



HPRS CURRICULUM MAP



SUBJECT AREA: Art and Design

YEAR / GROUP: KS3 Year 9

BRIEF SUMMARY OF CURRICULUM INTENT

KS3 INTERVENTION AND PERMANENT PUPILS

The Curriculum is designed to meet the needs of both intervention and permanent pupils. They partake in observational drawing and 2D processes when they start a topic. They create a baseline drawing which is part of a mixed media title page for each topic. As new students arrive at the centre they are given a baseline drawing which is linked to the current topic. Students are given independent learning opportunities through finding their own images. They develop contextual meaning through artist research and annotating their work. Pupils find their strengths through short tasks lasting one or two lessons which helps them produce work quickly and offers them a sense of achievement. This also equips them with a wide variety of art techniques over a short time period where they will be mainly experimenting. Smaller pieces of artwork come together to make a decorative title page to introduce the topic over the first two weeks. This is suitable for the intervention students who can then take away sketchbooks with finished decorative pages. As they progress through the topic they are given the chance to delve deeper through developing skills in a very wide variety of art processes. These are different in every new topic and expose the pupils to becoming knowledgeable about painting, drawing, textile processes, 3D process. They gain confidence and find their preferred method of working which then becomes development for a final piece. This could be a large painting, sculpture, textile piece, print or installation. Each topic covers the assessment criteria for development onto GCSE. KS3 students are already practicing skills for A01 Investigating, A02 Experimenting, A03 Recording and A04 Personal Response. This understanding of the assessment criteria for GCSE will be transferable as they progress onto KS4. In Art and Design there is a focus on literacy and researching artists. This helps pupils to understand art context which helps them create personal responses to artist's work. The permanent pupils partake in the same projects and they create a large portfolio which they take with them when they progress onto GCSE and shows evidence of A01,A02,A03,A04.

How SMSC and British Values are delivered in this subject

Students explore their own identity and heritage. This teaches students and their peers to be inclusive and celebrate this. Learners explore their own beliefs and values through The 'In My World project'. Students explore morals in the street art project and learn to appreciate the opinions of others. They discuss and think critically about how this type of art fits into society considering legal boundaries and criminal law. Within the art classroom we follow school procedure to ensure social skills and how to work successfully as a group. They learn about mutual respect between staff and students. Students are taught to be inclusive of the differences of others.

KEY DATES / NOTES

Timing	Key Skills What pupils are learning to do	Teaching & Learning Themes & Styles Topics, Activities, Learning Styles	Assessment Focus including dates and suggested assessments and methods of assessment	Additional Features • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	A01: Explore <i>Explore drawing and shading techniques to create a human eye. Students investigate colour theory and photography skills.</i>	<ul style="list-style-type: none">• Baseline drawing: Observational drawing of a human eye.• Students learn about colour theory and paint the colour wheel	<ul style="list-style-type: none">• Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page).	Cross Curricular: Links with art and poetry. Literacy elements

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	<p><i>Explore the theme In 'My World' and images that represent the theme.</i> <i>Learners are introduced to artists who explore the same theme through their artwork.</i></p> <p>A02: Review <i>They experiment with colour theory rules to create a complementary photoshoot.</i></p> <p><i>Students create visual studies from images they have gathered.</i></p> <p><i>They experiment with mark making skills with mixed media to create exciting results for their mood board.</i></p> <p>A03: Evidence <i>Students record their idea about the topic using spider diagrams and key worlds.</i></p> <p>A04: Outcome <i>Students learn how to stretch canvases and apply colour theory, colour mixing and mark making.</i></p>	<ul style="list-style-type: none"> • Students set up a photo shoot and learn about complimentary, harmonious. • Students make three small canvasses explore colour-mixing learning about tertiary colours. • Students make a clay tile of an eye using an image of their choice. <p>In my World</p> <ul style="list-style-type: none"> • Students explore the topic 'In My World'. They create a PowerPoint presentation to present on an A2 Board showing themes such as: Music, fashion, family, heritage, poems etc. • Students create a decorative mood board which shows the theme using mixed media which includes: Decorative Title, decorative background, a visual study, Photos and meaningful poem. 	<ul style="list-style-type: none"> • Assessment for learning opportunities (short introductions to new art techniques). • Assessment on accuracy using both 2D and 3D media, literacy and artist's analysis. • Self-assessment, peer assessment and teacher assessment. • Formative assessment and students make improvement. • Summative assessment matched with levels (displayed in the classroom). Final assessment based on the A01,A02,A03,A04 Level descriptions visible in the classroom. 	<p>Colour theory key words: <i>Primary, Secondary, Tertiary, complementary colours.</i></p> <p>Abstract art key words <i>Tone, form, expressive, flat, gradient, composition, line, shape, pattern, mood, muted colours, pastel colours, and tertiary colours.</i></p> <p>Topic key words: <i>Identity, passions, hobbies, spider diagram, PowerPoint mood board, mixed media, heritage, music, fashion, family, poetry.</i></p> <p>Clay terminology <i>Clay tiles, sculpture, texture, hand building, slab pots, leather hard,</i></p>
AUTUMN Half term 2	<p>A01: Explore <i>Student gather images to design final piece.</i> <i>Students can use references from artists work.</i></p> <p>A02: Review <i>They show evidence of refining skills and showing understanding of the style.</i></p>	<p>In my World: Final Piece</p> <ul style="list-style-type: none"> • Students develop ideas and ask them solve 'what works? What doesn't work?' This helps students to plan their final design. 	<ul style="list-style-type: none"> • Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page). 	<p>Students prepare their portfolio and exhibit their artwork at the EXPO show at Hereford College of Art.</p>

