

Creativity - Art

Our vision

At Sir John Talbots School we believe the study of art, enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought. The art curriculum is committed to the process of creating, over the product we yield. We seek to engage students in experimentation, risk taking and discovery, thereby allowing students to create their own unique solutions. Introducing students to an increasingly diverse selection of art and artists fosters opportunity, equity, and inclusivity. This allows students to see themselves in a variety of representations, inspires them to share their unique voices, and become global citizens.

The Big Picture:
 You will develop your creative knowledge across a range of techniques and disciplines whilst being assessed on your ability to Develop ideas, refine work, Record & Present meaningful outcomes.

KS4 & 5 Assessment Criteria

AO1 Develop ideas through investigations

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media.

AO3 Record ideas, observations and insights.

AO4 Present a personal and meaningful response.



KS3 Assessment DOTs

■	Exceptional progress
■	Good progress
■	Acceptable progress
■	Not yet made progress



Year 7 Art Year Overview

What is my Learning Journey this year?



Cultural Connections:
What are the roles of artists in our culture?
How do the artists of the past link with today?
What insights can they give us?

Bigger Picture Question:
What is the point of Art? How does Art appear in our daily lives?
Consider, for example, your school environment...

START

Unit 1

Everyday objects

What to expect...

Content – A look at artists who focus on fish and mark making
Assessment – Paint, printing, clay, analysis
Bigger Picture Question – Does a painting have to be realistic?

Unit 3

Surface Pattern

What to expect

Content – A surface pattern-based project involving the design and practical making process of a monster keyring.
Assessment – Basic hand stitching, applique, design.
Bigger Picture Question – How can we use basic hand stitching in real life situations?

Unit 2

Natural world

What to expect

Content – A look into the artwork of artists who focus on food
Assessment – Drawing, painting, clay, analysis
Bigger Picture Question – What careers can combine both art and food?



Skills Ladder
How will you step up your skills this year?

- Skills**
- Tonal Acrylic painting
 - Flat Acrylic painting
 - Imaginative drawing
 - Mark making
 - Mixed media
 - Collage
 - Press Printing
 - Analysis of artwork - basic
 - Clay thumb pot
 - Clay 2D relief
 - Tonal poster painting
 - Tonal Drawing
 - Flat Poster Painting
 - Line drawing
 - Presentation

On to Year 8

Home Learning

Flipped Learning Tasks/
Homework projects

Your Flipped Learning Tasks/ Homework projects will be on Teams

Homework projects will be up to half a term long and expecting to be 6 hours work of work

<h2 style="margin: 0;">The Big Picture</h2> <p>Year 7 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation. To start the year, students work from a selection of everyday objects. The focus is on the Formal Elements and Tone, Line, Texture and Form then Colour, Shape and Pattern. Later, we look at the Natural world around us to develop their skills in printing and painting. Finally, pupils will explore the art of stenciling with key focus on their community. Homework can vary from drawings, stories or collages to producing written presentations on artists.</p>	<h2 style="margin: 0;">Year Group 7</h2>
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Intent *(including moving on from...)*
 Units: Everyday objects, Natural world, Macro Micro
 Skills: A range of techniques including wet and dry media to record their observations in sketchbooks.
 Developing from KS2 Skills:
 Next Steps: Pupils will build on their skills learnt and developed to progress onto a wider range of skills and techniques, including lino printing and clay.

<h3 style="margin: 0;">Implementation</h3> <p>Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece.</p> <p>Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.</p> <p>Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.</p> <p>Home learning: Homework can vary from drawings, stories or collages to producing written presentations on artists.</p> <p>Wow Moments: Throughout the year pupils will have the opportunity to take part in community and arts projects. They will experience a wide range of exciting art techniques such as clay cakes, spray painting, and impasto.</p>	<p>Consider your assessment Markers</p> <p>Identify where the following will take place;</p> <p>Key assessments Low stakes testing Deep marking points Home learning Examinations Conferencing/MAD time Moderation</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Autumn Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Spring Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Summer Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term. Summer Assessment.</td> </tr> </table>	Autumn Term	Project assessment Home learning once per half term.	Spring Term	Project assessment Home learning once per half term.	Summer Term	Project assessment Home learning once per half term. Summer Assessment.
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Impact *(including next steps...)*

Become proficient in drawing, painting, sculpture and art craft and design techniques.

