

2021-22 Art and Design Curriculum Progression Map KS3

	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 6.5 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Year 7 Nurture	<p>Knowledge & Skills: The Dot – by Peter Reynolds. Growth mind set start of year activity which links with International Dot Day (September 15th-ish). Range of tasks and media which allow students to explore freely and show creativity. Starting the year by challenging the concept of ‘I can’t draw’. World connections - joining in with a community of likeminded people from across the world (shared via social media)</p> <p>To link with the Space topic, one task will involve making a galaxy splatter painting which will be turned into a spiral wind spinner.</p> <p>Baseline assessment task – Show me what you know booklet covering knowledge of key terms, knowledge and application of tone, form, colour theory and recording using both the grid method and observation.</p> <p>Space – Understanding of the solar system (thematic).</p> <p>2D shapes – do they know the term dimension (D)? What the shapes are called and how to draw them. 2D shapes, model on board and students follow, step by step. Teach measurements and numbers on the ruler, art elements line and shape. Shapes will include line, triangle, circle, ellipse, star (numeracy – use of a pair of compasses, protractor, angles) and spiral.</p> <p>Art Elements tone and form, converting 2D circle into a 3D sphere. Media chalk pastels and paint. Paint allows for colour theory, tints, shade, monochromatic and wet media application to create form.</p> <p>Explore and experiment with a range of materials, processes and techniques, recording ideas, observations, and insights (annotation), as work progresses. Recreation of the appearance of the planets.</p> <p>Artists/ Wider world context/Careers: Peter Reynolds – author and illustrator (Pointillism, Rangoli and Mandala’s, Aboriginal art, Kandinsky). Gustav Holst composer, born locally (museum). Scientists, geology, NASA, astronaut etc. Transferrable skills –literacy, numeracy, imagination and creativity, resourcefulness, problem solving and decision making, visual presentation.</p> <p>Assessment: Baseline booklet (emerging, developing, secure). Skills, pencil control and ability to draw 2D shapes. Engagement and willingness to experiment and application of wet and dry media.</p>	<p>Knowledge & Skills: Remembrance, War (conflict), Refugees – To understand how art can be used as a tool record history, raise awareness, inspire and celebrate people (Remembrance).</p> <p>Aim to create a group collage for Remembrance inspired by artist Eileen Downs.</p> <p>Literacy – to explore literacy and create artwork in response, potentially illustrated and altered poetry. Exact tasks TBC – Cross curriculum links with HL and CW still being explored in more detail.</p> <p>Christmas Crafts – Students at the Peak may have gaps in their education and their childhood developmental experiences. Student are given the opportunity to explore a range of Christmas crafts (1 week only)</p> <p>Artists/ Wider world context/Careers: Eileen Downs, Paul Cummins, Tom Piper, Dave H and Jacqueline Hurley. WW1/2 and other conflicts, Remembrance Sunday, The Royal British Legion, fundraising, merchandise, authors, poets, illustrators, historians and museum curators, military careers, mental health services, refugees (Current world events – Afghanistan etc.).</p> <p>Art, Craft and Design – exploring seasonal crafts including tree decorations, wreaths, cards, gift boxes. Highlighting upcycling activities and giving student the opportunity to freely create as well as producing ‘gifts’ at no cost to the families.</p> <p>Assessment: TBC</p>	<p>Knowledge & Skills: Animals – Art elements, line, tone and texture. Students to explore the work of Olga Gamynina – use of line and mark making to create texture. Students replicate half of an image, observation and annotation skills. Evaluating skills, feedback to develop accuracy. Differentiation/Extension to create own animal in her style. Medium of oil pastels – continuation of texture and mark making with and introduction to colour theory and blending (harmonious colours). Tonal scale and knowing vs seeing drawing of a feather. Review line, mark making and Gamynina’s work before application to observational work. Gyr Falcon feathers, 2B and 4B pencils, linear marks sheet.