





Curriculum Overview

Art				'Core' knowledge	'Hinterland' knowledge
	What new knowledge do we introduce?				
	Year 7	Year 8	Year 9		
<p><b>Autumn 1</b> <i>September – October</i></p> <p style="text-align: center;"></p> <p><b>Autumn 2</b> <i>November – December</i></p> <p><i>Lesson structure refer to the time line of what is to be taught in each lesson.</i></p> <p><i>14 weeks = 14 lessons</i></p>	<p><b><u>Unit 1 Formal Elements</u></b></p> <p>Investigate artistic skills, by exploring techniques, media and processes within art and design.</p> <p>This is a 14-week unit that aims to build on core Knowledge and skills. Within the unit students will look formal elements (line, tone, colour ect) they will explore still life, perspective drawing and photography. This will lead into experimentation with abstract art. The aims are to baseline test, build on skills then complete a final piece. Homework's will be set weekly and students will</p>	<p><b><u>Unit 1 Environmental Issues</u></b></p> <p>Investigate political values and society's views on environmental issues and how we can visually display these concerns within art. Students will explore cross curricular works with geography, as well as exploring techniques, media and processes within art and design.</p> <p>This is a 14-week unit that aims to build on core Knowledge and skills. Within the unit students will recap on skills used in the year 7 still life work. They will then look at 3d perspective</p>	<p><b><u>Unit 1 Weird and Wonderful</u></b></p> <p>Explore the design and outcome process in art to create a project based on the theme of the weird and wonderful. This is a 14 week unit that aims to build on core Knowledge and skills learnt in previous years. This year one of the focuses is on a strategies where students need to grasp it, know it and think it, in order to produce a unit's work. Within the unit students will look at understanding a theme look at art movements and artists work in greater detail and use them as an influence to</p>	<p><i>Knowledge that must be embedded in order to be successful in the subject domain is to demonstrate an understanding of Line, pattern, tone, texture, shape, form,</i></p> <p><i>To use a range of techniques to record their observations in sketchbooks as a basis for exploring their ideas</i></p> <p><i>To use a range of techniques and media, including painting. About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day To increase their proficiency in the handling of different materials</i></p>	<p><b><i>Application of knowledge learnt:</i></b> Creativity. Creativity is an obvious but extremely important skill gained from art education.</p> <p>Observational skills.</p> <p>Self-expression and identity.</p> <p>Focus and responsibility.</p> <p>Discipline and integrity.</p> <p>Perseverance and reliance.</p> <p>Collaboration of artists and students work.</p> <p>Risk-taking being a metacognitive learner.</p> <p><b><i>Purpose of Connections between Wider contextual links Cross-curricular processes:</i></b></p>




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	<p>have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>drawing, key elements of composition, understanding a project brief. The aims are to baseline test, build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>create their own works. The aims are to build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the checklist that that are provided. (all tasks are differentiated) Students will complete a mini Mock exam in order to assess the work.</p>	<p><i>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</i></p>	<p>Art from the past holds clues to life in the past. By looking at a work of art's symbolism, colors, and materials, we can learn about the culture that produced it. We also can compare artwork, which provides different perspectives, and gives students a well-rounded way of looking at events, situations, and people.</p>
<p><b>Spring 1</b> <i>January – February</i></p> <p style="text-align: center;"></p> <p><b>Spring 2</b> <i>March – April</i></p>	<p><b><u>Unit 2 Insects / Bugs</u></b></p> <p>Explore detailed drawing, colour and paper cutting techniques to create a unit of work related to insects / bugs.</p> <p>This is a 10 week unit that aims to build on core Knowledge and skills of drawing in various medias. Within the unit students will look at mark makings, colour, pattern, form, shape, paper cutting and symmetry. Students will</p>	<p><b><u>Unit 2 Bird Project</u></b></p> <p>Develop observational drawing skills and how create texture within a piece of art work. Students will be experimenting with drawing techniques, developing mark making skills that represent texture. They will also be widening their knowledge of artists and analysing their work, whilst exploring art vocabulary.</p>	<p><b><u>Unit 2 Structures</u></b></p> <p>Explore the design and outcome process in art to create a project based on the theme of Structures.</p> <p>This is a 10 week unit that aims to build on core Knowledge and skills learnt in previous years. This year one of the focuses is on a strategies where students need to grasp it, know it and think it, in order to produce a unit's work. Within the</p>		