Year 7 Curriculum Overview- ART

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Everyday Objects	Students partake in a baseline skills test using tonal shading at the beginning of the year. Students will then explore drawing different everyday objects and food using different medias. Students are taught how to structure an artist study to develop theoretical studies and understanding of different styles of artwork.	Observational drawing Colour theory Mark making Exploration of different medias and techniques.	Students should have basic ability in colour theory. They should be familiar with primary and secondary colours and have explored different artists and artwork.	Development of mark making and exploring different styles of artwork and artists.
Underworld- Fish Project	Mark making Use of different materials and techniques Exploration of artist who work in a range of different styles using a variety of materials.	Mark making Observational drawing Abstract artwork Using a range of materials and techniques.		Students will begin to create abstract artwork inspired by a range of different artists who focus on architecture and environment. Development of different materials and techniques.
Local Environment	Knowledge of abstract artwork and what art can be. Understanding of medias and techniques Observational skills	Abstract artwork Mark making Colour theory Collage		Moving into Year 8 students should be equipped with knowledge on how to use different materials and medias which students will develop in their next academic year. Observational drawing Artist studies

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Baseline assessment- Observational drawing	Holding a pencil correctly. Knowledge of scale and proportion. Experience of tonal shading	Draw from primary source studying shape, colour, texture and form of cakes, biscuits and desserts. Improve drawing skills using variety of wet and dry media, learning specific techniques.
Colour Wheel	Students should have a basic understanding of colour theory and experience with painting skills.	Understanding of primary, secondary and tertiary colours. Hues and tints. Mixing paint: poster, acrylic and watercolour. Complimentary and contrasting colours. Homework task: Create a colour wheel using a range of different materials such as wrappers.
Observational cake drawing- tonal pencil	Tonal shading	Use of ellipse, shadow, highlights. Scale and proportion. Development of baseline test skills.
Wayne Thiebaud artist study	Exploration of different artists and styles of artwork. Analysis and expressing opinions of artwork.	Critical and analytical skills of discussing and writing about artwork. Ability to express how an artwork makes them feel. Ability to observe and create work inspired by an artist.
Collage cake	Use of different materials to create artwork.	Ability to use a range of different materials to create work in the style of Nancy Standlee. Understanding of colour theory to work with watercolours.
Oil pastel cake study	Students may have experienced oil pastels in KS2, however ability may be basic.	Ability to blend and layer oil pastels using knowledge of colour theory to work with complimentary colours. Ability to recognize where to add shadows and highlights to a piece of artwork.

Year 7 Art Curriculum Unit Core Elements- Underworld

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Continuous line and observational drawing	Ability to hold pencil correctly. Shape and proportion. Tonal shading	Control over pencil and ability to add the right amount of pressure for tonal shading. Abstract artwork inspired by photography Observational skills Mark making
Sgraffito using oil pastel and paint	Ability to use oil pastel from previous topic and potentially KS2. Use of acrylic paint from colour wheel experimentation. Drawing	Blending and layering oil pastels Shape and proportion Control over object used to scratch paint into sea creatures. Painting skills Mark making
Fish collage	Home learning task from previous topic. Nancy Standlee inspired collage	Using old scraps of paper such as sweet wrappers, newspaper, tissues. Using scissors to create artwork with plastic bottles. To understand that artwork can be interpreted differently and can be made by multiple resources.
Jason Scarpace artist study	Mark making Shape and proportion Previous artist studies	Critical and analytical skills of discussing and writing about artwork. Ability to express how an artwork makes them feel. Ability to observe and create work inspired by an artist. Applying and mixing acrylic paint with colour theory knowledge
Collograph printing	Use of collage skills Press printing in KS1 & 2.	To know the consistency and texture to create high quality prints using printing ink and a roller. Using cardboard and a range of different materials to create a 3D fish to print with.
Digital drawing	Students may have limited skills using digital technology to create artwork.	Exploring software such as Microsoft Paint and PowerPoint to use artistic effects. Ability to use different tools the programs offer to draw different sea creatures.
Clay fish	Students may have experimented with clay in KS2.	Ability to use and shape clay into a fish shape. Understanding of clay terminology and equipment to support clay being successful. To have basic knowledge of how to make a coil in order to build clay.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Aerial/birds eye view tonal drawing	Mark making Observational skills Artist studies from previous topics.	To be able to use charcoal and chalk to create a tonal piece of a New York map inspired by the artist Viera Da Silva. To blend and layer charcoal and chalk to show a range of mark making techniques. To explore shape and proportion when increasing/decreasing scale of photographs and artwork. Critical and analytical skills of discussing and writing about artwork. Ability to express how an artwork makes them feel. Ability to observe and create work inspired by an artist. To understand the key term's aerial view, birds eye view and perspective.
Watercolour and pen piece inspired by Mark Bradford	Mark making Watercolours Colour theory Observational drawing Understanding of abstract art.	To be able to use a range of mark making such as hatching and cross hatching to create work inspired by Mark Bradford. To understand colour theory and to mix a range of secondary and tertiary colours to add to their paintings. To compare the similarities and differences of both Mark Bradford and Viera Da Silva.
Map collage	Collage Use of different materials	To create work in the style of Tony Cragg. To understand sculpting and how artwork can be exhibited through installation pieces. To use a range of resources to create a colourful map inspired by the local town of Whitchurch. To use scissors and measuring to create accurate shapes.
Eduardo Paolozzi artist study	Mark making Shape and proportion Previous artist studies	Critical and analytical skills of discussing and writing about artwork. Ability to express how an artwork makes them feel. Ability to observe and create work inspired by an artist. Ability to use pencil crayons to show a range of tones.
Final piece inspired by all artists researched.	All previous skills throughout Year 7.	To create work inspired by multiple artists using a range of different materials.



