

### Along-term planning for Art

Assessment: In KS3 students are assessed against the universal criteria of **Bronze**- *basic application*, **Silver**- *competent application* and **Gold**- *accomplished application of skill*.

| YEAR 7 - ART               |  |   |   |
|----------------------------|--|---|---|
| Art & Design               | Autumn   | Spring  | Summer  |
| <b>Unit title:</b>         | <b>Foundation skills</b>   | <b>Aboriginal Art</b>   | <b>Insects</b>  |
| <b>Unit length:</b>        | Approx. 12 hours   | Approx. 12 hours  | Approx. 12 hours  |
| <b>Key concepts:</b>       | Develop understanding and build skills and knowledge of basic formal elements: line, value, form, texture, and colour. Introduce students to a basic range of artistic materials/techniques and understanding how to use these correctly.  | Building on knowledge of formal elements and previous skills to see an improvement in refinement and ability along with expanding creative ingenuity<br>Explore ideas and assess visual and other information, including images and artefacts from different historical, social, and cultural contexts. | Build on skills learnt through Y7 in line, shape, texture, and colour through looking at the world of Insects<br><br>To develop knowledge of form and understand how to design 3D outcomes. |
| <b>Media form:</b>         | Drawing & Painting   | Experimenting with a range of media   | Experimenting with a range of media   |
| <b>Culture:</b>            | Impressionist/Fauvism  | British arts & crafts movement.   | Insect from around the world  |
| <b>End points covered:</b> | Confidently critique, analyse and discuss Art & Design in visual, written, and oral forms. <i>(Develop)</i><br>Fluency and confidence in the use of Art & Design media demonstrating a sound understanding of the materials and techniques used. <i>(Refine)</i><br>Record ideas, observations, and insights relevant to intentions as work progresses. <i>(Record)</i><br>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <i>(Present)</i> |   |   |
| <b>Key vocabulary</b>      | <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Mark making</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Primary and secondary colours</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Slabbing</b></li> <li>• <b>Coiling</b></li> <li>• <b>Slip</b></li> </ul>  |

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|                                     | <ul style="list-style-type: none"> <li>• <b>Overlap</b></li> <li>• <b>Underlap</b></li> <li>• <b>Background</b></li> <li>• <b>Foreground</b></li> <li>• <b>Tone</b></li> <li>• <b>Tonal scale</b></li> <li>• <b>Graphite</b></li> <li>• <b>Geometric shapes</b></li> <li>• <b>3D shapes</b></li> <li>• <b>Blending</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Texture</b></li> <li>• <b>Blending</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Textiles</b></li> <li>• <b>Tertiary colours</b></li> <li>• <b>Colour wheel</b></li> <li>• <b>Primary and secondary colours</b></li> <li>• <b>Texture</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Line</b></li> <li>• <b>Fibre</b></li> <li>• <b>Weaving</b></li> <li>• <b>Needles</b></li> <li>• <b>Thread</b></li> <li>• <b>Sewing scissors</b></li> </ul>   |
| <b>National Curriculum content:</b> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li> </ul> |

| YEAR 8 - ART               |  |   |   |
|----------------------------|--|---|---|
| Art & Design               | Autumn   | Spring  | Summer  |
| <b>Unit title:</b>         | - Day of the Dead – Culture  | Pop Art – Modern Culture  | Cultural Festivals  |
| <b>Unit length:</b>        | Approx. 12 hours   | Approx. 12 hours  | Approx. 12 hours  |
| <b>Key concepts:</b>       | This project is to introduce students to the idea of other cultures. They will use previous skills of patterns, colour, and improving and add to their skill base through a range of media and skills.   | <ul style="list-style-type: none"> <li>- The aim of the project is look at the history of the Pop Art movement through British and American culture.</li> <li>- Pupils will explore a range of media and how they have been used through history to present day.</li> </ul> | <ul style="list-style-type: none"> <li>- This project is about exploring the atmosphere, colour, excitement, music dancing costume and history of the phenomenon a festival.</li> <li>- We will explore different festivals originating from a range of different cultures, religions, and traditions through art &amp; design</li> </ul> |
| <b>Media form:</b>         | Experimenting with a range of media  | Experimenting with a range of media   | Experimenting with a range of media   |
| <b>Culture:</b>            | Culture in the community   | British/American Pop Art movement.  | Cultures from around the world  |
| <b>End points covered:</b> | Confidently critique, analyse and discuss Art & Design in visual, written, and oral forms. <i>(Develop)</i><br>Fluency and confidence in the use of Art & Design media demonstrating a sound understanding of the materials and techniques used. <i>(Refine)</i><br>Record ideas, observations, and insights relevant to intentions as work progresses. <i>(Record)</i><br>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <i>(Present)</i> |   |   |
| <b>Key vocabulary</b>      | <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Mark making</b></li> <li>• <b>Overlap</b></li> <li>• <b>Underlap</b></li> <li>• <b>Background</b></li> <li>• <b>Foreground</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Mark making</b></li> <li>• <b>Texture</b></li> <li>• <b>Blending</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> </ul>                 | <ul style="list-style-type: none"> <li>• <b>Slabbing</b></li> <li>• <b>Coiling</b></li> <li>• <b>Slip</b></li> <li>• <b>Composition</b></li> <li>• <b>Scale</b></li> <li>• <b>Overlap</b></li> <li>• <b>Underlap</b></li> </ul>   |

