practice and to flag up misconceptions.	Students to become proficient in drawing, painting, sculpture and other art, Craft and Design techniques Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
	Colour Colouring pencil techniques including: shading and rendering tone, layering and blending, experimenting with blending using cross-hatching techniques (spaced learning from tone) and optical blending (an introduction to Pointillism. Painting. Techniques and materials develop throughout the course of the KS. Starting with watercolour and readymix and moving on to Acrylic paint. Skills should include and develop: colour mixing, tonal colour (tints and shades) dexterity (techniques and application).		Introduction to Art movements – students should start to understand their own context within the historical and cultural context of other art forms.
	Collage and Paper cutting Paper techniques will be employed to develop students haptic/fine-motor skills and to introduce them to an alternative medium. We will work with a variety of techniques including cutting and tearing paper.		Students should be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
	3D Work in three-dimensions might include paper sculpture and some basic modelling in other media.		
	Printmaking At KS3 students will be introduced to printmaking, particularly reduction printing. We will use safeprint (polystyrene) to introduce the quite abstract concept of surface reduction printing in a practical context, then, in Year 9, we will look to introduce students to lino or wood reduction printing.		Students can analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
	Contextual Studies will provide an historical, cultural and theoretical framework, allowing students to make sense of Art and Design, as well as to consider how Art and Design may help them to understand the wider world. **Annotation and Reflective practice** underpins all practice in Art and Design. We teach and encourage students to critique work, especially their own work and use their findings to plan improvements.		increase students' proficiency in the handling of different materials

Curriculum Map – Art and Design **Core Skills**

Project	YEAR 7	YEAR 8	YEAR 9
1	**Induction – The Formal Elements** The induction is designed to establish, and work toward mastery of, the fundamental skills for Art and Design. We provide an introduction, both theoretical and practical, to the basic Formal Elements of Art and Design: Line, Shape, Tone, Colour, Pattern, Form and Texture	**Portraits** The portrait project is designed to increase students' confidence and ability with drawing, and using colour and tone to give their painting visual impact. The focus here is drawing, especially the drawing of facial features and proportion in the human face. Students will also look at a variety of portraits from historical and current artists to add contextual depth.	**Day of the Dead** This project introduces some new skills whilst building on the analysis students have experienced previously. Introducing Art from another culture – students will work with a variety of materials and techniques, to create a mixed media poster. The project will develop students' skills as they begin to consider their options at GCSE.
2	**Sweet Wrapper Design** A Design brief that aims to embed, and build upon, learning from the Induction, looking at Design from commercial contexts and applying analytical conclusions to create new and imaginative designs. Techniques will be introduced with a range of media. We will also use cross-curricular skills from English to help develop exciting and imaginative ideas.	**Cubism** Building upon the Delaunay work from Year 7, we explore the work of Picasso and Braque and develop a mixed media piece inspired by Cubism – as well as developing an understanding of Art movements and the meanings of realism and abstraction. The project focuses on observational drawing and a variety of media: pencil, watercolour and collage.	**Animal Printmaking** Looking at the work of Modern and Contemporary artists, students embed their knowledge of: Colour, Tone, Texture and Pattern through the medium of printmaking, working with safeprint (polystyrene) and / or lino. The project includes further experience of analysis culminating in an individual print of 2 or 3 colours.
3	**Delaunay – Colour and Pattern (Extension)** This aim project has a firm focus on developing students' knowledge and understanding of colour, whilst also touching on pattern, shape and rhythm. 20th Century paintings by Robert and Sonia Delaunay will draw attention to complementary colour, colour harmony, rhythm, and the crossover between Orphism and Jazz music.	**Ancient Egypt (Extension)** This project builds upon students' research, drawing, painting and compositional skills; it also introduces a new focus on physical texture – a formal element discussed in Year 7, alluded to in the portrait project, but now looked at as three-dimensional texture for the first time. The project uses the context of Ancient Egypt to introduce Art from another time and culture.	**Identity/Landscape (Extension)** An open brief to suit the teacher's skill set and, to some extent, to fill in any gaps in learning from the rest of the Key Stage. Identity as a theme should allow students to explore elements of 'self' in a simple, artistic way; outcomes have included portrait silhouettes, icons and personalised Heraldic shields. This links to KS4.

Core Knowledge

	Knowledge to be acquired	Method of Assessment	National Curriculum Links
	THE FORMAL ELEMENTS Students must understand that the formal elements are the building blocks from which all are is constructed and, that with a thorough understanding of the formal elements, all artwork can be deconstructed and analysed. Students will learn the properties of Line, Tone, Texture, Pattern, Form, Shape and Colour.	Discussion, Q&A. Faded starters (recall) End of project quiz. Comparative analysis formative assessment	Students progress and should be able to think critically and develop a more rigorous understanding of Art and Design.
	CONTEXTUAL AND THEORETICAL STUDIES Students will be taught to analyse and evaluate their own work, and the work of others. Based around the core knowledge and understanding of The Formal elements, students should use their analytical skills to strengthen the visual impact of their own art practice. Throughout the course of KS3 students will be introduced to the History of Art, Craft, Design and Architecture, the level at which they will be expected to analyse and respond to the work we investigate will deepen as the Key Stage progresses. The work at KS3 will develop students confidence and practical implementation of the style, technique and reasons for other artists' practice as they use this in their own work (link to GCSE Assessment Objective 1 – Developing Ideas)	A4 assessment sheets in books opposite the students' written analysis. WWW highlight and or handwritten statements leading to… EBI highlight and or handwritten statements linked to consideration as to how the student could improve the written work and how the written work should impact the students subsequent practical work. Student response as NTT.	Introduction to Artists and Art Movements, great artists, craft makers and designers, that will develop students' understanding of the historical and cultural development of their own art forms, through a developing understanding of the work of others.
	PROCESSES AND TECHNIQUES MATERIALS AND PROPERTIES Students will be introduced to a variety of different media to create compositions and, at times, model in three dimensions. Teaching will cover an understanding of the materials the students will encounter: where they come from, how they are made, the reasons one would use them etc.	Use visualiser / group plenary to model successful materials uses, student good practice. Reference to a range of historical artwork to model possible effects and outcomes. Verbal Discussion and Q&A	Students should develop an understanding of material properties alongside their developing proficiency when using them. Developing understanding of the work of others.
	INDIVIDUAL RESPONSE Although, perhaps, the main intent of the curriculum at KS3 is to become proficient in artistic techniques and contextual understanding, it is also key that students produce creative work that explores and visually articulates their own ideas and records their experiences. It is important that students have increasing opportunities, where appropriate, to make a personal response.	Developing use of group critique work and peer assessment, self assessment and reflection. Oracy skills will be introduced and encouraged from Year 7 using techniques from Voice 21 and EEF.	To inspire and challenge students as they start to invent and create their own works of Art (as a response to the work of others).