Year 8 Art Year Overview

What is my Learning Journey this year?



Marches Academy Trust

Cultural Connections:
 What are the roles of artists in our culture?
 How do the artists of the past link with today?
 What insights can they give us?



Bigger Picture Question:
 How can natural forms and landscape influence Art?
 Consider, for example, where you live...

START

Unit 1

Natural Forms





What to expect

Content – A look into the artwork of artists such as Georgia O'Keefe who focus on Natural Forms

Assessment – Drawing, painting, clay, analysis

Bigger Picture Question – How can we be influenced by nature when creating art work?

What to expect...

Content – A look at artists such as Amy Devlin who focus on animal art.

Assessment – Paint, printing, clay, analysis

Bigger Picture Question – How do different medias allow us to make interesting Art work?

Unit 2

Animals



Home Learning

Flipped Learning Tasks/
Homework projects

Your Flipped Learning Tasks/ Homework projects will be on Teams

Homework projects will be up to half a term long and expecting to be 6 hours work of work

Unit 3

Cultures





What to expect

Content – A project based on different cultures such as Native American, Mexican Day of the Dead and a surface pattern final piece.

Assessment – Drawing, painting, surface pattern work.

Bigger Picture Question – Why is it important to learn and understand other cultures?



Skills Ladder

How will you step up your skills this year?



Skills

- Tonal Acrylic painting
- Flat Acrylic painting
- Imaginative drawing
- Mark making
- Mixed media
- Collage
- Press Printing
- Analysis of artwork - basic
- Clay thumb pot
- Clay 2D relief
- Tonal poster painting
- Tonal Drawing
- Flat Poster Painting
- Line drawing
- Presentation
- Surface Pattern project

On to Year 9

<h2 style="margin: 0;">The Big Picture</h2> <p>Year 8 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation. To start the year, students work from organic forms to develop their drawing and painting skills while making links to Georgia O'keefs artwork. Later in the year, the focus shifts to encouraging students to work from their imagination and creating artwork using mark making techniques. Pupils will conclude the year looking a cultural artworks. Homework can vary from collecting objects, collages to producing written presentations on artists.</p>	<h2 style="margin: 0;">Year Group 8</h2>
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Intent *(including moving on from...)*
 Units: Organic Form, Animals, Cultures.
 Skills: A range of techniques including wet and dry media to record their observations in sketchbooks.
 Next Steps: Pupils will build on their skills learnt and developed to progress onto a wider range of skills and techniques, including GCSE style outcomes inspired directly by artists.

<h3 style="margin: 0;">Implementation</h3> <p>Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece. Students are encouraged to respond to artists, develop ideas and explore materials to create artwork in a variety of mixed-media.</p> <p>Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.</p> <p>Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.</p> <p>Home learning: Homework can vary from drawings, stories or collages to producing written presentations on artists.</p> <p>Wow Moments: Throughout the year pupils will have the opportunity to take part in community and arts projects. They will experience a wide range of exciting art techniques such as printing, painting and clay. The pupils will also visit the zoo where they will photograph animals.</p>	<p>Consider your assessment Markers</p> <p>Identify where the following will take place;</p> <p>Key assessments Low stakes testing Deep marking points Home learning Examinations Conferencing/MAD time Moderation</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Autumn Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Spring Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Summer Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term. Summer Assessment</td> </tr> </table>	Autumn Term	Project assessment Home learning once per half term.	Spring Term	Project assessment Home learning once per half term.	Summer Term	Project assessment Home learning once per half term. Summer Assessment
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Impact *(including next steps...)*

Become proficient in drawing, painting, sculpture and art craft and design techniques.