</p> <p>Aardman Animations, discuss what the students know and notice. Watch Creature Comforts, looking specifically at animals and stylisation/simplification. Deeper discussion on jobs/careers what goes into production. Choose own animal, identify characteristics and design pinch pot with annotation (intentions and how they may achieve this) Clay 3D outcome – new techniques and media. Painting or glazing as appropriate. Self-evaluation making connections between plan and outcome with understanding of practice results in progression (experimentation and resilience)</p> <p>Artists/ Wider world context/Careers: Olga Gamynina – Russian Illustrator, Aardman animations – Nick Park initially progressing on to other roles involved in the creation of an episode of Creature Comforts; director, producer, associate producers, animators, computer animator, assistant and additional animators, character designers, model makers, art directors, set designer, prop maker, director of photography, lighting, camera assistant, writer, script editor, interviewers, sound technician, transcriber, production manager and coordinator, floor manager and assistant, sound editor, dubbing studio, visual effects, post production and pre-production, title music, title sequence, + others.</p> <p>Assessment: Holistic assessment, key areas are engagement with new media and process, including oil pastel eye, observational tonal feather and the work of others (sharing knowledge and understanding either orally or via annotation), Clay 3D outcome</p> <p>Break and Lunch Enrichment Opportunities: Easter Crafts – Basket weaving, developing fine motor skills. Decorated eggs, Easter cards etc. Traditional craft of basket weaving. Decorated eggs linked to pisanki eggs (Poland), pysanky eggs (Ukraine) and Fabergé eggs (Peter Carl Faberge Russian Jeweller)</p>	<p>Knowledge & Skills: The Romans: Mosaics – Art elements line, shape and pattern.</p> <p>In the first instance students will explore Invader, a street artist who uses mosaics inspired by computer games (pixels). They can use self-adhesive foam to create game character designs. <i>Potential to explore ICT as a media to create pixel designs.</i></p> <p>History of art and culture looking at Roman, Greek and Islamic mosaic. Analysing Roman mosaics and what they observe. Using Roman numerals and their DOB as a starting point, they will create personal tile mosaics. They will need to research and plan their design before being taught how to cut, place and grout they mini mosaic.</p> <p>Numeracy links – measurement, mm and cm, area calculate (how many tiles required), plotting grids (coordinates), shape, pattern, rotation, transformation, tessellation, numerals.</p> <p>Exact tasks TBC – Cross curriculum links with HL and KL still being explored in more detail. Opportunity for a trip, local and history, Chedworth Roman Villa.</p> <p>Artists/ Wider world context/Careers: Roman, Greek and Islamic Culture, religion, architecture and Antonio Gaudi, Interior Design, tiling, IT skills, street and public art, Invader, historian, archaeology, conservator, geography (Iraq, Iran, Turkey, Syria and Kuwait) and Pompei.</p> <p>Assessment: TBC</p>	<p>Knowledge & Skills:</p> <ul style="list-style-type: none"> • Complete any outstanding pieces • Ensure Arts Award is completed. • Showcase the work of other students, progression through KS3. • Class Discussion – What would they like to do in art in the future and why? <p><i>All Students to transition into new groups in preparation for the new academic year.</i></p> <p style="text-align: center;">Remaining in Nurture</p> <p>Knowledge & Skills: Reactions – Exploratory and Sensory project Students will explore creating their own playdoh and slime (Oobleck), creating their own sensory toys links to literacy and numeracy). As well as creating natural paints, and seeing how pigments react to different materials. Awareness of sensory needs, environmental triggers and emotional regulation techniques, as well as simple chemical reactions (such as adding lemon juice to red cabbage water).</p> <p>Artists/ Wider world context/Careers: Social, emotional and mental wellbeing, developing knowledge and skills leading to a happy and fulfilling adulthood. Forest School, Science and Art curriculum links.</p> <p>Assessment: No formal assessment</p> <p style="text-align: center;">Year 7 into Year 8 Project</p> <p>Knowledge & Skills: Kinetics (Movement) – Body position – Keith Haring chalk body outlines, intro to proportions of the body Movement – Shutter speed photography, freezing sports processes. Pipe cleaner figures mini animation or flip book creation.</p> <p>Artists/ Wider world context/Careers: Keith Haring (links to Change for Life campaign, PSHE, science), PE (dance and sport) photography techniques and their uses (sports journalism, film, media, theatre etc.)</p> <p>Assessment: No formal assessment</p> <p><i>(potentially 4 weeks – due to transition at the beginning of term, (allowing completion of previous projects as required), as well as end of year trips and reward activities)</i></p>	

