

2022-2023 Year 8 Curriculum and Assessment Plan for Key Stage 3 Art.

<p>The curriculum and assessment of pupils at this stage of education has been carefully designed to develop the creative, technical and practical skills needed to perform everyday tasks confidently. The curriculum is built to apply knowledge and understanding of skills and techniques to create a range of different ideas that will lead to a final visual outcome.</p>					
<p>Half Term 1: Art focus- Formal Element recap and Landscapes project (max 7 lessons)</p> <p>All pupils will know: How to be safe in an Art room. To revisit and understand the use of LINE, TONE, SHAPE, FORM and COLOUR visually and verbally. Enabling pupils to access these in the beginning and throughout the Landscape project. How to use and colour mix with oil pastels and do an artist copy using them as well as how to complete an analysis.</p> <p>All pupils will be assessed by: Knowledge quiz Practical Assessment: LINE</p> <p>Impact- Why do we teach this? To recap their understanding of the different key 'things' to create Art. This builds on their skills and allows them to extend and develop their previous skill.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Safety in the Art room. - Recap understanding of FE - Use of oil pastels - Artist copy/observation <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Health and safety, formal elements, line, tone, shape, form, colour, perspective, proportion, composition, foreground, middle ground, background, technique,</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas application of colour.</p>	<p>Half Term 2: Art focus- Continuation of Landscapes project (max 7 lessons)</p> <p>All pupils will know: Building up an understanding of proportions and techniques enabling a more accurate copy. More about FOREGROUND, MIDDLE GROUND and BACKGROUND, building on their existing knowledge and understanding.</p> <p>All pupils will be assessed: Practical Assessment: TONE</p> <p>Impact - Why do we teach this? To enable pupils to understand the importance of proportions and how it helps to develop different techniques with different media and build confidence. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Application of proportions - Own skill in technique <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Media, highlight, shadow, shade, perspective, proportion, composition, foreground, middle ground, background, technique, mood, abstract, realism, layer, wet on wet.</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas and proportions and application of colour. Maths, proportions</p>	<p>Half Term 3: Art focus- Continuation of Landscapes project (max 6 lessons)</p> <p>All pupils will know: How to mix paints with emphasis on colour matching and copying techniques. Recapping and extending knowledge on how to apply secondary and tertiary colours in both painting and other medias, such as colour pencil.</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? To enable pupils to understand and use colour effectively and to be able to create work of a greater skill. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Colour mixing and matching - Application of colours <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Media, highlight, shadow, shade, perspective, proportion, composition, foreground, middle ground, background, technique, mood, abstract, realism, layer, wet on wet.</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas and proportions and application of colour. Maths, proportions.</p>
<p>Half Term 4: Art focus- Continuation of Landscapes (max 5 lessons)</p> <p>All pupils will know: Using independent landscape photography to inspire own painted landscape. Using artists techniques learned and explored to complete own painted landscape, thinking carefully about their own composition.</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment: PAINTING (Bottle)</p> <p>Impact - Why do we teach this? To enable pupils to understand and use colour effectively in their own individual work and to apply skills learned to this end. To give pupils key knowledge and a good foundation of skill in painting to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Independence in own work - Colour mixing - Coming up with own composition <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Media, highlight, shadow, shade, perspective, proportion, composition, foreground, middle ground, background, technique, mood, abstract, realism, layer, wet on wet.</p> <p>Opportunity for cross-curricular skill development DT, developing ideas application of colour.</p>	<p>Half Term 5: Art focus- Skulls and Roses Project (max 6 lessons)</p> <p>All pupils will know: Refining technical drawing skills through direct observation of roses and real skulls (mostly sheep skulls). Research and create a mood board inspired by Día De Los Muertos. Understanding what makes a successful composition based on balance/symmetry/focal point.</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? To enable pupils to complete some individual research around a given theme. To enhance and develop skills of observation and drawing which will support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Observational drawing - Understanding a good composition <p>Reading Skills needed for this unit: Skim and scan, summarising key information, analysis and evaluating</p> <p>Key Vocabulary: Mix media, Día De Los Muertos, wax resist, composition, collage, continuous line, technique, balance, symmetrical, asymmetrical, mark making, highlight, shadow/shade.</p> <p>Opportunity for cross-curricular skill development DT, developing ideas application of colour. History, cultural Mexican links.</p>	<p>Half Term 6: Art focus- Continuation of Skulls and Roses Project (max 7 lessons)</p> <p>All pupils will know: Generating ideas using resources from mood board and direct observational drawing. Exploring a range of mixed media techniques. Completing a final piece selected from ideas generated.</p> <p>All pupils will be assessed: End of project Assessment</p> <p>Impact- Why do we teach this? To enable pupils to be more creative and fearer with their ideas. To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Using varied and mix media - Coming up with a range of ideas - Being selective with own ideas <p>Reading Skills needed for this unit: Skim and scan, summarising key information, analysis and evaluating</p> <p>Key Vocabulary: Mix media, Día De Los Muertos, wax resist, composition, collage, continuous line, technique, balance, symmetrical, asymmetrical, mark making, highlight, shadow/shade.</p> <p>Opportunity for cross-curricular skill development DT, developing ideas application of colour. History, cultural Mexican links.</p>
<p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example, SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					

Enrichment opportunities:

After school club and competitions.

Career opportunities/ links: Artist, architect, Jewellery designer, furniture artist, fashion designer, illustrator, graphic designer

NATIONAL CURRICULUM KS3

Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Subject content Key stage 3 Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.