Year 8 Curriculum Overview- ART

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Organic Form - Pupils will explore the natural world investigating and observing fruit and plants.	The interpretation of the elements, how they can be used and combined in order to create a specific and desired effect, increasing pupils' proficiency in the handling of different materials & the context of these within art as a whole.	Pupils develop their core knowledge of the three key specialisms of art Drawing, painting and sculpture. Focusing on the components: <ul style="list-style-type: none"> - Formal elements and principles of art. - Media and materials. - Processes. 	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will be able to use their developed schema to build on their use of knowledge and materials. We aim to nurture the artists within the pupils and their ability to further explore and develop their ideas.
Animal Kingdom – Pupils will explore the animal kingdom, investigating and observing a range of animals, artists and expressive techniques.	The ability to experiment with a range of materials, with key focus on the expressive exploration of different materials.	Pupils develop their core knowledge of the three key specialisms of art Drawing, painting and sculpture. Focusing on the components: <ul style="list-style-type: none"> - Technical language. - Methods and materials. - Processes. 	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will be able to use their developed schema to build on their use of knowledge and materials. We aim to nurture the artists within the pupils and their ability to further explore and develop their ideas.
Cultural Exploration – Pupils will explore art throughout various cultures.	Pupils will focus on the broad spectrum of art, specifically where a range of techniques and materials sit within different cultures. Specifically, within Native American art, Mexican art and African art.	Pupils develop their practical and theoretical knowledge of artists, cultures and techniques.	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will develop their capacity to engage with different artists and cultures, in order for they to fully analyse and assess art.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge - what is essential for their understanding/future learning? This should be very simple.
Produce an observational drawing from a Primary source (Pepper/orange). X 2 lessons.	Practical knowledge of the formal elements and principles of art. Ability to draw from observation and its importance within art.	Showing Form, Tone , and considering Composition . Pupils understand how scale and tone create a 3Dimensional drawing. How light and dark can be represented by pencil control orientation of drawings.
Produce an observational drawing of the inside of a (pepper/orange/a pple) from a Primary source x 2 Lessons.	Practical knowledge of the formal elements and principles of art. Ability to draw from observation and its importance within art. Application of colour theory knowledge.	Showing Form, Tone , detail and considering Composition . <i>Pupils understand how to blend colour pencils to achieve a tonal effect.</i>
To be able to analyse the work of the artist Georgia O'Keeffe. X2 lessons.	The national curriculum states that pupils should know about great artists, craft-makers and designers. They should also understand the historical and cultural development of their art forms.	Pupils are to create an artist investigation page, which includes a detailed analysis of the artwork of O'Keeffe, they will include an artist interpretation of her work.
Georgia O'Keeffe inspired pepper outcome.	'develop proficiency in drawing, painting, sculpture and other areas of making' (productive expertise)	Inspired by O'Keeffe's close up paintings of flowers, pupils are to create a close up study of peppers. Utilising their prior knowledge of colour and blending they are to apply colour.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<p>Objective: to produce a Press Print – this can be developed into a Reduction press print depending on group ability. X 2 Lessons</p>	<p>'Practical knowledge', which is about developing technical proficiency. These are the elements of practical knowledge that give pupils the ability to represent physically whatever they have envisaged. These skills, techniques and practices learned in the art curriculum are underpinned by specialist and subject-specific knowledge.</p>	<p>Pupils will be creating press printed peppers, referencing their prior pepper inside drawings. Pupils will develop these press prints into reduction prints, demonstrating understanding of technique and process.</p>
<p>Sculpture: Pupils will learn how to create a ceramic 3D form inspired by peppers.</p>	<p>In sculpture, pupils learn the meaning of shape and form, the way 3-dimensional forms occupy their space (receptive expertise), and how to manipulate materials such as clay into 3 dimensions to create form.</p>	<p>Pupils will learn how to create a thumb pot, applying texture, joining elements to produce a 3D pepper.</p>
<p>Painting: Pupils will create a bright and colourful painted pepper using acrylic.</p>	<p>In painting, pupils learn elements such as shape, colour (including 'cold' colours and 'warm' colours), form and value (receptive expertise). They learn how to mix colours, to use complementary or contrasting colours and value to give the illusion of light, and to create shape and form (productive expertise)</p>	<p>Pupils will create a painted pepper inspired by their project and artists covered, they will demonstrate their ability to present and personal response to a theme.</p>
<p>Sculpture: Decorating lesson.</p>	<p>Application of colour.</p>	<p>Pupils will apply colour to their fired ceramic peppers, with focus of blending and tone. Completion of paintings.</p>