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|                                     | <ul style="list-style-type: none"> <li>• <b>Tone</b></li> <li>• <b>Tonal scale</b></li> <li>• <b>Graphite</b></li> <li>• <b>Texture</b></li> <li>• <b>Blending</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Felt making</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Wool</b></li> <li>• <b>Needle felting</b></li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Background</b></li> <li>• <b>Foreground</b></li> <li>• <b>Texture</b></li> <li>• <b>Blending</b></li> <li>• <b>Cross hatching</b></li> <li>• <b>Proportion/perspective</b></li> <li>• <b>Collage</b></li> </ul>  |
| <b>National Curriculum content:</b> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles and major</li> <li>• movements from ancient times up to the present day.</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li> </ul> |

**YEAR 9 - ART**

| <b>Art &amp; Design</b>    | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>   |
|----------------------------|--|--|---|
| <b>Unit title:</b>         | <b>Flora &amp; Fauna</b>   | <b>Portraiture</b>   | <b>Urban/ cityscapes</b>  |
| <b>Unit length:</b>        | Approx. 12 hours   | Approx. 12 hours   | Approx. 12 hours  |
| <b>Key concepts:</b>       | <p>To understand and complete a range of studies both primary and secondary sources</p> <p>Investigations into creating tints and tones.</p> <p>To expand and understanding how to respond to a theme.</p> <p>Observational studies in a range of drawing materials.</p> <p>Investigate the use of a range of media in tonal studies and colour.</p> <p>Investigation into Artist works to develop understanding of concepts and ideas.</p>  | <p>Practical and theoretical understanding of how to create accurate portrait studies.</p> <p>Understanding of how artist's produce portraits and self-portraits and why these matters in the art world.</p> <p>Develop deeper understanding of colour, by building on mixing and painting skills through artist investigations.</p> <p>Develop wider understanding and use of art terminology.</p> <p>Understanding and learning to build portfolio</p> <p>Investigation in contemporary portrait artist to widen understanding of art history.</p> | <p>Focus on developing a mixed media process.</p> <p>Investigation into artist, to build more in-depth understanding of art history, processes, and Artists</p> <p>Building comprehensive range of drawing techniques</p> <p>Understanding and learning to build portfolio</p> <p>Investigation in contemporary portrait artist to widen understanding of art history.</p> <p>Creating an outcome using individually chosen combination of materials.</p> |
| <b>Media form:</b>         | Experimenting with a range of media  | Experimenting with a range of media  | Experimenting with a range of media   |
| <b>Culture:</b>            | Artists and movements from around the world  | Artists and movements from around the world  | Artists and movements from around the world   |
| <b>End points covered:</b> | <p>Confidently critique, analyse and discuss Art &amp; Design in visual, written, and oral forms. <i>(Develop)</i> Fluency and confidence in the use of Art &amp; Design media demonstrating a sound understanding of the materials and techniques used. <i>(Refine)</i></p> <p>Record ideas, observations, and insights relevant to intentions as work progresses. <i>(Record)</i></p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. <i>(Present)</i></p> |  |   |
| <b>Key vocabulary</b>      | <ul style="list-style-type: none"> <li><b>Composition</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Composition</b></li> </ul>   | <ul style="list-style-type: none"> <li><b>Scale</b></li> </ul>  |

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|-------------------------------------|---|--|--|
|                                     | <ul style="list-style-type: none"> <li>• Scale</li> <li>• Mark making</li> <li>• Overlap</li> <li>• Underlap</li> <li>• Background</li> <li>• Foreground</li> <li>• Tone</li> <li>• Tonal scale</li> <li>• Graphite</li> <li>• Proportion/perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Scale</li> <li>• Mark making</li> <li>• Overlap</li> <li>• Underlap</li> <li>• Background</li> <li>• Foreground</li> <li>• Tone</li> <li>• Tonal scale</li> <li>• Graphite</li> <li>• Proportion/perspective</li> </ul>   | <ul style="list-style-type: none"> <li>• Background</li> <li>• Foreground</li> <li>• Graphite</li> <li>• Texture</li> <li>• Blending</li> <li>• Cross hatching</li> <li>• Silk</li> <li>• Gutta</li> <li>• Silk paint</li> </ul>   |
| <b>National Curriculum content:</b> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li> </ul> | <ul style="list-style-type: none"> <li>• To use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas</li> <li>• To use a range of techniques and media, including painting</li> <li>• To increase their proficiency in the handling of different materials</li> <li>• To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>• About the history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day.</li> </ul> |