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	<p>A03: Evidence <i>Students show evidence of artist's links through artist copies and in their final piece.</i></p> <p>A04: Outcome <i>Students learn how to design a final piece/ canvas. They plan carefully considering the use of media and time scale.</i></p> <p><i>They use inspiration from artist to make their final piece showing understanding of the making process.</i></p>	<ul style="list-style-type: none"> They experiment using their current image/ artwork to inspire a final piece. They can work on small canvases and increase in size if they wish. 	<ul style="list-style-type: none"> Assessment for learning opportunities (short introductions to new art techniques). Assessment on accuracy using both 2D and 3D media, literacy and artist's analysis. Self-assessment, peer assessment and teacher assessment. Formative assessment and students make improvement. Summative assessment matched with levels (displayed in the classroom). <p>Final assessment based on the A01,A02,A03,A04 Level descriptions visible in the classroom.</p>	<p>Key words: Final design ideas, experimentation, utilizing artist work,</p> <p>Painting terminology: Flat colours, gradient colours, tones, form, layout, accuracy, style.</p> <p>3D sculpture Terminology: Plaster, modrock. Wire, form, shape.</p> <p>Mixed media, photography, visual study, canvas making, scaling up, observational drawing, tracing, art installation.</p>
	<p>A01: Explore <i>Learners are introduced to Popular artist Banksy and Robbo. They learn about the difference between street art and graffiti and differentiate between both.</i></p> <p>A02: Review <i>They recreate the style using mixed media. Experiment with spray-painting creating an artist copy and title.</i></p> <p><i>Learners critically discuss and form an opinion on what these artists offer to the public and what they are communicating through their art. Students argue which artist they prefer and why.</i></p>	<p>Banksy: Street Art Verses Graffiti.</p> <ul style="list-style-type: none"> Students learn about street artist Banksy and Graffiti artist Robbo. They watch the documentary to gain an understanding how both artists gained fame through a feud. Students chose one artist and create an artist title page on A2 board. They show the theme through the title, background, artist copy and written research. 	<ul style="list-style-type: none"> Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page). Assessment for learning opportunities (short introductions to new art techniques). 	<p>Cross Curricular links: Art and PSHE, Politics, ethics, criminal law.</p> <p>Topic Key Words: Street art, graffiti art, debate, vandalism, conceptual art, political activist, stencil art, criminal</p>

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	<p>A03: Evidence They evidence their learning through creating artwork for their artist research page.</p> <p>A04: Outcome They learn about health and safety using spray paint. They plan.</p>	<ul style="list-style-type: none"> Artist critique: When complete students work in a group and carry out a debate on who they think is the best artist and why. Students learn health and safety practices using spray paint (Included in the department risk assessment). 	<ul style="list-style-type: none"> Assessment on accuracy using both 2D and 3D media, literacy and artists analysis. Self-assessment, peer assessment and teacher assessment. Formative assessment and students make improvement. Summative assessment matched with levels (displayed in the classroom). Final assessment based on the A01,A02,A03,A04 Level descriptions visible in the classroom. 	<i>law, exaggerated letters.</i> Safety Spray Painting: PP3 masks, dust sheet. Expressive drips.
SPRING Half term 4	<p>A01: Explore Students learn about the work of El Doke and techniques for sketching your first graffiti lettering.</p> <p>Students recap on artist they have explored and inform them of design ideas for a big canvas.</p> <p>A02: Review Students experiment in the style of artist El Doke creating their own design.</p> <p>A03: Evidence Students record and present their designs on a mood board to help them design their own graffiti canvas.</p> <p>A04: Outcome</p>	<p>Banksy: Street Art Verses Graffiti. Final Piece</p> <ul style="list-style-type: none"> Students learn how to draw their own graffiti letters using freehand techniques inspired by Czech artist El Doke. <p>Tutorial - How to make Graffiti sketches - Step by step !</p> <ul style="list-style-type: none"> Students develop a mood board for their final spray painted canvas. They investigate a variety of sources such as work from 3 artist they have looked at already. 	<ul style="list-style-type: none"> Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page). Assessment for learning opportunities (short introductions to new art techniques). Assessment on accuracy using both 2D and 3D media, 	links with local graffiti artist's visitors. Seek opportunities to work on an outside project. Topic Key words: <i>Composition, layout, layers, mark making, expressive, Conceptual ideas, Out door art.</i> <i>Students write an artist analysis adding</i>

