

Curriculum Overview

Subject: Art

Year Group: 7

Students work through an extended project over the year on the theme of “Food”. Over approximately 39 hours, the students are assessed on their observation and recording skills and techniques that focus on the formal elements of line, tone, texture and form. Next, they have opportunities to explore a range of painting methods revisiting any prior knowledge of colour theory. Students are introduced to the importance of studying artists and responding to their work. Moving from this, they then explore a further range of 2D and 3D materials, processes and techniques understanding the use of primary and secondary sources. Students then progress onto developing and refining their ideas towards a final outcome that realises their intentions. The KS3 Assessment Framework is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS - Observational studies, learning and developing drawing skills and techniques of food items from primary source - Observational drawing of food items from primary source with other mark making materials and surfaces - Exploring painting methods and techniques - Colour theory	KNOWLEDGE/SKILLS - The importance of studying artists - Producing an Artist study of Wayne Thiebaud - Responding to the work of Wayne Thiebaud - Exploring a wider range of Materials, processes and techniques. - Begin to collect secondary sources for cultural meals and food	KNOWLEDGE/SKILLS - Collecting and presenting mood boards as a source to draw from - Making secondary source drawings - Exploring modelling 3D materials and techniques. - Refining and reviewing ideas towards a personal final response - Producing a final outcome
KEY ASSESSMENTS Half term 1: Base Line Assessment Week 1 of Drawing skills Half term 2: Baseline assessment Week 7 of painting skills End of term assessment	KEY ASSESSMENTS Half term 1: Assessment of presentation skills and contextual understanding of Art Half term 2: Assessment of understanding of artists style, materials and techniques through own responses	KEY ASSESSMENTS Half term 1: Assessment of 3D modelling and manipulating skills Half term 2: Assessment of final outcome and the development and progress of skills learnt through the year
Extended reading suggestions and external resources: www.tate.org www.nationalgallery.org.uk https://en.wikipedia.org/wiki/Wayne_Thiebaud pinterest		

Curriculum Overview

Subject: Art

Year Group: 8

Students work through an extended project over the year on the theme of "Environment". Over approximately 39 hours, the students are assessed on their primary and secondary source observation and recording skills and techniques that reinforce the formal elements of line, tone, texture and form. Next, they have opportunities to explore a wider range of 2D methods revisiting any prior knowledge of mark making and mixing media. Students then have the opportunity to choose a world environment and explore secondary sources to create mood boards to inspire their own ideas. They extend this to review and refine ideas to create an independent 2D or 3D outcome. Students revisit the importance of studying artists and responding to their work. Moving from this, they then explore a further range of Art techniques to develop and inspire their ideas towards a final outcome that realise their intentions. The KS3 Assessment Framework is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS - Observational studies of objects from the surrounding environment from primary and secondary source using and evaluating a wider range of 2D techniques, surfaces and mixed media - Exploring World environments and producing mood boards as a drawing source - Developing and refining ideas towards a world environment inspired final outcome - Creating a final outcome	KNOWLEDGE/SKILLS - Reinforcement of the importance of artist studies. Contextual studies of recycling environment and urban environment artists - Responding to artists work - Exploring a wider range of 2D and 3D materials. - Investigating Art techniques of cropping and abstraction	KNOWLEDGE/SKILLS - Focus on the skill of planning and developing a final personal outcome - Refining and reviewing ideas toward a final piece - Producing a personal final outcome
KEY ASSESSMENTS Half term 1: Assessment of recording skills. Half term 2: End of Term Assessment End of Term assessment	KEY ASSESSMENTS Half term 1: Assessment of artist studies Half term 2: Assessment of refining and using other art presentation techniques	KEY ASSESSMENTS Half term 1: Assessment of developing reviewing and refining ideas towards a final outcome Half term 2: End of Year Assessment

Extended reading suggestions and external resources:

www.tate.org
www.nationalgallery.org.uk
www.maggisquire.com
www.banksy.co.uk

Curriculum Overview

Subject:

Year Group: 9

Students work through an extended project over the year on the theme of “Human”. Over approximately 39 hours, the students are assessed on their understanding and recording of the human face and figure from observation using skills and techniques that reinforce the formal elements of line, tone, texture and form. Next, they have opportunities to further explore a range of “human” artists and create artist studies focussing on presentation and appropriate media skills. Extending this, they then respond to the artist studies further reinforcing understanding of facial proportions and human anatomy. Human diversity is also explored and a range of 3D techniques and materials are further investigated. They extend this to review and refine ideas, evaluating processes and materials to create an independent 2D or 3D outcome. The KS3 Assessment Framework is a scaffold that has the GCSE marking criteria as its foundation. This is used to assess progress, level of skill, understanding and ability.

TERM 1	TERM 2	TERM 3
KNOWLEDGE/SKILLS - Exploring the human face and measuring correct proportions. Drawing the face re-visiting shading and tone skills. - Reinforcing pencil techniques with graded pencils, smudging, blending and erasing - Exploring a wide range of Artist who have produced portraits. Completing artist studies and focussing on presentation skills - Responding to artist studies, producing portraits using style, techniques and colour palettes	KNOWLEDGE/SKILLS - Exploring the human figure, drawing and measuring correct proportions with emphasis on shape rather than detail. - Investigating the human anatomy, skulls and skeletons working from secondary source - Reinforcing the use of artist studies as a reference for own work - Exploring human diversity and 3D modelling materials and techniques	KNOWLEDGE/SKILLS - Investigating the abstraction and disproportion of the figure in Art - Further reinforcement of 3D modelling materials and techniques - Re-visiting the skill of planning and developing a final personal outcome - Refining and reviewing ideas toward a final piece - Producing a personal final outcome
KEY ASSESSMENTS Half term 1: Assessment of ability to draw the human face using correct proportions Half term 2: Assessment of contextual understanding of artists and how this influences their work End of term assessment	KEY ASSESSMENTS Half term 1: Assessment of the ability to draw the human figure using correct proportions Half term 2: Assessment of the use of different sources and the control of materials used.	KEY ASSESSMENTS Half term 1: Assessment of the use of 3D materials Half term 2: End of Year Assessment
Extended reading suggestions and external resources: www.tate.org www.nationalgallery.org.uk https://en.wikipedia.org/wiki/Vincent_van_Gogh https://en.wikipedia.org/wiki/Pablo_Picasso www.davidgerstein.com https://www.bbc.co.uk/bitesize/subjects/z6hs34j		