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Year 7 & 8	<p>Knowledge & Skills: The Dot – by Peter Reynolds. Growth mind set start of year activity which links with International Dot Day (September 15th-ish). Range of tasks and media which allow students to explore freely and show creativity. Starting the year by challenging the concept of ‘I can’t draw’. World connections - joining in with a community of likeminded people from across the world (shared via social media)</p> <p>Baseline assessment task – Show me what you know booklet covering knowledge of key terms, knowledge and application of tone, form, colour theory and recording using both the grid method and observation.</p> <p>All Around the World - Ndebele: Painting – Unusual techniques, hand eye coordination and control of media. Ndebele pattern provided, what can the students tell you about the pattern provided? Students given a demonstration on how to hold a brush and apply paint with control. Observe how they use colour, are they aware of placement and how colours work together? Second demo will be using a feather to paint, pose the question why would I use a feather? Students to paint the same image using the unusual method, do they find it easier or harder? Explain Ndebele painting.</p> <p>Cultural research into the Ndebele Tribe, location and culture. Class discussion and internet research.</p> <p>2D shape drawing, proficiency in handling a ruler (and protractor as needed), measuring in mm and cm, copying patterns, symmetry, using isometric paper, grids and plain surfaces.</p> <p>Applied Arts – application of a Ndebele inspired design to either a papier mache house or a small planet point using paint. Lines must be straight.</p> <p>Artists/ Wider world context/Careers: Peter Reynolds – author and illustrator (Pointillism, Rangoli and Mandala’s, Aboriginal art, Kandinsky).</p> <p>Understanding of other cultures, Ndebele and the artist Dr Esther Mahlangu, research, observation, writing in own words, Miriam Makeba (Xhosa ‘Click Song’), other languages.</p> <p>Transferrable skills – imagination and creativity, resourcefulness, problem solving and decision making, visual presentation, research, annotation, ICT skill.</p> <p>Assessment: Baseline booklet (emerging, developing, secure). Holistic assessment, key skills will be parallel lines, accuracy of shape, controlled application of paint to chosen surface and overall knowledge and understanding of the Ndebele tribe.</p>	<p>Knowledge & Skills: Stone Age to Iron Age: Cave painting and Celtic Pattern: Cave Painting – Rustic Colours, simplified forms, animals, Lascaux, Niaux and Cussac Caves in France, Altamira in northern Spain.</p> <p>Students to recognise and simplify animal forms, explore line and texture initially and higher-level skill form. Colour – natural pigments, paint (red, brown and yellow ochre) and charcoal (science purple from manganese). <i>Potential to create their own natural paints, with modern adaptations such as red cabbage</i> Methods of application – fingers, fur/moss, feathers/sticks, compared to brushes and sponges.</p> <p>Celtic pattern, The Celts, students to explore pattern in the form of knots, potentially including ring, square, button, heart and double coin knots. Developing hand eye coordination, fine motor skills, dexterity, resilience.</p> <p><i>Exact tasks TBC – Cross curriculum links with JE and DC still being explored in more detail.</i></p> <p>Christmas Crafts – Students at the Peak may have gaps in their education and their childhood developmental experiences. Student are given the opportunity to explore a range of Christmas crafts (1 week only)</p> <p>Artists/ Wider world context/Careers: Knots – camp craft, macramé, decoration, jewellery. Art, Craft and Design – exploring seasonal crafts including tree decorations, wreaths, cards, gift boxes. Highlighting upcycling activities and giving student the opportunity to freely create as well as producing ‘gifts’ at no cost to the families.</p> <p>Assessment: TBC</p>	<p>Knowledge & Skills: The Americas: The Mayas, The Aztecs and The Incas.</p> <p>The Maya 1000BC-1697AD: potential to explore weaving and ceramics. Weaving will develop hand eye coordination alongside resilience. Opportunities to also explore nature weaving as a break time activity. Possible clay sculpture, each student to make a smaller section of a pillar (Atlantean Figures on Pyramid of Quetzalcoatl, 4.57m) inspired by the Toltecs.</p> <p>The Aztecs 1200-1521, could look at different gods, sun stone, numbers, dates, symbols etc.</p> <p><i>Exact tasks TBC – Through Cross curriculum planning with JE, exploring what must be/is being covered for humanities and how this can link thematically while developing skills.</i></p> <p>Artists/ Wider world context/Careers:</p> <p>Assessment: TBC.</p>	<p>Knowledge & Skills: Everyday Objects: Drawing and developing art elements.</p> <p>Artist focus will be Michael Craig-Martin, students will initially draw around existing everyday objects helping to develop their confidence with drawing more realistic forms. (NHS colouring sheet produced by MCD during lockdown, can be used as a timeout task as required).</p> <p>Outlines will be further developed through observation and adding detail and developing perspective (3D drawing).