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	<p><i>Students plan the making process for their final piece. They select the most successful outcomes to create a high quality final piece.</i></p>	<ul style="list-style-type: none"> Students learn how to create a good layout for their canvas. 	<p>literacy and artists analysis.</p> <ul style="list-style-type: none"> Self-assessment, peer assessment and teacher assessment. Formative assessment and students make improvement. Summative assessment matched with levels (displayed in the classroom). <p>Final assessment based on the A01,A02,A03,A04 Level descriptions visible in the classroom.</p>	<i>their own opinions of the artists work using sentence starters and key words: Political activities. This helps to prepare them for GCSE writing in art.</i>
SUMMER Half term 5	<p>A01: Explore <i>Students are exposed to a variety of artists work through a portfolio.</i></p> <p>A02: Review <i>They make personal links with artists work and find their own photos.</i></p> <p>A03: Evidence <i>They select a few artists they would like to copy the most.</i></p> <p><i>They create an artist copy.</i></p> <p><i>Show progression and experiment further with mixed media processes to convey moods and feelings.</i></p> <p>A04: Outcome <i>They present artists copies on a research page with annotation.</i></p> <p>A05: Feedback <i>They show understanding through accuracy for their artist's copies.</i></p>	<p>Self-Directed Project:</p> <ul style="list-style-type: none"> Students are presented with a folder of artists work. They chose their favourite artists and make artists copies. They put together artist research pages for their chosen artists which includes: <i>Written research, titles, artist copies, photos of work and a decorative background.</i> Students can work in any medium they wish for example: Photography, Textiles, drawing, painting, sculpture, clay. <p>Artists Examples: Luke Dixon , Pixie Cold, Pop Art/ Andy Warhol</p>	<ul style="list-style-type: none"> Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page). Assessment for learning opportunities (short introductions to new art techniques). Assessment on accuracy using both 2D and 3D media, literacy and artists analysis. Self-assessment, peer assessment and teacher assessment. 	<p>Cross Curricular links: Possible links with Art and the technologies, (textiles and woodwork).</p> <p>Students have opportunities to take part in trips relevant to their chosen art medium and artist. For example some can visit exhibitions that show work for : Textiles, portraits, Tattoo artists, landscape painters etc, Sculptures.</p>

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SUMMER Half term 6	<p>A01: Explore <i>Students continue to gather their own images and work of artists. They learn how to research make decisions independently.</i></p> <p><i>Students partake in mixed media workshops and explore mediums they prepare to work in.</i></p> <p>A02: Review <i>They show progression in their visual studies. They show progression with making skills through samples.</i></p> <p>A03: Evidence <i>Students record ideas using a mood-planning board.</i></p> <p>A04: Outcome <i>Students make clear connections between artists copies and their final plan and outcome.</i></p>	<p>Self-Directed Project: Final piece</p> <p>Students develop idea from their chosen artists and collect visuals to design a final piece. They can do this on a big board or in their sketchbooks.</p> <p>They make their final piece which is inspired by: Textiles, drawing, painting, sculpture, clay etc.</p>	<ul style="list-style-type: none"> • Baseline Testing on drawing ability, experimenting with 2D mixed media (topic title page). • Assessment for learning opportunities (short introductions to new art techniques). • Assessment on accuracy using both 2D and 3D media, literacy and artists analysis. • Self-assessment, peer assessment and teacher assessment. 	<p>Students prepare for a final year show at a local venue or within the centre.</p> <p>Key words; <i>Exhibition, display, present, conceptual art, viewer, design ideas, artist group,</i></p>

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