Art and Design – Year 7 Project: **Induction – The Formal Elements**

Sequencing and Rationale

The induction is designed to devote sufficient time to establish and develop, toward mastery of, the most fundamental skills for Art and Design.

The induction provides an opportunity to assess the students' baseline ability and to build upon this theoretically and practically, as they start to explore the basic Formal Elements of Art and Design: Line, Shape, Tone, Colour, Pattern, Form and Texture.

A Baseline drawing test and student questionnaire are used to help assesses prior learning, and cultural capital.

The Formal Elements are the building blocks of all artwork and reoccur in the content to all subsequent projects, in theory and practice; this induction project intends to provide the necessary, thorough grounding for the rest of KS3 and beyond.

The Formal Elements are revisited and built upon at intervals during the projects (and Key Stages) to embed the learning.

The work of artists from a variety of cultural and historical backgrounds are introduced and discussed to start to give students an idea of the historical role of art and artists, and to allow them to apply their developing understanding through practical work – e.g. copying the work of Picasso or Van Gogh when looking at line, or emulating Moorish decorative architecture when considering pattern.

Art and Design – Year 7 Project: **Induction – The Formal Elements**

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links/Cross Curricular
Drawing: **Line** and linear drawing – line drawing is a skill that can be learnt and, with motivation, mastered. Students will undertake a variety of tasks to assess their ability and stretch their skills and knowledge of linear drawing. Tasks link to drawing work by Van Gogh and Picasso. Students to complete a final, timed shoe drawing applying the theoretical and practical skills in order to create a realistic, textured shoe drawing with the illusion of form.	Formative A4 assessment sheet for baseline test drawing. EBI linking to improvements for subsequent drawings including a second shoe homework drawing and a second 'test' drawing. Students complete a 1/4 A4 sheet to set targets for their homework / subsequent drawings.	Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas Students use a range of techniques and media, including painting Increase proficiency in the handling of different materials Paper sculpture developing proficiency in 3D techniques.
Mark-making and the illusion of texture Students will use line to create **tone**, **pattern** and the illusion of **texture** using **Line** and Linear Drawing worksheets. Students will then develop their practical skills with the tasks above (Picasso and Van Gogh)	Verbal Feedback to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. Use visualiser / group plenary to model successful practice and to discreetly flag up any misconceptions.	
Rendering tone tonal scales - a visual example of tone representing the change from light to dark – skills working on rendering tone with shading and cross-hatching. 3D shape: creation of a cube and / or pyramid to explore light and **tone** on an existing **form**. Application of tone to a 2D depiction of a 3D form to create the illusion of form. Shadow and horizon lines introduced to heighten a sense of form and depth to students' drawing.		
Colour A3 colouring sheet - students undertake a variety of tasks to develop skills in blending and mixing dry and wet media. Students develop their ability to apply colour accurately.	A3 colouring sheet - students undertake a variety of tasks to develop skills in blending and mixing dry and wet media, applying colour accurately. Assessment is WWW EBI MAP which is on the sheet and can be teacher, peer or self-assessed.	**Cross-Curricular Links** **Maths –** introduction to the Fibonacci series in pattern – students go on to study this in Half Term 1 of Year 8.
Students will also complete a short test assessing them on the knowledge we have covered this term.	Summative Assessment A3 sheet - student reflection with space for teacher summative assessment (H, I, F) on the reverse side.	

Art and Design – Year 7 Project: **Induction – The Formal Elements**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
The Formal Elements. Students should all acquire a basic understanding of the formal elements in Art: what they are and how the can be used and seen in pieces of Art.	Starter, mid and end of lesson plenaries Q&A Faded starters	To evaluate and analyse creative works using the language of Art, Craft and Design
Line and the illusion of texture Students will look at line and its variety of uses, especially in drawing. Their exploration of line will incorporate considering work by Picasso and Van Gogh: how they use line to create differing effects and outcomes. Students will consolidate thir knowledge by emulating the artists' work. They will all look at at work from other times and cultures for a deeper context: e.g. Nazca line drawing in Peru.	Q&A Formative assessment of practical and written work. End of project test.	
Tone and the illusion of form. Students should understand that tone is the change from light to dark and can be (is often) used to show a form i.e. create a 3D effect.	Q&A Formative assessment of practical and written work. End of project test.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Colour Theory Students will understand Primary and Secondary and Tertiary colours and will record record the Latin roots and meaning for the words: Primary (Primarius) Secondary (Secundarius) and Tertiary (Tertarius). Students will be introduced to the colour wheel and learn about complementary colours and harmonious colours. Students will be introduced to the concept of warm and cool colours and the impact that these can have on a composition. An introduction to Colour Connotations: how colours can be symbolic.	Q&A Formative assessment of practical and written work. End of project test.	The understanding of colour connotations and properties will also lead to a development of students' ability to evaluate and analyse creative works using the language of Art, Craft and design.  **English** look at Imagery and Symbolism from Y7 onward, for example light, dark and violent imagery in prose. **DT** – use of nets in packaging design (Y8)
Pattern Students will look at a variety of exampes of pattern, how they can occur naturally or be manmade e.g. Moorish Decorative Architecture, Pakistan Lorry Art or Fibonacci. Students should understand that pattern can be created by using any or all of the other formal elements.	Q&A Formative assessment of practical and written work. End of project test.	To analyse and evaluate the work of others, in order to strengthen the visual impact or applications of their work
Form Work in 3D to produce basic cube and pyramid forms using nets.	Group photography and reflection.	To improve knowledge of materials and the use of materials in the context of (Art) History. To inform students' choice of materials and to increase their proficiency in the handling of different materials.
Material Properties: The Pencil Students will be taught the material properties and a basic history of the pencil. Colouring Pencils and Watercolour – basic mixing and blending techniques.	Teacher led, class discussion, Q&A A3 colouring worksheets with self-assessment on WWW EBI NTT.	

Art and Design – Year 7 Project: **Sweets!**

Sequencing and Rationale

The sweet-wrapper project aims to embed and develop skills and knowledge from the induction project, through what is fundamentally a Design brief.
Students will look at design from contemporary commercial contexts, and apply their analysis to their own creative designs. They will learn a variety of new techniques with a range of media, and use cross-curricular skills from English to help develop exciting and imaginative ideas for their outcomes, and to develop students understanding of composition in the arrangement of type and image.
Students will begin to develop the ability to generate and develop creative ideas, making links to knowledge from KS2 SATS with a focus on vocabulary (synonyms) adjectives and alliteration.
Students will start to research and explore the work of others: in this case designers, building upon their knowledge of the formal elements as they use these to deconstruct existing packaging designs.
Students will be introduced to the design cycle and will also develop their ability to compose and layout a variety of ideas and use self and peer critique to select the best work to take forward as a final design.
Student outcomes will develop skills, experience and knowledge of watercolour, pencil blending and mixed media.
Development of characters for their ideas will develop their understanding of tone and colour to help create the illusion of form and a realistic, three-dimensional effect.