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge - what is essential for their understanding/future learning? This should be very simple.
Introduction to new unit Animal kingdom, discuss and debate animals in art throughout history. X1 Lesson.	The national curriculum states that pupils should know about great artists, craft-makers and designers. They should also understand the historical and cultural development of their art forms.	Pupils will learn to recognise animals in art from different ages and cultures. We will discuss and debate the differences in the art forms.
Introduction to mark making using pen. X 2 lessons.	Practical knowledge of the formal elements and principles of art. Ability to draw from observation and its importance within art. Application of colour theory knowledge.	Pupils experiment with a variety of mark making techniques. 'In drawing, pupils learn drawing-specific meanings for line, colour, form and shape (receptive expertise), and how to create lines using pencils, brushes, pens, wires or string.' Ofsted Using pen pupils create a mark making drawing of an animal of their choice.
Aboriginal art investigation. X 1 lesson.	Historical and cultural development of their art forms.	Pupils are to create an artist investigation page, which includes a detailed analysis of Aboriginal animal artworks, they will include an artist interpretation, with key focus on marks.
Mark making painting. X 2 lessons.	'develop proficiency in drawing, painting, sculpture and other areas of making' (productive expertise)	Inspired by their prior learning and newly acquired mark making knowledge, pupils are to create a painting of an animal using mark making techniques in grey scale.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Mark making painting. X 2 lessons.	'develop proficiency in drawing, painting, sculpture and other areas of making' (productive expertise)	Inspired by their prior learning and newly acquired mark making knowledge, pupils are to create a painting of an animal using mark making techniques in grey scale.
Amy Devlin artist investigation. X 2 lessons.	The national curriculum states that pupils should know about great artists, craft-makers and designers. They should also understand the historical and cultural development of their art forms.	Pupils are to create an artist investigation page, which includes a detailed analysis of the artwork of O'Keefe, they will include an artist interpretation of her work.
Painting: Pupils will create a bright and colourful animal painting inspired by Amy Devlin.	In painting, pupils learn elements such as shape, colour (including 'cold' colours and 'warm' colours), form and value (receptive expertise). They learn how to mix colours, to use complementary or contrasting colours and value to give the illusion of light, and to create shape and form (productive expertise)	Pupils will create a painting of an animal inspired by their project and artists covered, they will demonstrate their ability to present and personal response to a theme.
Adaptive lesson.	n/a	Use for any lost curriculum time(i.e. finishing units), MAD time, Feedback and assessment.

Year 9 Art Year Overview

What is my Learning Journey this Year?  Marchesi Academy Trust

Bigger Picture Question:-
 What is the point of Art? How does Art appear in our daily lives?
 Consider, for example, your school environment...

KS3 Assessment DOTs

Exceptional progress
Good progress
Acceptable progress
Not yet made progress



On to GCSE ...

Local Environment

You will learn to.....
Content – Exploring the architecture of your local environment using a wide range of materials.
Areas of exploration – Drawing from observation, primary and secondary sources, working in the style of different artists. Developing clay skills.
Assessment–
 Assessment of skills RAGed.
 GCSE Grade 9-7

Flipped Learning Tasks researching artists & producing written analysis from this

Landscapes

You will learn to...
Content – Exploring landscapes through the history of landscape artists up to the present day.
Areas of exploration – Mark making development and collage techniques. Digital and batik art.

Photography homework, taking photographs of your local environment.

Sweets

You will learn to.....
Content – Developing observational drawing and painting techniques, creating bright bold artwork inspired by confectionary.
Areas of exploration – Exploring, drawing, painting & printing.
Analysis of artwork using subject specific vocabulary and relating own artwork to this.

Cultural Connections:
 Practicing artists who lived and worked very recently. Environmental issues discussed regarding waste and pollution.