</p> <p>Colour will be applied within in a section (pencil) with students aiming to show tonal value, form and colour theory knowledge.</p> <p>Continued developed of drawing, creating 2D shapes, converting to 3D shapes and applying tonal value to create form.</p> <p>Finally, students will pick an everyday object to draw from observation and we add tone and form.</p> <p>Home learning Opportunity: Anthropomorphism, photographic project around the home and local area, further exploration of ‘eye bombing’</p> <p>Artists/ Wider world context/Careers: Michael Craig-Martin and Claes Oldenburg, installation, public art, exhibits.</p> <p>Assessment: Understanding and application of line, tone, form and colour. Focus on control of media and accuracy of recording.</p> <p>Break and Lunch Enrichment Opportunities: Easter Crafts – Basket weaving, developing fine motor skills. Decorated eggs, Easter cards etc.</p> <p>Artists/ Wider world context/Careers: Traditional craft of basket weaving. Decorated eggs linked to pisanki eggs (Poland), pysanky eggs (Ukraine) and Fabergé eggs (Peter Carl Faberge Russian Jeweller)</p>	<p>Knowledge & Skills: Collaborative piece/Recycling project - Learning outcome: To understand how art can be used as a tool to raise awareness and inspire change. As well as explore how people have caused damage to our environment and to consider the ways we can change this.</p> <p>Visual examples of the environment, links to BBC articles and videos as well as other sources. Students to collect recycling at home and in school to be used.</p> <p>Dursley Sculpture trail: Meeting TBC to discuss requirements, delayed due to Covid19. The sculpture trail is a one-kilometre circular trail in Dursley’s Twinberrow Wood. Created by the Community. Twinberrow Wood is an important wildlife habitat which supports a diverse eco-system.</p> <p>Alternatively: Group campaign within school– what do they want to change (link to student council). Could we make resources for the school? Eco chairs for outside? etc. Opportunity for cross curricula outcome, including construction, forest school, horticulture, humanities and outdoor ed. Use of school twitter and website to promote ‘campaign’ – social awareness.</p> <p>Artists/ Wider world context/Careers: Public art, global citizen, climate change, personal responsibilities, public art and social awareness. "Bristol Whales" by Sue Lipscombe, "Trash Animals" by Bordalo II, "Sea Globes" by Dr. Max Liboiron, "One Beach Plastic" by Richard and Judith Lang, "Washed Ashore" by various artists</p> <p>Home learning Opportunity: Small changes at home can make a big difference to the plant. From today try to use the 5R’s with items you may normally throw away... Refuse, Reduce, Reuse, Recycle, Repair. Examples provided of at home crafts.</p> <p>Assessment: Group work skills, communication, sharing and working to a brief. Creative thinking and problem solving.</p>	<p>Knowledge & Skills:</p> <ul style="list-style-type: none"> • Complete any outstanding pieces • Ensure Arts Award is completed. • Showcase the work of other students, progression through KS3. • Class Discussion – What would they like to do in art in the future and why? <p><i>All Students to transition into new groups in preparation for the new academic year.</i></p> <p>Year 8 into Year 9 Project</p> <p>Knowledge & Skills: Greek Mythology – Links with prior Topic curriculum including Olympics and Ancient Greece. This project will allow students an introduction to the assessment objectives (AO1, AO2, AO3 & AO4). Working on a sustained theme and developing research and annotation skills. Understanding that art and design is not always practical, but theoretical as well. It will involve research (AO1), planning and refining ideas (AO2 & AO3), leading to an informed final piece exploring media and techniques (AO2 & AO4). There are clear time management skills required and a progression of knowledge. Students will also be able to choose either gum tape (a new media and process not yet taught) or papier-mâché (a process some may have done previously), based on their sensory needs, as well as experiencing painting and mixed media craft (which will involve problem solving and understanding how different media work together).</p> <p>Artists/ Wider world context/Careers: Cultural capital, graphic design, marketing, media, merchandise, costume design, theatre production, film and television production, animation, illustration and historian.</p> <p>Assessment: No formal assessment, holistic judgement of practical application of media and knowledge through mask outcome.</p> <p><i>(potentially 4 weeks – due to transition at the beginning of term, (allowing completion of previous projects as required), as well as end of year trips and reward activities)</i></p>

