



HPRS
CURRICULUM MAP Year 7 and 8



SUBJECT AREA:	Art and Design	YEAR / GROUP:	KS3
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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 progress through the topic they are given the chance delve deeper through developing skills in a very wide variety of art processes. These are different in every new topic and exposes the pupils to becoming knowledgeable about mainly drawing and painting with some 3D sculpture work. This focus helps to prepare them for visual studies for GCSE as drawing is important. They gain confidence through research artists and designers creating decorative pages in their sketchbook with research and annotation. They choose who inspires them the most and experiment in the artist's style. 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

Using props and arranging school trips help bring the topic alive for learners. They have opportunities for independence and expressions by choosing their own images and topics to make artwork. Work is frequently celebrated and displayed around the centre and classroom to reward achievements. The topics have cross curricular elements at times which help to engage a variety of learners and trigger their curiosity about which helps develop skills in the subject. It also enhances their key skills as literacy and they enjoy writing about interesting facts and theories. Students make progress by designing final outcomes. The curriculum is broad and encourages learners to explore textiles, graphics and digital art alongside traditional art mediums. School rules are displayed in the classroom and reinforced by rewards through behaviour watch points and raffle tickets. School staff model high expectations for mutual respect and encourage tolerance and inclusiveness celebrating difference. Schemes of work explore topics including other cultures and their values portrayed through their art. Use of student questionnaires and students voice to strengthen classroom pedagogy.

KEY DATES / NOTES

Autumn Term: Visit Canwood sculpture park- Create real life visual studies using mixed media in their sketchbooks.
Expo Exhibition: Exhibit project work alongside St Davids.
Visit the woodlands and Malvern hills for the Herefordshire project.
Summer Term: Bongo drum musician visits.

Timing	<i>Key Skills</i> <i>What pupils are learning to do</i>	Teaching & Learning Themes & Styles <i>Topics, Activities, Learning Styles</i>	Assessment Focus <i>including dates and suggested assessments and methods of assessment</i>	Additional Features • Literacy Elements • Curriculum Links • Visits / Events
AUTUMN Half term 1	A01: Research, Explore and Analyse. <i>Explore and write about colour theory and how it is used in art.</i>	Fine Art Skills • The colour wheel: Learn about colour wheel rule and colour mixing.	• Baseline Testing on drawing ability,	Cross Curricular: Art and Food

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	<p>A02: Refine, Experiment with techniques and Media. <i>Learn Photography skills, photoshoot preparation. Paint the colour wheel using Tempura water colour paints. Colour mixing with water colour and pencil colour. Experiment with pencil, charcoal and oil pastels create drawings of natural forms and applying colour theory.</i></p> <p><i>Students identify Christmas style decorations and cards by looking at artists.</i></p> <p>A03: Present primary observations, drawings and photography. <i>Photography photoshoot learning about complementary colours.</i></p> <p>A02 Refine, Experiment with techniques and Media. <i>Practice colour theory and blending colour mixing.</i></p> <p><i>Students experiment with paper making in the style of artists Mark Heard and learn how to make a composition.</i></p> <p><i>Create artist copies through collage and painting to learn artist style. Research the work of graphic designers and illustrators who create food inspired font.</i></p> <p>A03 Present primary observations, drawings and photography.</p>	<p>Experiment with Tempura paints and acrylics.</p> <p>Photography and Complementary colours. Success Criteria: Accurate shape Tonal shading from dark to light. Detail.</p> <p>Food Project:</p> <ul style="list-style-type: none"> • Double page with observational drawings of cakes and food. • Freehand or scaling up drawings working from artist's work. Sketch of half a sweet wrapper/ drinks bottle. • Blending with pencil Colours-Real life study of a biscuit using pencil colours. Learn about warm and cold colours. • Paper collage of ice-creams. <p>Christmas Project: Competition Make Christmas card inspired by Yorkshire artist Mark Heard. Experiment with inking papers, poly printing and Lino Printing.</p> <p>Winner's design is printed and sent to Schools in Hereford. Prize given.</p>	<p>experimenting with 2D mixed media (topic title page).</p> <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 artists 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>Students take photos of the food they make for their sketchbook.</p> <p>Topic Key Words: <i>Colour Theory terminology, complementary colours, tertiary colours, harmonious colours.</i></p> <p>Photography terminology: <i>Rule of thirds, foreground, background, brightness, contrast, central object.</i></p> <p>Topic Key Words: Food, texture, dessert, savoury food, packaging, advertising, consumer, contrasting, appetising. Taste, smell. Collage, composition, layout, Photography,</p> <p><i>Winter snow, local wildlife, seasons, hibernations, festive, celebrations.</i></p>