Art and Design – Year 7 Project: Sweets!

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing and Watercolour painting Students use drawing, developing sketching techniques as they layout their ideas and prototype designs for a sweet wrapper. Pencil technique: how to hold a pencil for sketching and for drawing is modelled and monitored to ensure students develop their dexterity.	**Formative A4 assessment sheets** opposite baseline drawing work, with EBI linking to improvements for subsequent drawings, and space for student response (NTT/MAP). Students complete a further sheet to set targets set for their homework/subsequent drawings.	Students produce creative work, exploring their ideas and they become proficient in drawing, painting and design techniques.
Colour and Tone Students use and natural forms (fruit) and cartoon faces as primary and secondary sources with which to practice mixed media colour work. The fruit images they create develop some of the skills they learnt in the Induction project as they use tone to create the illusion of form. They also learn how opposite colours on the colour wheel can be used to create darker tones and to enhance the impact of their creations. Advanced colouring pencil techniques include: experimenting with contour shading. Students learn that opposite colours can be used to enhance visual impact and, when mixed, can create darker tones. Painting. watercolour skills are developed from the Induction as students use colour washes to build tone. Mixed media is applied as colouring pencil is overlaid to heighten tonal effects and pen is added to create the cartoon look of the wrapper.	**Peer and self-assessment** of current and previous students' work. **Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record.	Students use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas They use a range of techniques and media, including painting and mixed media, to increase their proficiency in the handling of different materials.
Composition and layout Having been introduced to the design cycle and the knowledge of composition and layout, students will begin to apply (and embed) thei knowledge in practice. Applying the basic principles of design to a series of layout ideas to select and create their final cohesive design.	Teacher, peer and self-assessment. WWW EBIs 3 stars and a wish. One to one. Final designs will be assessed formally using an A4 sheet in the students' books.	
Mixed Media Students develop their knowledge of using a variety of materials to enhance their outcomes. In this case: watercolour, colouring pencil and black pen.	**Student reflection.** **Summative Assessment** A3 summative sheets with opportunity for students to reflect on the learning and student voice space wo allow teachers to monitor student perception. Teacher summative assessment on the folded reverse side.	 **DT – Illustration** Links to tasks in Illustration projects (Y8) which also use visual personification when developing imagery for commercial contexts.

Art and Design – Year 7 Project: Sweets!

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Design Principles Composition and layout. Students will be introduced to the basic principles: how the separate elements are brought together to create the final cohesive design. They will learn about the relationship between type and image and deepen their knowledge of colour theory – as outlined below.	Formative assessment sheet. Literacy EBI where appropriate. EBI and Action planning to focus on taking the best elements of students' design forward into their final outcomes.	To evaluate and analyse creative works using the language of art, craft and design
Colour and Tone Students will enrich their developing knowledge of colour theory as they employ it to add visual impact to their designs. They will need to consider contrast in colour and tone as they strive to make their designs eye-catching, pleasing and appropriate for their target market.	Q&A Formative assessment of practical and written work. End of project test.	To understand colour connotations and properties will also lead to a development of students' ability to evaluate and analyse creative works using the language of Art, Craft and design.
Comparative Analysis This is the first time students have attempted a comparative analysis. They will use images of sweet wrappers (packaging etc.) provided by the teacher to compare and analyse two pieces of design work. At this stage we will focus on the Formal Elements as a starting point to embed the learning from the Induction project. The intention is to develop the students' ability and willingness to look more deeply into the work of other artists and designers - leading to a better understanding of context, the nature of Formal Elements and composition and layout. Through a conclusion and subsequent assessment, students are then expected to use this analysis to plan for a more informed and successful outcome to their project. Links to future learning - This is a necessary skill for GCSE - AO1 makes up 25% of the grade.	Summative A4 assessment sheet. Literacy EBI where appropriate. EBI options including compare and plan -'Choose and Apply' statement: which elements of the designers' work will students use to influence and inform their own practice.	To improve knowledge of materials and the use of materials in the context of (Art) History. To inform students' choice of materials and to increase their proficiency in the handling of different materials. To evaluate and analyse creative works using the language of art, craft and design  **Cooking and Nutrition** Links to Eatwell Guide: proportion of sweets and snacks in a healthy diet. **English** Work using adjectives and alliteration to create impactful names for sweets, and work on (visual) personification to create characters. Also, links to English with composition – where are arranges visual elements in a composition to allow clarity of interpretation, English arrange text to make a message clear.
Material Properties: Watercolour Paint Students will be taught the material properties and a basic history of watercolour paint. Mixed Media Students develop their knowledge of using a variety of materials to enhance their outcomes. In this case: watercolour, colouring pencil and black pen.	Teacher led, class discussion, Q&A Short written test as starter activity – frequent recap of prior learning.	

Art and Design – Year 7 Project: **Delaunay**

Sequencing and Rationale

The aim of the unit is to build upon students' previous knowledge of colour, shape and pattern. They will be looking at early 20th Century paintings by Robert and Sonia Delaunay with attention on complementary colours, primary, secondary and tertiary colours.

They will build upon their understanding of colour theory (touched upon in the previous project) by further experimenting with mixing tints and shades, and mixing complementary colours to create neutral or warm greys.

Students will also study colour harmony, rhythm, and the influence and crossover of Jazz music on the work of the Delaunays.

Links should be made to the development of art from the late 19th and early 20th century and the role that Van Gogh and Picasso (who students looked at in their first project) had on the development of modern art – such as Orphism. Links to the subsequent Year 8 Cubism project should also be made.

Painting skills will be developed in this project with a look at building upon students' knowledge of aesthetics and improving their technique and dexterity, but also highlighting the different purpose of the use of paint from the Sweet Wrapper design to a more expressive and evocative mode of working.

This project is a possible extension project, depending on the completion of the previous projects.