<h2 style="margin: 0;">The Big Picture</h2> <p>Year 9 Art students undertake a single hour of Art each week. All topics covered focus on developing pupils exploration and independent thought. To start the year, students complete a local environment project with a GCSE structure. The focus is on using a wide variety of materials and techniques. Later, pupils will choose their own topic to complete a mock GCSE project, culminating with a final outcome which will be exhibited at the KS3 rewards evening. Homework can vary from drawings, stories or collages to producing written presentations on artists.</p>	<h2 style="margin: 0;">Year Group 9</h2>
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Intent *(including moving on from...)*
 Units: Local environment community project, Mock GCSE project.
 Skills: A range of techniques including wet and dry media to record their observations in sketchbooks.
 Next Steps: Pupils will be equipped with the knowledge and understanding of the GCSE structure moving into Year 10 and 11.

<h3 style="margin: 0;">Implementation</h3> <p>Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece.</p> <p>Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas. Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks. Home learning: Homework can vary from drawings, stories or collages to producing written presentations on artists. Wow Moments: Throughout the year pupils will have the opportunity to take part in community and arts projects. They will experience a wide range of exciting art techniques, which they will develop with their own ideas.</p>	<p>Consider your assessment Markers</p> <p>Identify where the following will take place;</p> <p>Key assessments Low stakes testing Deep marking points Home learning Examinations Conferencing/MAD time Moderation</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Autumn Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Spring Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term. Assessment.</td> </tr> <tr> <td style="padding: 5px;">Summer Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> </table>	Autumn Term	Project assessment Home learning once per half term.	Spring Term	Project assessment Home learning once per half term. Assessment.	Summer Term	Project assessment Home learning once per half term.
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Impact *(including next steps...)*

Become proficient in drawing, painting, sculpture and art craft and design techniques.

Year 9 Curriculum Overview- ART

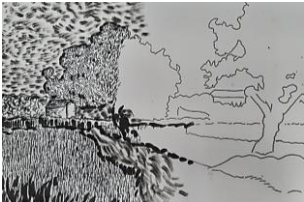




Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Local Environment – pupils will explore the local environment through architecture.	Pupils will use their developed schema to build on their technical knowledge of materials, processes and artists. They will explore the wider context of the formal elements and principles of art.	Pupils will develop their practical knowledge of drawing, printing, batik and clay. Learning how to blend, apply and manipulate materials.	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will be developing their theoretical knowledge of art history.
Landscape Unit – Pupils will explore landscapes throughout history.	Pupils will increase their proficiency in the handling of different materials, while introducing new media and skills.	Pupils will be exploring landscapes through the history of landscape artists to the present day. Key focus will be on their ability to interpret and analyse.	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will apply their developed schema in order to investigate a theme whereby they, develop, record, explore and present their own ideas.
Sweet Food – Pupils will work in a GCSE style exploring a range of media and artists. Creating bright bold artwork inspired by confectionary.	Pupils will continue to increase their proficiency within the three key specialisms, drawing, painting and sculpture. With focus on all of the component knowledge within these. Pupils will draw together all prior knowledge.	Pupils will be explore the theme sweet food within a GCSE structure, demonstrating their ability to develop, record, explore and present a personal and meaningful response to a theme.	Pupils are expected to show proficiency in their use of techniques to communicate intent, this should be through three of the twelve key specialisms of art as advised within the national curriculum.	Pupils will be ready to progress onto GCSE with the knowledge of materials and structure to be expected.

Year 9 ART Curriculum Unit Core Elements- Local Environment

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge - what is essential for their understanding/future learning? This should be very simple.
Grid observational door drawing.	Practical knowledge of the formal elements and principles of art. Ability to draw from observation and its importance within art.	Showing Form, Tone , and considering Composition . Pupils understand how scale and tone create a 3Dimensional drawing. How light and dark can be represented by pencil control orientation of drawings. (Completed for homework)
Artist investigation Ian Murphey. X 2 lessons.	The national curriculum states that pupils should know about great artists, craft-makers and designers. They should also understand the historical and cultural development of their art forms.	Pupils are to create an artist investigation page, which includes a detailed analysis of the artwork of Ian Murphy, they will include an artist interpretation of his work.
Ink and wash mono print. X 2 Lessons.	Become proficient in drawing, painting, sculpture and other art, craft and design techniques.	Pupil are introduced to the method of carbon paper mono printing, they create a mono print of a local building, layered over ink. Pupils then use their knowledge of light and dark applying Milton and pen to add tonal areas to the piece.
Karen Stamper inspired architectural artwork. X 2 lessons.	Pupils will increase their proficiency in the handling of different materials, while introducing new media and skills.	Lesson 1 Pupils are introduced to the artwork of Karen Stamper, they create a mixed media collage background for their outcome. Lesson 2: Pupils draw the building skyline applying ink, working into this with building details.