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<p><i>Lesson structure refer to the time line of what is to be taught in each lesson.</i></p> <p><i>10 weeks = 10 lessons</i></p>	<p>look at 2D techniques and different artists and their styles of working. The aims are to build on skills then complete a final piece.</p> <p>Homework's will be set weekly and students will have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>This is a 10 week unit that aims to build on core Knowledge and skills. Within the unit students will recap on skills used in the year their last term on drawing and colour. They will then look at 2D and 3D work. Construction skills will be looked at in this unit of work.</p> <p>The aims are to build on skills then complete a final piece.</p> <p>Homework's will be set weekly and students will have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>unit students will look at understanding a theme look at art movements and artists work in greater detail and use them as an influence to create their own works. Students will experiment with print making, biro work and photography. The aims are to build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the checklist that that are provided. (all tasks are differentiated) Students will complete a mini Mock exam in order to assess the work.</p>		
<p><b>Summer 1</b></p> <p><i>April – May</i></p> <p style="text-align: center;"></p> <p><b>Summer 2</b></p>	<p><b><u>Unit 3 Day of the Dead</u></b></p> <p>Expand our knowledge of a cultural monumental celebration. Students will explore the movement in Mexico. Looking at 2D and 3D works. From Sugar skulls to paper cutting flags. Students will produce</p>	<p><b><u>Unit 3 Food</u></b></p> <p>Develop observational drawing skills and how create a final 3D outcome. Students will be assembling and constructing, making, forming and modelling using a 3d medium, paper, card and found materials to</p>	<p><b><u>Unit 3 Identity</u></b></p> <p>Explore the design and outcome process in art to create a project based on the theme of Identity.</p>		



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<p><i>June – July</i></p> <p><i>Lesson structure refer to the time line of what is to be taught in each lesson.</i></p> <p><i>12 weeks = 12 lessons</i></p>	<p>detailed drawings, colour and paper cutting techniques. As well as learning the understanding of colour and what they represent in the celebration.</p> <p>This is a 12 week unit that aims to build on core Knowledge and skills of drawing, construction, painting and sculpture. Within the unit students will look at mark makings, colour, pattern, form, shape, paper cutting and textiles. Students will look at 2D techniques and different artists and their styles of working.</p> <p>The aims are to build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>explore three dimensions and learn about the tactile properties of textures and surfaces - using 3D media to make their ideas and design physical and real.</p> <p>Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons.</p> <p>This is a 12 week unit that aims to build on core Knowledge and skills. Within the unit students will recap on skills used in the year their last term. The aims are to build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the Homework Menu. (all tasks are differentiated)</p>	<p>This is a 12 week unit that aims to build on core Knowledge and skills learnt in previous years. Also looking more intensely at realism and portraiture. This year one of the focuses is on a strategies where students need to grasp it, know it and think it, in order to produce a unit's work. Within the unit students will look at understanding a theme look at art movements and artists work in greater detail and use them as an influence to create their own works. Students will experiment with photography, observational drawing, monochromatic work, textiles and collage. The aims are to build on skills then complete a final piece. Homework's will be set weekly and students will have the option to choose from the checklist that that are provided. (all tasks are</p>		
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			differentiated) Students will complete a mini Mock exam in order to assess the work.		
<p>- <b>How is student progress assessed?</b> Students will be assessed using quizzes and base line tests at the start of year 7 &amp; 8. They will have weekly homework tasks to monitor an average data point. In year 8 and 9 at the end of each unit they will complete a mini mock. (This will happen in the last term of year 8)</p> <p>- <b>How do you know students are learning more?</b> There will be evidence in books to show more refined learning and the testing throughout the year should show progress in a practical and visual tasks. Students will be able to articulate their knowledge and understanding of what they have learnt throughout the terms.</p> <p>- <b>How is knowledge assessed?</b> Starter sessions –quiz based assessment on Provided by <a href="https://www.educationquizzes.com/ks3/art-and-design/">https://www.educationquizzes.com/ks3/art-and-design/</a> and by regular making of homework and mini mock, in line with the national curriculum making scheme for art and design. ( In departmental handbook a document containg exemplar work to each grade to assist in standardised marking)</p> <p>- <b>How is the curriculum clearly the progression model?</b> The Art and design Curriculum has been designed to fit in line with the national standards for art. The year group units are formed in compliance with the differentiated skills and knowledge for each specific year group.</p> <p>Compared to the previous curriculum, there are more challenges and stretching activities for students, as well as new testing and metacognitive learning styles, evident in the lesson plans.</p>			<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Working as part of the community in primary school based projects.</li> <li>• Working with visiting artists</li> <li>• Visiting local galleries</li> <li>• Exhibiting own work in local galleries.</li> </ul> <p>Taking part in a Curwen print experience.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- Departmental Knowledge organisers for each topic.</li> <li>- Homework Menus for differentiated tasks.</li> <li>- Websites: <a href="https://www.educationquizzes.com/ks3/art-and-design/">https://www.educationquizzes.com/ks3/art-and-design/</a> <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> <a href="https://www.bbc.co.uk/bitesize/subjects/z6f3cdm">https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</a></li> </ul> <p>Banks of extra Curricular activities worksheets ect Extended learning <a href="https://www.google.co.uk/search?sa=X&amp;lei=cNRoXvq6MblD8gK1u5LACQ&amp;q=k3%20art%20worksheets&amp;ved=2ahUKEwibuomdsZLoAhVOOBoKHZO5DA0QsKwBKAB6BAGAEAE&amp;biw=1280&amp;bih=529&amp;safe=active&amp;ssui=on">https://www.google.co.uk/search?sa=X&amp;lei=cNRoXvq6MblD8gK1u5LACQ&amp;q=k3%20art%20worksheets&amp;ved=2ahUKEwibuomdsZLoAhVOOBoKHZO5DA0QsKwBKAB6BAGAEAE&amp;biw=1280&amp;bih=529&amp;safe=active&amp;ssui=on</a></p>	



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