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Year 8 & 9	<p>Knowledge & Skills: Baseline assessment task – Show me what you know booklet covering knowledge of key terms, knowledge and application of tone, form, colour theory and recording using both the grid method and observation.</p> <p>Murals and Street Art – Developing a sense of community and school pride. Developing colour theory, controlled application of paint, mixing wet media and team work skills. Global awareness, understanding different forms of street art with a focus on typography.</p> <p>AO1 – Artist investigation, to link with GCSE criteria students can choose 1 artist from each of the four street art forms provided. Visual and written research, annotation and expressing opinions.</p> <p>AO2 – Media exploration, skill focus on blending within graffiti style letter provided. Identify strengths and weaknesses of the different media. Students are aiming to make a personal and informed choice about the media and process they prefer and is most successful for them.</p> <p>AO3 – Recording letter formations, handwriting practice, exploration of pen type and style including cursive and calligraphy.</p> <p>Home Learning Task: Letter formation exploration. Explore your own graffiti letter forms, inspired by your hand writing. Some YouTube videos provided for support and inspiration.</p> <p>AO4 – Personal and informed A3 graffiti piece.</p> <p>Artists/ Wider world context/Careers: <i>Opportunity for year 9 to be taken off timetable to work with GCSE students, taking part in a graffiti workshop run by:</i> https://www.cheltenhampaintfestival.co.uk/ Transferrable skills – hand eye coordination, letter formation (Hand writing), imagination and creativity, resourcefulness, problem solving and decision making, visual presentation. Graphic Design, marketing, merchandise etc.</p> <p>Assessment: Baseline booklet (emerging, developing, secure). Holistic assessment, key skills letter formation, key pieces artist investigation research (literacy and knowledge) and personal graffiti outcome (application aid media).</p>	<p>Knowledge & Skills: Day of the Dead (Die de los Muertos) – All 7 art elements. Exploring and understanding, symmetry, composition, symbolism and traditions. Making connections and realising differences to proportions of the face. Understanding the term monochromatic and how this connects to tone and form and apply this to an oil pastel skull.</p> <p>As it is a part of popular culture what do they already know? Show open scene of James bond and discuss observations. Focus on skull currently. Developing on from a tonal scale how can they use colour – monochromatic. Looks at stages and create a A3 skull drawing (differentiated sheets available, focus is on colour/form).</p> <p>Discuss the festival and stylisation and symbolism. Students to design own sugar skull using symmetry and will explore converting 2D ideas to 3D forms and outcomes.</p> <p>Clay 3D outcome – new techniques and media. Painting or glazing as appropriate. Self-evaluation making connections between plan and outcome with understanding of practice results in progression (experimentation and resilience) <i>Clay to be painted at a later date once fired</i></p> <p>Christmas Crafts – (as per other KS3 groups) are given the opportunity to explore a range of Christmas crafts (1 week only)</p> <p>Artists/ Wider world context/Careers: Mexican folk art and Dia de los Muertos festival (connections to Aztec traditions and the Catholic saint's day). Applied art, connecting to the increased popularity of sugar skull designs in ornaments and product design. As well as other elements of popular culture, such as James Bond 007 and Halloween.</p> <p>Art, Craft and Design – exploring seasonal crafts (as per other KS3 year groups).</p> <p>Assessment: holistic assessment, clay sugar skull (designing, connections to artists, construction and finish)</p>	<p>Knowledge & Skills: Architecture (GCSE style project with personal outcome) Strong links to real world skills as well as growth mind set and what art can be. “Try different solutions to different problems as they occur”.</p> <p>Home Learning Task: Visual research – find 4 unusual and interesting buildings (inspire work later on and to identify key architectural features).</p> <p>Student to be given Lego and in pairs produce a building. Use of imagination, working together, communications, taking risks and thinking outside the box, as well as working to a time frame (2 lessons MAX)</p> <p>Visual A4 research (digital collage of interesting buildings), intro to architect researched as well as other building of interest (use if ICT, scale and composition, similar to GCSE concept board, invented cityscape).</p> <p>Where are you now? Drawing a building just from having the door (creative thinking, simple or as detailed as student like). Examples of architects and buildings provided (line drawing).</p> <p>Research – (possibly Give me 5 shared responsibility): Frank Gehry, Hundertwasser, Zaha Hadid, Renzo Piano, Lloyd Wright, Norman Foster, Antoni Gaudi, Le Corbusier.