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<p>Jenny O'Leary inspired Batik architecture. X 3 lessons.</p>	<p>Of these areas of making, 3 (drawing, painting and sculpture) are specified in the national curriculum. The national curriculum also refers to 'other art, craft and design techniques'. This suggests that schools will include areas of making beyond these 3.</p>	<p>Pupils begin by being introduced to the work of local artist Jenny O'Leary who created Batik landscape and architectural studies. They write a brief analysis of her artwork. Pupils will then use tissue paper to create a base layer for their artwork. Working onto this they will draw the outline of a local building using chalk. Pupil will then use hot wax, painting this over the chalk drawing, when complete pupils will spray their work with Milton which will remove the colour in areas where wax has not been applied. Working into this they will add black ink and white acrylic.</p>
<p>Sculpture – Slab built clay building or clay tile.</p>	<p>In sculpture, pupils learn the meaning of shape and form, the way 3-dimensional forms occupy their space (receptive expertise), and how to manipulate materials such as clay into 3 dimensions to create form. At the early stages of sculpture in particular, they also learn how to join elements and how to carve or incise surface detail (productive expertise)</p>	<p>Pupils will be introduced to the artists John Bricles who creates ceramic architectural sculptures. They will then design their chosen buildings using their prior project work as inspiration. Pupils will build their slab-built buildings. Glazing during the final lesson.</p>



Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
<p>Landscapes through history discussion. Van Gogh mark making. X 1 lesson.</p>	<p>Ability to discuss and describe artwork, pupils have previously completed this through artist analysis and investigation.</p>	<p>Pupils complete a log of landscapes through history to establish the evolution of landscape artwork. Focus in on the key artist for the unit Van Gogh to recreate sections of his artwork with focus on mark making.</p>
<p>Van Gogh mark making interpretation. X 1 lesson.</p>	<p>Pupils develop their knowledge of the formal elements through line, building on their knowledge of mark making gained during their animal kingdom unit.</p>	<p>Pupils use pen to apply a range of marks to Van Goghs landscape at twilight.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Van Gogh water colour interpretation, paired work. X 2 lessons.</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p>	<p>Pupils use water colour to apply a range of marks to Van Goghs landscape at twilight. Working in pairs.</p> <div style="text-align: right;">  </div>
<p>Oil pastel sgraffito tree.</p>	<p>Pupils will increase their proficiency in the handling of different materials, while introducing new media and skills. Building on their knowledge of mark making pupils will expand their knowledge of materials and techniques through the use of Sgraffito.</p>	<p>Pupils create an oil pastel sgraffito board, drawing onto the board an imaginative tree inspired by the artist Gustav Klimt, pupils then begin to scratch of the details.</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge - what is essential for their understanding/future learning? This should be very simple.
David Hockney investigation. X 2	The national curriculum states that pupils should know about great artists, craft-makers and designers. They should also understand the historical and cultural development of their art forms.	Pupils create an artist investigation page on David Hockney, to include analysis and interpretation.
Press printing lesson inspired by artists studied. X 2 lessons.	Building on printing and mark making knowledge.	Pupils to produce a press printed landscape inspired by the artists Van Gogh and David Hockney.
Adaptive lesson.	n/a	n/a





Foundation Unit

You will learn to.....

Content – Exploring drawing through observation and experimentation

Areas of exploration – Drawing from observation, primary and secondary sources

Assessment-

Assessment of skills RAGEd.
GCSE Grade 9-1



Organic form Unit

You will learn to...

Content – Exploring organic forms of your choosing, developing material expertise.

Analysis of artwork using subject specific vocabulary and working in the style of.

Areas of exploration –

Drawing, printing, painting & clay.

**On to
A Level ...**



Portrait Unit

You will learn to.....

Content – Developing your GCSE portfolio with focus on portraiture.

Areas of exploration – Drawing, painting, printing, digital artwork.

Analysis of artwork using subject specific vocabulary and relating own artwork to this.

Assessment Criteria

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Independent study 2 hours per week, continuing to work on GCSE portfolio.



Cultural Connections:

Practicing artists who lived and worked very recently. Environmental issues discussed regarding waste and pollution.