Art and Design – Year 7 Project: Delaunay

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing Observational Drawing: drawing from primary and secondary sources. Linear Drawing – investigations into line and mark-making. Exploring positive and negative space.	**Formative A4 assessment sheets** opposite baseline drawing work, with EBI linking to improvements for subsequent drawings, and space for student response (NTT/MAP). Students complete a further sheet to set targets set for their homework/subsequent drawings.	Students to become proficient in drawing, painting, sculpture and other art, Craft and Design techniques Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
Cut paper Paper techniques will be employed to develop students haptic/fine-motor skills and to introduce them to an alternative medium. We will work with a variety of techniques e.g. folding paper for symmetry and cutting paper.	Use of visualiser / group plenaries to model good practice and to flag up misconceptions.	
Painting and Colouring - Colour Students will develop their practical skills from the Induction project as they mix and apply tints and shades of colour, understanding the visual connotations of juxtaposing warm and cool colours and the impact that these can have on pattern and design. They will also think more personally about Colour Connotations: how colours can be symbolic, as they consider the colours they use for their self-portraits. They should draw upon their analysis of the work of Delaunay for inspiration on their use of colour. **Painting**. Techniques with ready-mix paint including and developing: colour mixing, **tonal colour** (tints and shades) dexterity of application.	**Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. **Peer Assessment** – encouraging critique and group work to develop critical understanding and confident when discussing one's own work and the work of one's peers (Oracy).	
	Student reflection. **Summative Assessment** A3 summative sheets with opportunity for students to reflect on the learning and student voice space wo allow teachers to monitor student perception. Teacher summative assessment on the folded reverse side.	**Music –** Jazz – looking at rhythm, colour and tone in art and music HHS CROSS CURRICULAR LINK

Art and Design – Year 7 Project: Delaunay

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Painting and Colouring - Colour Students will develop their understanding of colour theory. Looking at warm and cool colour on the colour wheel, harmonious and complementary colours, and learning to the theory, through practice, of mixing warm and neutral greys. They will deconstruct the work of the Delaunays and consider how they have used colour to add impact and emphasis to their work. Students will be introduced to tints and shades of colour: adding white or black to al colour to impact its saturation (decrease).	Teacher led Q&A – recap of previous learning Faded staters	Introduction to Art movements and methods of working – students should start to understand their own context within the historical and cultural context of other art forms.
Pattern and Rhythm Students will develop their understanding of the creation and visual impact of pattern in art and design.		Students should be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Robert and Sonia Delaunay – research Students will produce an illustrated introductory page looking at the work of Robert and Sonia Delaunay and applying their knowledge of the formal elements to analyse a piece of their work. Link to future learning - Cubism (and Orphism) in Year 8.	A series of homework allowing students to attain Merit stamps toward epraise points.	
Material Properties: Ready-mix Paint Students will be taught the material properties and a basic history of ready-mix paint.	Teacher led, class discussion, Q&A	To improve knowledge of materials and the use of materials in the context of (Art) History. To inform students' choice of materials and to increase their proficiency in the handling of different materials.

Art and Design – Year 8 Project: **Portraits**

Sequencing and Rationale

The aim of this project is to increase students' confidence and ability with drawing. They will then go on to develop their ability and understanding when using colour and tone to give their painting visual impact: to create the illusion of form, and to develop their understanding of colour connotations from Year 7.

Colour mixing and application techniques will build upon the work completed for the Delaunay project at the end of Year 7. The shapes they will be applying colour to will be much more representational/figurative and students will also have to employ a wider range of mark-making, with paint, as they start to attempt to create the illusion of texture; this develops the mark-making techniques they attempted in the Induction project when emulating the drawings of Vincent Van Gogh.

A simple grid method will be introduced to support students understanding of proportion as they enlarge their 24 x 16cm black and white photographs into portraits that use tone to create the illusion of form.

Students' knowledge of colour theory will also be developed as they consider the connotations of colour in visual language, when choosing colours that represent their personalities, this builds upon work started during the Induction project in Year 7.

Students will start to learn more about the move toward abstraction as their faces are photographed and made two-dimensional, then abstracted further by being made black and white, then further abstracted through a series of other processes. This will link to future learning as they go on to look at Cubism and abstraction in art.

Art and Design – Year 8 Project: **Portraits**

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing **Observational Drawing**: drawing from primary and secondary sources. Students will focus on the human face with an emphasis on using specific techniques to help render facial features. **Tonal Drawing** – rendering tone with a variety of techniques: contour shading, tonal pencil work b/w and colour. **Proportion** – Use of grid, pencil measurement (sight-size) and basic shapes to develop proportionate drawing.	**Formative A4 assessment sheets** Students complete a further ¼ A4 sheet to set targets for their homework /subsequent drawings. **Verbal Feedback**	Students to become proficient in drawing, painting, sculpture and other art, Craft and Design techniques Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
Painting and Colouring - Colour Students will revisit the concepts from Y7 Induction regarding warm and cool colours and the impact that these can have on design and composition. They will also think more personally about Colour Connotations: how colours can be symbolic, as they consider the colours they use for their self-portraits. They may draw upon their analysis of modern and contemporary artists for examples and inspiration on the use of colour. **Painting**. Techniques with ready-mix paint including and developing: colour mixing, **tonal colour** (tints and shades) dexterity of application.	**Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. Formative notes for WWW EBI in sketchbooks and on the back of students' final outcomes where appropriate.	
	Student reflection. **Summative Assessment** A3 summative sheets with opportunity for students to reflect on the learning and student voice space wo allow teachers to monitor student perception. Teacher summative assessment on the folded reverse side.	

Art and Design – Year 8 Project: **Portraits**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Proportion – although the use of proportion in the drawing of a human face may generally be viewed as a practical skill this project includes the underlying knowledge – in this case the measurements needed to be able to draw in proportion and to check existing drawings to check that their proportions are accurate.	Verbal feedback and comments against practical work where appropriate.	Students should become proficient in drawing, painting, sculpture and other art, craft and design techniques and analyse and evaluate their own work, and that of others, in order to strengthen visual impact.
Pop Art – the project will introduce students to the 20th Century Art Movement: Pop Art. Students will produce a series of research homework, visual and written, in order to produce an informative introductory page to Pop Art. The mini project will introduce paraphrasing and referencing. Students will also undertake an homework task to research an artist they feel inspired by, and to collect and present some examples of their work as an extra research page. The homework requires them to explain the reasons for their choice making reference to the formal elements.	A series of homework allowing students to attain Merit stamps toward epraise points.	Introduction to Artists and Art Movements, great artists, craft makers and designers.
Tone and the illusion of form. This project will build upon students' Year 7 Induction learning: tone is the change from light to dark and can be used to show a form i.e. create a 3D effect. They will explore this using colouring pencil and paint culminating in a ready-mix self-portrait painting.	Q&A Formative assessment of practical and written work. Summative assessment of the final outcomes.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Comparative Analysis - Building on analysis from Year 7 (sweet wrappers) students will use the Formal Elements to deconstruct the work of Julian Opie and Nick Runge – two contemporary artists. The level of analysis should start to stretch students as they are asked to start looking into works of art in more depth. This is a necessary skill for GCSE - AO1 makes up 25% of the grade.	The work should take 2 lessons, use colour examples of work and careful presentation. A4 sheet assessment, opposite page to the written analysis. Literacy EBI where appropriate. EBI options including compare and plan -'Choose and Apply' statement: which elements of the artists' work will they use to influence and inform their own practice.	Students will develop their ability to evaluate and analyse creative works using the language of art, craft and design.

Art and Design – Year 8 Project: **Cubism**

Sequencing and Rationale

This project builds upon work undertaken in the Year 7 Delaunay colour project. Students are now introduced to forefathers of Orphism: the Cubists, and deepen their knowledge and understanding of the artwork of the early twentieth century. Contextual and Theoretical study skills are further extended looking at the work of Picasso and Braque, and the influence of Cézanne. Knowledge of artists reasons for working are developed as some of the contextual reasons for artists apparent need to explore new directions in Art e.g. the invention of the camera.