</p> <p>Revisit to 2D and 3D shapes and create a building from blocks to be draw from observation (photographs of blocks, differentiated as required) and altered via roll a building activity. How can basic shapes be used to create more complex structures (e.g. Taj mahal, cuboids, cylinders, domes).</p> <p>1 Point perspective drawing (street view) 2-point perspective drawing (corner street view)</p> <p>AO4: Final outcome, personal to student but relevant and informed by AO1-3 related to the theme of Architecture.</p> <p>Year 9 Options – Time to be spent explaining the GCSE course to pupils. Go through the AOs, can they identify real world context from previous years and projects. Careers to be discussed showing transferrable skills (including military, doctors, builders, mechanics etc.). Explain it involves a creative journey and students don't need to be 'good' at it but do need to be committed to it. Are they independent and willing to take risks and make mistakes? Go through past GCSE students work showing a range of ability and grades (if known). Q&A from students.</p> <p>Easter Crafts – Basket weaving, developing fine motor skills. Decorated eggs, Easter cards etc. (1 week only)</p> <p>Artists/ Wider world context/Careers: Engineering, science, architecture. James May's Lego House - https://www.youtube.com/watch?v=TZvMGg4WY1o Frank Gehry, Hundertwasser, Zaha Hadid, Renzo Piano, Lloyd Wright, Norman Foster, Antoni Gaudi, Le Corbusier, Marc Hagan-Guiry and Harry Potter (Weasley House) Traditional craft of basket weaving. Decorated eggs linked to pisanki eggs (Poland), pysanky eggs (Ukraine) and Fabergé eggs (Peter Carl Faberge Russian Jeweller)</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria (<i>key assessment pieces will vary by class ability and choices in direction/tasks</i>). AO4: Final outcome, personal to student but relevant and informed by AO1-3</p>	<p>Knowledge & Skills: Collaborative piece/Recycling project - Learning outcome: To understand how art can be used as a tool to raise awareness and inspire change. As well as explore how people have caused damage to our environment and to consider the ways we can change this.</p> <p>Visual examples of the environment, links to BBC articles and videos as well as other sources. Students to collect recycling at home and in school to be used.</p> <p>Dursley Sculpture trail: Meeting TBC to discuss requirements, delayed due to Covid19. The sculpture trail is a one-kilometre circular trail in Dursley's Twinberrow Wood. Created by the Community. Twinberrow Wood is an important wildlife habitat which supports a diverse eco-system.</p> <p>Alternatively: Group campaign within school– what do they want to change (link to student council). Could we make resources for the school? Eco chairs for outside? etc. Opportunity for cross curricula outcome, including construction, forest school, horticulture, humanities and outdoor ed. Use of school twitter and website to promote 'campaign' – social awareness.</p> <p>Artists/ Wider world context/Careers: Public art, global citizen, climate change, personal responsibilities, public art and social awareness. "Bristol Whales" by Sue Lipscombe, "Trash Animals" by Bordalo II, "Sea Globes" by Dr. Max Liboiron, "One Beach Plastic" by Richard and Judith Lang, "Washed Ashore" by various artists</p> <p>Home learning Opportunity: Small changes at home can make a big difference to the planet. From today try to use the 5R's with items you may normally throw away... Refuse, Reduce, Reuse, Recycle, Repair. Examples provided of at home crafts.</p> <p>Assessment: Group work skills, communication, sharing and working to a brief. Creative thinking and problem solving.</p>	<p><i>All Students to transition into new groups in preparation for the new academic year.</i></p> <p style="text-align: center;">Year 9 into GCSE Options</p> <p>Knowledge & Skills: End of Year/Baseline assessment task – Show me what you know booklet covering knowledge of key terms, knowledge and application of tone, form, colour theory and recording using both the grid method and observation.</p> <p>The Art Elements (Photography task and Summer homework): What are the Art Elements? Comparison to photographic elements. Title page of Art Elements exploring media and techniques relevant to each element. Starting point line: mind map (brain dump), visual research, annotated ideas, first thoughts and opinions, begin to explore artists. Photography: Observing the world around you differently, children pay attention because its new, as we grow it becomes mundane and we filter out or ignore our everyday. Composition and taking an effective photograph. Begin to explore 1/2 elements around the school site, applying photographic skills. (see year 10 term 1 project overview).</p> <p>Artists/ Wider world context/Careers:</p> <p>Assessment: Similar to the start of the year, students should show progression in knowledge and skill. Allowing for GCSE predictions to be made alongside FFT data.</p> <p style="color: red;"><i>(potentially 4 weeks – due to transition at the beginning of term, (allowing completion of previous projects as required), as well as end of year trips and reward activities)</i></p>	