<h2 style="margin: 0;">The Big Picture</h2> <p>Year 10 Art students begin their GCSE course with a 6-7 week foundation unit, refreshing their knowledge of the formal elements and various skills and techniques. Pupils will then begin their initial coursework project organic form, they will be encouraged to take the project in their own personal direction choosing artists and starting points. During the second half of the summer term pupils will begin a portraiture project which will take them through to year 11.</p>	<h2 style="margin: 0;">Year Group 10</h2>
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<h3 style="margin: 0;">Intent <i>(including moving on from...)</i></h3> <p>Units: Foundation Unit, Organic form, portraits. Skills: A range of techniques including wet and dry media to record their observations in sketchbooks. Next Steps: Pupils will develop their portrait project until January of year 11 when they will begin their exam.</p>

<h3 style="margin: 0;">Implementation</h3> <p>60% Coursework 40% Exam.</p> <p>The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.</p> <p>Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.</p> <p>Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.</p> <p>Home learning: Individual drawing tasks, artist investigations, photography.</p> <p>Wow Moments: Pupils are taken to Liverpool to visit the Tate modern and museums, pupils take part in art workshops lead by external artists and designers. They will experience a wide range of exciting art techniques, which they will develop with their own ideas.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Consider your assessment Markers</p> <p>Identify where the following will take place;</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Key assessments Low stakes testing Deep marking points Home learning Examinations Conferencing/MAD time Moderation</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Autumn Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> <tr> <td style="padding: 5px;">Spring Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term. Mock exam</td> </tr> <tr> <td style="padding: 5px;">Summer Term</td> </tr> <tr> <td style="padding: 5px;">Project assessment Home learning once per half term.</td> </tr> </table>	Autumn Term	Project assessment Home learning once per half term.	Spring Term	Project assessment Home learning once per half term. Mock exam	Summer Term	Project assessment Home learning once per half term.
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<h3 style="margin: 0;">Impact <i>(including next steps...)</i></h3> <p style="margin: 10px 0;"><i>Become proficient using the GCSE project structure to develop ideas. Become an independent artist.</i></p>
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The Big Picture **Year Group 11**
 Students receive 3 hours of teaching per week. Year 11 Art students begin their final GCSE year completing their portrait project. January of year 11 pupils will receive their exam topic from Edexcel which they will complete as a project over 20 hours. This culminates in a 10 hour exam whereby pupils complete a final outcome for their project.

Intent *(including moving on from...)*
 Units: Portrait Unit, Exam topic.
 Skills: A range of techniques including wet and dry media to record their observations in sketchbooks.

Implementation
 60% Coursework 40% Exam.
 The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.
 Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.
 Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.
 Home learning: Individual drawing tasks, artist investigations, photography.
 Wow Moments: They will experience a wide range of exciting art techniques, which they will develop with their own ideas.

Consider your assessment Markers
 Identify where the following will take place;
Key assessments
Low stakes testing
Deep marking points
Home learning
Examinations
Conferencing/MAD time
Moderation

Autumn Term
 Project assessment
 Home learning once per half term.

Spring Term
 Project assessment
 Home learning once per half term.
 Mock exam

Summer Term
 Project assessment
 Home learning once per half term.

Impact *(including next steps...)*
Become proficient using the GCSE project structure to develop ideas. Become an independent artist.

Independent Study

Review your project checklist, continue to work through the tasks independently.
3 Hours of study per week.

Assessment Criteria

AO1 Develop ideas through investigations, demonstrating critical understanding of sources

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

AO3 Record ideas, observations and insights relevant to intentions as work progresses

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language



On to Further Education ...

Year 12

You will learn to.....

Content – Project development using the A level specification. Project ideas, architecture, portraits & reflection.

Areas of exploration – Drawing from observation, primary and secondary sources.

Assessment-

Assessment of skills RAGed.

A Level Grading A-E

Cultural Connections:

Practicing artists who lived and worked very recently. The study of art through history and within other cultures.

Year 13 Personal Investigation

You will learn to...

Content – 60% of the total qualification. You will produce a sketchbook of practical work, final outcome and a minimum 1000 words of continuous prose.

Exam: 40% of the total qualification. You will produce a sketchbook body of work and final outcome in response to a question set by the exam board. Your final outcome will be completed during a 15 hour exam over 3 days.



Real World Links:

Practicing artists who lived and worked very recently.
Trips to galleries and museums.
Visiting artists.