Links to Architecture are made as students look at the influence of Cubist theory and practice on Le Corbusier and Frank Gehry.

Practically, students will produce a mixed media piece inspired by the Cubists in which they will endeavour to show a still-life set up from multiple viewpoints, simultaneously, on a two-dimensional picture plane.

Still-Life will be introduced as one of the principle genres of Western Art with links to a variety of historical examples e.g. Vanitas and the reason artists explore Still-Life.

Looking at Still-Life, freehand drawing skills will be developed with the use of a grid to improve upon proportion; this builds upon students experience of the grid in the previous Portraiture project.

Students' ability to render tone is also developed through the introduction of tortillon (stumps) for controlled shading and blending.

The outcome will use of a variety of media including: pencil, watercolour and collage, broadening students' experience and skill sets.

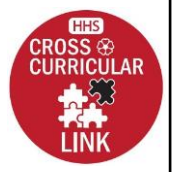
Art and Design – Year 8 Project: **Cubism**

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing Using primary and secondary sources (Still-Life) students will develop their ability to draw from observation with an initial focus on proportion and tone. As their project develops students' observational recording will become more linear, but the expectations for accurate observation will remain high. Students will be taught how to use a linear technique (our 'Cubist' technique) to fragment and abstract their drawings, in keeping with the Cubist style, and theories.	Formative A4 assessment sheet opposite the drawing (suggest sheet on left page, drawing on the right). EBI Linking to improvements for subsequent drawing which will be the development proportion and tone with the aid of a grid.	Students will record their experiences and become proficient in drawing.
Colour Students will work with watercolour and build upon skills they have used in previous projects, especially Y7 Delaunay. The focus will be accuracy of application and developing successful technique to paint within lines. Students will also be taught how to create a gradient effect within a given shape, both with colouring pencil and with paint	Verbal Feedback to be recorded in the back of the book if necessary - quiet focus on PP, LPA and other GAP groups to record. Use visualiser / group plenary to model successful practice and to discreetly flag up any misconceptions.	Students will become proficient in drawing, painting, sculpture and other art, craft and design techniques.
Collage Collage and assemblage and key elements of the Cubist movements – particularly in the later Synthetic Cubist phase. Here students will be taught how to use collage from found sources e.g. newspapers, old pictures etc. They will use tracing paper and scissors to master the skill of collage.		**Cross-Curricular Links** **MfL** – Basic links to language and culture – these are covered In MfL during Y7 and Y8. Use of French Newspaper: La Figaro to develop collage. **Science** – Introduction to binocular vision and the visual cortex. Some connections with lenses and the visual cortex. Link to Y8 Science project: Light and Sound, and to GCSE Biology (separate Science) Eyes and Lenses.

Art and Design – Year 8 Project: **Cubism**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Cubism: Students should understand what is meant by the term 'Art Movement' following their research into Pop Art. We will look at the suffix '-ism' and its place in Art History.	Class discussion Q&A Evidence in written work – research pages.	Developing students understanding of Artists and Art Movements, great artists, craft makers and designers.
Art and Architecture. Students will be taught to recognise the basic aesthetic qualities of Cubism and be able to recognise the influence of Cubism on subsequent work within Art, Design and Architecture. Architects to include: Le Corbusier and Frank Gehry.	Q&A Assessment of written work	Building upon the students' experience from previous learning in KS2 and 3 elements of the learning will link to the historical and cultural development of Art and Architecture
Realism and Abstraction. Students should understand the meanings of, and differences between Realism and Abstraction. This builds upon references made in Year 7 and on the work on abstraction of an image in the Portrait project.	Q&A and assessment of written work relating to Cubism and figurative and abstract works.	Students should be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
Paraphrasing – an introduction to paraphrasing as a research and written communication skill. Paraphrasing should be used for the written element of Cubism research page. Referencing of the sources provided should also be explained and monitored in students' books.	Green pen assessment of written work. Differentiation of sources should be considered to allow all learners access to the written elements to be used – however all students need to be able to understand the key knowledge.	Paraphrasing is a key skill for many different subjects, perhaps more so in KS5 and beyond. Any development of skills in this area will be of benefit to all students. 

Art and Design – Year 8 Project: **Ancient Egypt**

Sequencing and Rationale

The intention of this project is to build upon students research, drawing skills, painting and compositional skills.

The project introduces an deeper focus on texture – a formal element covered in slightly less detail than others in Year 7, where students were largely looking at the illusion of texture created by drawing and mark-making, rather then actual, three-dimensional texture.

The project uses the context of Ancient Egypt to introduce Art from another time and culture. Students explore pattern, colour and texture within the topic of Egyptian architecture and architectural decorative design.

Students will explore and experiment with mixed media to create their own texture as they produce decorative architectural elements.

Students will make links to mathematics and tessellation as they create repeat patterns.

This project is a possible extension project, depending on the completion of the previous projects.

Art and Design – Year 8 Project: **Ancient Egypt**

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing Observational Drawing: drawing from primary sources (Egyptian models) students will undergo an initial test and then develop skills in sight size/measures drawing that will build upon skills introduced in the facial proportion element of the portraits project. Proportion – Use of pencil measurement (sight-size) and basic shapes to develop. proportionate drawing. Exploring positive and negative space.	Teacher modelling task then students practicing and refining the techniques - Formative, verbal feedback	Students will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will use a range of techniques and media, including painting
Design Students will employ layout and composition skills from the Year 7 Sweet Wrapper design task and the Delaunay project to develop a design for an Egyptian artefact. They will also incorporate design elements of Egyptian art to create individual, inventive outcomes.	Formative assessment sheet. EBI and Action planning to focus on taking the best elements of students' design forward into their final outcomes. Final outcomes assessed	
3D Working in shallow relief in three-dimensions including the use of Modroc and layered paper students will take inspiration from Egyptian imagery and work to emulate the style and method in order to create their own piece of 'ancient' artwork.	Student self-assessment and reflection as the work progresses.	
Collage and Paper cutting Paper techniques will be employed to develop students haptic/fine-motor skills and to introduce them to an alternative medium. They will work with a variety of techniques including cutting and tearing paper. Cutting paper and using a template will allow for the creation of tessellating patterns.		**Mathematics** Students will make links to mathematics and tessellation as they create repeat patterns.