Art and Design Curriculum Progression Map KS4

	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 6.5 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Year 10	<p>Knowledge & Skills: Coursework – Art Elements Making connections with artists and my own work (AO1). To explore a range of potential ideas, showing development (AO2). To record in a variety of ways including clear annotation (AO3). To make personal and informed decisions with the intention of creating a final outcome (AO4).</p> <p>Review independent summer project (started during Term 6 transition). Photography (tablets provided as camera): Observing the everyday environment in a different way. Line, vertical, horizontal, diagonal, curved, pavements, trees, buildings, tiles, fences etc. Texture, nature or manmade, close up, abstract, macro, Pattern & Shape, repetition, breaking the rules, natural, decorative, cultural Colour, assemblage, spot colour, ICT Composition & Viewpoint, Kitchen utensils or other everyday objects Light & Shadow, cyanotype, shutter speed, light graffiti (science links). ICT, digital manipulation and enhancing images through editing. Potential for diptychs, triptychs or series as mini outcomes.</p> <p>Fine Art exploration alongside photography work, foundation style format. Building skills and exploring artists and movements: Line & Texture, mark making, continuous drawing, stitch, frottage, Tone & Form, tonal shading, 2D & 3D shapes, more complex structures Colour, theoretical understanding of terminology, colour mixing, hues, tints, shades, wet and dry media, mood, expression Shape & Pattern, positive and negative space, collage, paper cuts, repetition, tessellation</p> <p>Artists: Photography - Peter Keetman, Kenneth Joseph, Paul Politis, Man Ray, Anna Atkins, Bill Brandt, Michael Bosanko, Steven Purnell, Robin Broadbent, Lark Foord, Edward Weston, Imogen Cunningham, Andre Kertesz, Aleksander Rodchenko, Brandon Woelfel, Aaron Siskad, Janet Little Jeffers, Dan Ferro, Marc Anderson, Henry Troup, Bill Mangold, Lucy Shires, Barry Rosenthal, Sam Kaplan, Emily Blincoe, Sara Cwyner, Brittnay White, Helga Steppan, Camilla Casullo, Stephen Candler, Ion Zupcu, J.D 'Okhai Ojeikere, Shamekh Al-Bluwi, Matthieu Venot, Kristen Meyer and Paul Butler. Fine Art - Pablo Picasso, Andy Warhol, Michael Craig Martin, Sol LeWitt, David Hockney, Vincent Van Gogh, Leonardo da Vinci, Henri Moore, Henry Matisse, Tang Yau Hoong, Phoebe Morris, Michael Pippo, M.C Escher plus many others (see class ppts)</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria. AO4: Final outcome, either a collection of mini outcomes from the exploration of Arts Elements OR AO4: Final outcome, personal to student but relevant and informed by AO1-3.</p>		<p>Knowledge & Skills: Covid 19 course requirements dependent! Option A: Return to 60% coursework and 40% exam. Students to complete a project in the format of a Mock Exam. Using a GCSE question paper and selecting the question/theme of their choice. (see year 11 structure on next page) Option B: Identity Project Initially drawing skills and portraiture, proportions of the face, gridding images, accuracy, tone and form including wet and dry media, possible a monochromatic portrait painting from own photography. Then developing into self-expression, what makes you, you? Name, nationality, interest and hobbies, location, culture, sexuality etc. How have other artists explored self/identity over the years? 2D and 3D media, processes, techniques to explore.</p> <p>Easter task – Typography (to be developed into a Graphics Project): Signage/Street Type - What different signage, letters forms, fonts, exist in your local area? Words, Letters – A4 collage. Packaging, magazines, newspapers, junk mail, catalogues, leaflets etc.</p> <p>Artists: Rankin, Gillian Wearing, Chila Burman, Freda Kahlo, Grayson Perry, Cindy Sherman, Teesha Moore, Nikki Farquharson, Julian Opie, Joseph Cornell, plus a wide range of additional artists depending on students' interest and direction.</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria. AO4: Final outcome, personal to student but relevant and informed by AO1-3</p>		<p>Knowledge & Skills: Coursework – Graphics Brief (typography) Exact Brief and wording TBC: Students will explore typography with the intention of creating a graphics product, potentially along the lines of brand logo, festival marketing, Album cover, information or message posters, with a typographic focus.