Art and Design – Year 8 Project: **Ancient Egypt**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Egyptian Art Understanding of the reasons for the art, architecture and design of the Egyptians. Paraphrasing should be used for the written element of Egyptian Art research page. Referencing of sources provided should also be explained and expected/monitored in students' books.	A series of homework allowing students to attain Merit stamps toward epraise points.	Students will learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Pattern and tessellation Students will learn the etymology of the word tessellation and how the tessera were the small tiles used in early mosaics. Students should show their understanding of how to create their own repeat patterns, and improve on these to develop more complex designs as their skills develop.	Work presented in books show development of skill and refinement of technique and outcomes. Verbal feedback and stamps/merits where appropriate.	Students should become proficient in art, craft and design techniques.
Architecture elements Students should be taught to recognise the basic aesthetic qualities of Egyptian Architecture, and be able to recognise the differences between Egyptian Lotus columns and the later styles of the Greeks and Romans.	Q&A using visual examples and targeted questioning.	Building upon the students' experience from KS2 and linking to the historical and cultural development of Art and Architecture

Art and Design – Year 9 Project: **Day of the Dead**

Sequencing and Rationale

This project introduces students to Art from another culture: The Day of the Dead festival, originating in Mexico and Central America. It also opens up discussion for the role of Art in death from a range of historical and cultural perspectives: War artists, contemporary design etc. and links to Momento Mori and Vanitas from the Still-Life elements considered in the Year 8 Cubism project. Future links to the Identity project in Year 9 and GCSE.

Students will build existing skills from previous projects as they work towards designing and creating a mixed media piece to celebrate and a promote the festival. Skills and knowledge will build upon mixed media and design experience from the Year 7 Sweet Wrapper Design project, with further development of composition skills introducing ICT and collage to help develop layout ideas.

Contextual studies will be developed as students are required to analyse and compare modern and contemporary work by artists and designs, leading to considerations and inspiration as they develop their own practical outcomes.

Students will develop their practical skills with a variety of materials and techniques, creating a mixed media poster. They will develop their use of collage from Year 8, using digital collage to help with the layout and composition of their final piece.

Annotation should be introduced to allow students to reflect on their work as it progresses, and to familiarise students with this aspect of the sketchbook as a journal that documents their learning journey in art.

Art and Design – Year 9 Project: **Day of the Dead**

Core Skills

	Key skills to be mastered	Method of Assessment	National Curriculum Links
1.	**Drawing** **Observational Drawing**: drawing from primary and secondary sources. Students will initially focus on drawing the human skull developing their skills with direct observation and tonal drawing – rendering tone with a variety of techniques: shading and cross-hatching and using blending techniques with stumps. **Proportion** – The grid will be revisited from Year 8 Portrait project to support proportion and to allow students to apply new skills with rendering tone on a more accurate drawing. Negative space may be considered when observing the outline of the skull.	Formative A4 assessment sheet opposite the drawing. EBI Linking to improvements for subsequent drawing which will be the development proportion and tone with the aid of a grid.	Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas Students learn about the history of art, craft and design analysing and evaluating their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students increase their proficiency in the handling of different materials
2.	**Colour / Painting** Colouring techniques will allow for more experimentation as students explore watercolour washes to build tone (building on watercolour work in the Year 7 Sweet Wrapper project). They will then go on to experiment with mixed media, building tone and detail with colouring pencil and acrylic paint using the latter to add visual impact. Fineliner may then be used to add finer details and contrast. Some students will be introduced to acrylic paint and its properties.	Formative A4 assessment sheets are used to monitor and feedback on the students final ideas and testing for their posters. Peer and self-assessment of current and previous students' work. Formative assessment using screen monitoring and one to one feedback.	
3.	**Collage** Paper collage techniques from Year 8 will be replaced by digital collage, allowing students to find and use appropriate images to plan out the layout and composition of their final poster design. References to this work should be referred to as a 'mock-up' to introduce students to the terminology we start using at KS4.		
4.	**Annotation** written explanations or critical comments should be added to the students work, recording and communicating their thoughts. Examples could include: analyse the work of an inspirational artist or designer, recording a technique or idea, explaining the thinking behind an idea, analysing the success of a technique, idea or composition, explaining how a particular artist or designer's style or technique has influenced their work	Written annotation should be assessed using the school SPaG policy, with suggestions for improvements of future planning to improve practice.	**History –** analysis and contextual study of German WW1 artist, Otto Dix. HHS CROSS CURRICULAR LINK

Art and Design – Year 9 Project: **Day of the Dead**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Day of the Dead – History, Culture and Context. An exploration of the history of the festival originating in Mexico and Central America. Work should also introduce discussion for the role of art in the consideration of life and death, from a range of historical and cultural perspectives: War artists, contemporary design etc. and links to Momento Mori and Vanitas. Links from Vanitas to the Still-Life elements in the Year 8 Cubism project. Future links to the Identity project in GCSE.	Teacher led, class discussion, Q&A	Students should begin to develop their knowledge of historical and cultural development of their art forms.
Paraphrasing – an introduction to paraphrasing as a research and written communication skill. Paraphrasing should be used for the written element of the Day of the Dead research page. Referencing of the sources provided should also be explained and monitored in students' books.	Green pen assessment of written work.	Paraphrasing is a key skill for many different subjects, perhaps more so in KS5 and beyond. Any development of skills in this area will be of benefit to all students.
Typography and Composition Students should consider their knowledge of layout: type and image from Year 7 to select and apply an appropriate font, or fonts, to enhance their designs. Composition is a key element for students studying Fine Art at KS4. At this stage we introduce composition more formally, as the layout and arrangement of the visual elements within a piece of art, or design, that can affect the way the work is perceived.	**Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. **Peer Assessment** – encouraging critique and group work to develop critical understanding and confident when discussing one's own work and the work of one's peers (Oracy).	To improve knowledge of materials and the use of materials in the context of (Art) History. To inform students' choice of materials and to increase their proficiency in the handling of different materials.
Material Properties: **Acrylic Paint** Students will be taught the material properties and a basic history of acrylic paint.	Teacher led, class discussion, Q&A Testing techniques and self-assessment.	
		Design and Technology – Typography is often covered in Year 7 and 8 during student rotations.

Art and Design – Year 9 Project: **Animal Prints**

Sequencing and Rationale

Looking at the work of artists including: Mark Hearld, Edward Bawden and the Australian, Rachel Newling, students will develop their knowledge of the origins of reduction linoprinting, the invention of linoleum and its use as an art medium, popular among the German Expressionist and Russian Constructivist movements in the beginning of the 20th Century. There are links here to the reduction prints of Otto Dix from the students contextual studies of their Day of the Dead projects.

Students will focus on embedding their knowledge of: Colour, Line, Tone, Texture and Pattern through analysis of and practical work with the medium of printmaking.

Working with safeprint (polystyrene) as a starting point and, time permitting, moving on to the more demanding medium of linoleum, the process will include further experience of comparative analysis, copying the work of others.

Outcomes should include a series of prints of two or more colours, reflecting the influence of the artists being studied, and a creative, personal element reflecting the students own style and personality.

Annotation should be introduced to allow students to reflect on their work as it progresses, and to familiarise students with this aspect of the sketchbook as a journal that documents their learning journey in art.

Art and Design – Year 9 Project: **Animal Prints**

Core Skills

Key skills to be mastered	Method of Assessment	National Curriculum Links
Drawing Students will develop their drawing skills, starting with a baseline test and then being shown a variety of techniques including: using basic shapes to underdraw, and rendering effective texture using line and mark-making	**Formative A4 assessment sheets** opposite baseline work, with EBI linking to improvements for subsequent drawings, and space for student response (NTT/MAP). Students complete a further sheet to set targets set for their homework/subsequent drawings.	Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas becoming proficient in the use a range of techniques and media.
Printmaking Students will be introduced to printmaking: reduction printing. Starting with safeprint (polystyrene) to introduce the quite abstract concept of surface reduction printing in a practical context they will move on to the challenging skills and techniques of lino reduction printing.	**Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record. **Peer Assessment** – encouraging critique and group work to develop critical understanding and confident when discussing one's own work and the work of one's peers (Oracy).	
Composition Students will develop layout and compositional skills from previous project across the key stage as they develop ideas for their printed pieces. Colour, Tone and Line Students should identify these formal elements as key to the printmaking process and consider them carefully as they compose their own outcomes, reflecting on initial attempts and refining their work as it progresses.		**Business Studies –** examination of artist's potential to become successful business people. 
Registration Registration is one of the most important skills in the creation of successful prints. Students will be shown a selection of methods to successfully align their prints as they add new layers of colour. They can then employ one of these methods, or even consider a method of their own.	**Student reflection.** **Summative Assessment** A3 summative sheets with opportunity for students to reflect on the learning and student voice space wo allow teachers to monitor student perception. Teacher summative assessment (grades) on the reverse side.	**Textiles –** repeat pattern used in the creation of printed fabrics and wall hangings – again with links to industry. 

Art and Design – Year 9 Project: **Animal Prints**

Core Knowledge

Knowledge to be acquired by the end of the project	Method of Assessment	National Curriculum Links
Composition in printmaking Students will deconstruct and analyse a series of prints, using their comparative analysis skills to look at work from differing cultures and to decide which elements they would like to emulate as they produce their own designs. **Artists and Designers** Students are introduce to the history of art, looking initially at cave painting and the inherent human desire to depict their experience through pictures. They go on to examine the work of contemporary and modern printmakers from a variety of cultures.	**Verbal Feedback** to be recorded in the book if necessary - quiet focus on PP, LPA and other GAP groups to record.	Students should be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work Students to evaluate and analyse creative works using the language of art, craft and design To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Printmaking and the Formal Elements Students should use their analysis and deconstruction skills to identify the key formal elements found in successful print. They should then be able to incorporate these into their own work practically through compositional designand layout and in their printed outcomes. **Colour choices will be dictated / supplied at KS3.**	**Formative A4 assessment sheets** opposite baseline drawing work, with EBI linking to improvements for subsequent drawings, and space for student response (NTT/MAP). Students complete a further sheet to set targets set for their homework/subsequent drawings. Another A4 assessment sheet is used in the same way to assess the students' written work on comparative analysis.	
Material Properties – Linoleum Students will look at a brief history of the invention and manufacture of linoleum in the 19th Century and the development of its use as an art medium in the early 20th Century. Links here to Otto Dix and the German Expressionists from Day of the Dead and the Cubists celebrated use of linoprint.	Teacher led Q&A	Printmaking is discussed as a potential career, with a number of major print companies operating in West Yorkshire.

Potential third (extension) projects Year 9

Sequencing and Rationale

In response to student voice feedback and teacher reflection we are considering the addition of a third project in Year 9, making the first two projects shorter (snappier) and allowing for more development of skills and knowledge, especially for those students choosing to continue their studies at KS4.

We are currently looking at the following options for the third project:

Art and Design – Year 9 Project: **Identity**

Art and Design – Year 9 Project: **Architecture and Landscape**

Fine Art GCSE

Sequencing and Rationale

Fine art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.
GCSE Fine Art builds upon the skills that students have acquired at KS3; it should allow students to engage with practical, critical, and theoretical studies at a deeper level.
There are two components to GCSE Fine Art and, in both, students are required to work in area(s) of fine art, such as: drawing, painting, sculpture, printmaking, mixed media, land art. Students may explore overlapping areas and combinations of these areas.
The intention of Component 1 is to develop the students' learning from KS3, to allow more breadth and depth of study, to show clear progression from lower school and to provide a suitable foundation for further studies at Level 3. In Component 1 we further encourage students to take risks, make mistakes and develop their ability to reflect upon, and refine their work as it progresses, taking inspiration from the work of a range of artists from a variety of historical and cultural backgrounds.
In Component 1 we look to reintroduce students to their learning from KS3 and to build upon these core skills through the introduction of a much more challenging set of tasks, and by introducing a wider range of materials and techniques.
In Component 2 the exam board sets a series of questions for the students to choose and respond to. Component 1 is designed to give students a range of skills, and a real sense of confidence when they select a question for Component 2, having already completed a similar project. They should be able to reflect upon their prior learning, access their own skill set and favoured methods of working, and choose and apply these skills and methods as they respond to their chosen question.
Components 1 and 2 are work 60% and 40% of the grade respectively.

Curriculum Map – Art and Design **Core Skills**

YEAR 10

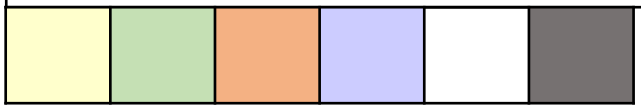
Component 1: Portraits

The theme of the first project in Year 10 is Identity, initially based around portraiture, the human face, and elements of what gives us our identities.

At the start of the project we intend to build students' confidence using a range of observational drawing techniques. We then support the harder areas of observation by using personal photography and monoprinting techniques.

Students will then continue to develop skills through the exploration of a variety of media and techniques with a focus on printing, experimental drawing and painting.

The Identity project will also start to introduce the study of prescribed artists and then, as the course and students' confidence develops, they will start to be given more independence as they explore artists and ideas of their own.

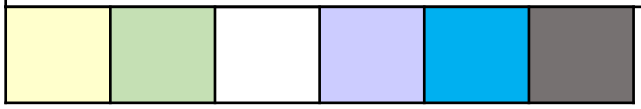


Component 1: Animals

The second project is skills-based, and it is currently based on animals, although the theme is arbitrary and could be changed to support the teacher's skills and interests, or the students' interests. For example: Still-Life, Natural Form, Movement.

This project gives students a secondary theme within which they augment their skills set, and deepen their knowledge of a range of historical and contemporary practitioners. They are also required to work in a range of media including: painting, printmaking, and ceramics.

These initial projects gives all students the opportunity to find areas of interest and inspiration and practical skills they enjoy and/or feel confident with. It should also encourage the development of their own visual language.