</p> <p>Exploring, hand drawn lettering, Found Alphabet photography including contextual sources (Pinterest, google, Instagram etc.), collage, 3D forms and structures</p> <p>Artists: Norman Ives, Saul Bass, Jamie Reid, David Carson, Tony Seddon (et al), Craig Ward, Alex Trochut, Jenny Holzer, Barbara Kruger, Tom Phillips, La Boca, Yulia Brodskaya, Peter Tarka, plus additional artists depending on student interests and direction.</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria. AO4: Final outcome, a personal typographic piece relevant to Graphics Brief informed by AO1-3.</p>	<p style="text-align: center;">Year 10 students Transitioning in to Year 11</p> <p>Summer Homework – Mini project based on Photography (student choice):</p> <ol style="list-style-type: none"> Little figures Surrealism <p>Artists: Photography:</p> <ol style="list-style-type: none"> Slinkachu, Cordal, David Gilliver, Tatsuya Tanaka, Kim Leuenberger, Andrew Whyte or own choice. Perspective Artists: Rich McCor or Pejac, Ben Heine, Alya Chaglar <p>Surreal Practitioners: Nikolai Tolstyh, Clet (signage), Anna Keville Joyce, Stephen McMennamy, Laura Williams, Jason Lee, Dan Cretu, Claes Oldenburg, Mitch Boyer (photoshop)</p> <p>Assessment: AO1- AO3; holistic assessment referring to assessment objectives and marking criteria. This is about the creative journey – could possibly be developed further in yr 11 depending on engagement over the summer.</p>

Art and Design Curriculum Progression Map KS4

	Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 6.5 weeks	Term 4 – 6 weeks	Term 5 – 5 weeks	Term 6 – 7 weeks
Year 11	<p>Knowledge & Skills: Coursework: units covered to date are Land Art, Animals, Characters, Typography and Art Elements. There are some gaps in coursework projects and AO's due to Covid-19 distanced learning and absences, these will be reviewed and filled through 1:1 reviews.</p> <p>Term 1 – Art Elements (including independent home learning summer photography project) Making clear to students the AO's, marking criteria and where marks are gained. Review independent summer project (started during Term 6 of year 10), this will determine the starting point or continuation point of the Art Elements project (see year 10 overview). 1:1 conversation to be had with all students and task lists created and worked through with support.</p> <p>Term 2 – Art Elements and Additional Project completion This will be personalised depending on assessment gaps and strengths. Projects should show a clear journey. Some students have final pieces from which they can work backwards as necessary, others just require minimal gap filling along their journey. 1:1 conversations to be had with all students and task lists created and worked through with support.</p> <p>Artists: Various (see previous curriculum progression maps and year 10 overview above).</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria. AO4: Final outcome relevant to each project theme.</p>		<p>Knowledge & Skills: Externally set assignment: 40% of Grade</p> <p>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.</p> <p>Introduction to exam paper and going through initial thoughts regarding the question themes.</p> <p>Choose a question. Mind map and brain dump of initial thoughts related to theme. Explore the artists related to that questions through research and recreations (media exploration). Further annotation to show development and progression.</p> <p>Exploration of ideas through designing, trial and error, adapting ideas, making notes of processes and results, amendments and lessons learnt. Making connections to artists/contextual studies but ensuring own interpretation.</p> <p>Assessment: AO1-AO3; holistic assessment referring to assessment objectives and marking criteria.</p>	<p>Knowledge & Skills: 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.</p> <p>Begin to narrow ideas, media and processes. Design ideas (minimum of 5). Where do students' strengths lie, what have they enjoyed the most to date and what are their thoughts and intentions.</p> <p>Selection of best idea, media exploration and trials. Recording successes and errors and how these relate to theme and inform desired outcome.</p> <p>Final design idea and experimentation including time taken to complete elements to inform exam time plan to achieve intended outcome.</p> <p>Assessment: AO1-AO4; holistic assessment referring to assessment objectives and marking criteria.</p>	<p>Knowledge & Skills: AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Media, composition and outcome of pupils' choice informed by AO1-3 work completed in terms 3&4. Two weeks' final support and making sure plans are clear. Student fully understands what is to be achieved and how - time management, resources required, media processes and techniques, so that they are fully independent and confident during the exam.</p> <p>Assessment: Externally set assignment AO4 – 10-hour exam over two days (beginning of May, dates TBC). Concluding prep work started in January.</p>	Year 11 complete, students on study leave.