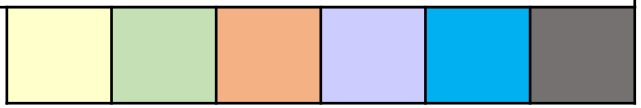


YEAR 11

Component 1: Development of Final Project (from Year 10)

The requirement for Component 1 is that students "must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study".

Having completed the two projects in Year 10 students are asked to develop one of these into a more sustained project, as outlined above. To guide them we supply a series of past questions from the exam board, and other potential starting points, that will allow for a much more comprehensive response to their idea or theme. The questions will also suggest a range of artists to allow for more informed, contextual development of their ideas. Students are also invited to write their own briefs and develop their own projects which, if agreed by the teacher, allows for a more personal avenue of development.

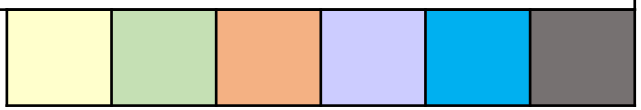


Component 2

Externally Set Assignment

Students respond to a chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Students have a Preparatory period followed by 10 hours of supervised time.



Fine Art GCSE – Year 10 Project: **Portraits**

Skills and Knowledge

Key skills to be mastered	Core Knowledge and Assessment
Drawing With clear and explicit links to work from KS3 – especially the Year 8 Portrait project students will work to develop their drawing and recording skills. Students will use freehand, measured and grid drawing techniques as well as developing their work rendering tone and using tone and line to create depth, texture and a greater sense of realism in their work. Students will also experiment drawing with other techniques e.g. pen and ink drawing and using cut and torn paper to show tone; considering the face as tonal areas rather than a linear study.	Students work for this project will be assessed against the Assessment Objectives for GCSE. They will receive feedback using checklist sheets with formative assessment leading to the completion of their own target setting. The checklist will be divided into the three skills being studied. The three areas will be teacher assessed and a developmental grade applied for each area. This will quickly identify areas where students are on track or, are needing to improve work. It will also facilitate the process of internal standardisation, allowing teachers to quickly see areas of discrepancy in marking.
Presentation Using exemplar materials from previous students, teacher modelling and also, encouraging students to research good examples of sketchbooks online, we start to build upon the KS3 presentation skills to develop better production of sketchbooks. This skill should allow for a more independent approach to keeping a sketchbook (like a journal) with a quiet focus on meeting the assessment criteria.	Presentation can count significantly towards the assessment of students work and this work will encourage a clear approach to the presentation of the students' learning journeys, using annotation to signpost the processes and decision they make – and to meet the requirements of the exam board.
Printmaking – Monoprint Students will continue with the subject of portraiture and work with studio photography to record a series of images with which to create monoprints. They will develop the skill using both Additive and Subtractive methods. They will experiment with different tools and drawing/painting techniques to create a variety of designs.	Students will study the different processes and techniques of monoprint and apply these to their own practice. They will complete a comparative analysis of two existing monoprint artists and apply their findings to inform and develop their work. They will complete independent research to find monoprint artist who will inspire them further to push the boundaries of this medium.
Painting Students will build on skills from KS3 with a focus on Colour and Tone. They will begin to gain more experience with acrylic paint – exploring opacity and texture –adding gesso to the medium to allow for an impasto approach etc. Students will use different brush strokes to create effects within a painting to create textures, depth, shadow and other special effects.	Colour theory and mixing will be explored in greater depth with students being required to create a colour portrait starting with just the primary colours and white. Students will use their developing theoretical and contextual study skills to consider the work of other portrait painters and to apply the influence of these artists to their own work.

Fine Art GCSE – Year 10 Project: **Animals**

Skills and Knowledge

Key skills to be mastered	Core Knowledge and Assessment
Painting and Mixed Media Using a variety of sources for inspiration students will develop skills from KS3 practically as they work with mixed media on a variety of grounds. They will initially focus on watercolour techniques (encountered in Year 7 and 9) and build on their skills working wet on wet, wet on dry, underpainting, glazing etc. The introduction of a variety of media (again developing skills from KS3) allows for students to experiment and explore creatively with materials, techniques and scale to develop their skills and access the success criteria for AO2.	With a loose focus on fish/the sea, students will build upon their understanding of watercolour and mixed media skills from KS3 and use their contextual and theoretical studies knowledge to analyse and deconstruct the work of Matt Patterson – a contemporary illustrator – to gain insight into the processes of working in watercolour. They will be given the opportunity to compare his work to the work of other artists, and to employ a wider range of skills and techniques as they work toward a 2D outcome in mixed media. AO2 – using materials, will be a key focus of this work.
Printmaking – Reduction Printing Students will use their experience from Year 9 to develop their skills with reduction printing. They will revisit work with (safeprint and) linoprinting, exploring composition using different scale and formats – e.g. square rather than 2:3, they will also be introduced to woodblock printmaking using more advanced techniques and more professional materials.	Continuing with the theme of the sea for ceramics and a wider view of animals for printmaking students will explore material properties and techniques. Starting with formal training they will have the opportunity to experiement and explore materials and outcomes as they take inspiration from a variety of suggested artists, and use home learning tasks / books and ICT to find further inspiration and methods of working for themselves.
Ceramics Having experienced relatively little with modelling and ceramics students will have the opportunity to develop skills and techniques with clay. They will with competence towards mastery of impressing, incising and layering creating a bas relief piece with an extension opportunity to work in full sculpture.	
	The skills and knowledge from the two Year 10 mini projects, along with processes and techniques developed in KS3 should develop a set of skills upon which students can select and apply to their work as it develops. They should start to cultivate confidence in their approach to creativity and experimentation using materials, considering their own rationale for creating art works as they explore process and theory in their journey toward a rewarding and successful outcomes. **The self-assurance, knowledge and practical aptitude cultivated in KS4 should give many students a platform on which to build should they choose to continue their artistic studies at KS5 and beyond.**

Fine Art GCSE – Year 11 Project: **Development of Year 10 Project**

Sequencing and Rationale

The requirement for Component 1 is that students "must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study".
Having completed the two projects in Year 10 students are asked to develop one of these into a more sustained project, as outlined above. To guide them we supply a series of past questions from the exam board, and other potential starting points, that will allow for a much more comprehensive response to their idea or theme. The questions will also suggest a range of artists to allow for more informed, contextual development of their ideas, however, students are encouraged to discover artists and inspiration for themselves. Students may be invited to write their own and develop their own projects which, if agreed by the teacher, allows for a more personal avenue of exploration.

Fine Art GCSE – Year 11 **Component 2**

Sequencing and Rationale

Students respond to a chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
Students have a Preparatory period followed by 10 hours of supervised time.
A similar approach to the extended project from Year 10 is adopted to ensure familiarity and confidence in the process. The questions include a variety of artists for inspiration – but again students are encouraged and supported to find a broader range of inspiration through further research.