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	<p><i>Copy font and designs of sweet wrappers to enhance drawing skills.</i></p> <p><i>Enhance drawings skills drawing from real life observation cakes and biscuits. Photography opportunities of shop windows in town of bakeries and.</i></p> <p><i>Students create a Market heard inspired Christmas card</i></p>			
<p>AUTUMN Half term 2</p>	<p>A01 Research, Explore and Analyse. <i>Students explore many images of food gather and collect images for mood board.</i></p> <p><i>Research facts and images for artists and analyse the style.</i></p> <p><i>Students explore through photography visiting local shops. To inspire the</i></p> <p><i>Recreate food using cardboard or modrock through small machines.</i></p> <p>A04 Final pieces linked to artist research and explored techniques. <i>Plan a final 3D sculpture of food using mixed media.</i></p>	<p>Topic: Food Project</p> <ul style="list-style-type: none"> • Artists research page on Wayne Theabaud and sculpture Peter Anton or Anna Barlow: <u>Success Criteria:</u> <i>Photos/ decorative background/ artist copy/ artist research.</i> • Create a mood board on food to develop ideas for a 3D sculpture. • Create a giant 3D sculpture of food. 	<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. • 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>Students visit Bakery's to take photos of the counter for inspiration for the food project.</p> <p>Cross Curricular: with Graphic design and copy and design sweet wrapper font.</p> <p>Prepare for The EXPO Exhibition at Hereford College of Art. <i>Students exhibit alongside St David Students and invite family, friends and staff.</i></p> <p>Topic Key Words: <i>Shadows, pastel colours, textures, Composition, layout.</i></p>

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SPRING Half term 3	<p>A01 <i>Reasearch and use information from Youtube videos on Earths Early Humans.</i></p> <p>A01 <i>Be able to use information to compare the differences and similarites between both species.</i></p> <p>A01 <i>Be able to predict were our ancestors came from using research and theories.</i></p> <p>A02 <i>Create drawings and studies of cave paintings and materials. Methods used to make them.</i></p> <p>A02 <i>Create artwork inspired by Africa and your chosen country. Experimnt with the best media to use to show their artwork/ visual culture.</i></p> <p>A04 <i>Learners gather skills and knowledge to create a final piece using traditiona mehtods of making art.</i></p>	<p>Topic-People and Places</p> <ul style="list-style-type: none"> • Learn about Earths Early Humans. • Gather research through documentaries and YouTube videos. • Create a title page for the Neanderthals and Homo-Sapiens. Compare the differences and similarities of both early humans. • Visual studies of hand Cave paintings with chalk. • Learn about Africa and make a Kente cloth (African garments) using paper collage. <p>Students can continue to make drawings and artwork on Africa or choose another culture to study. They make studies of animals, landscapes and develop these into a final design plan.</p>	<ul style="list-style-type: none"> • Baseline Testing applicable for intervention students 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 media, literacy and artists analysis. • Assessment on Photography work and digital experimentation abilities. • 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 of sketchbook and final piece based on the A01,A02,A03,A04 Level descriptions visible in the classroom.</p>	<p>Students partake in a whole school workshop playing the Bongo Drums with guest musicians.</p> <p>Students gather written information and facts about their chosen country/ culture.</p> <p>Cross-Curricular opportunities: Art, geography and history.</p> <p>Topic Key Words: History, theory, scientific, archaeologists, Neanderthals, homo-sapiens, genetics, Africa, cave paintings, earths early art, primal, travelling, natural minerals, extinction. Kente cloth, Africa, wild animals, observational drawings, artist copy.</p>

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SPRING Half term 4	<p>A01 <i>Develop ideas through investigating the Herefordshire landscape using 1st hand means of Photography.</i></p> <p><i>Record facts and imagery through samples of artwork to plan a 3D Diorama. Which shows the culture with realistic effects.</i></p> <p>A04 <i>Make a 3D Diorama using appropriate 3D materials to create a realistic scenery to show the culture.</i></p>	<p>Topic: People and Places</p> <ul style="list-style-type: none"> • Create a title page on a place or country you would like to visit most. • Students will be shown models of work done by previous students. <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Decorative Title page 2. Decorative background 3. Images inspired by your country/ culture. 4. Artist copy. <p>Experiment with mixed media and make a small design for final outcome in any media. Students can make:</p> <ul style="list-style-type: none"> • A 3d Diorama • A painting • Installation • Silk painting • Clay sculpture. • Glass painting 	<ul style="list-style-type: none"> • Baseline Testing for intervention students 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 media, literacy and artists analysis. • Assessment on Photography work and digital experimentation abilities. • 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 of sketchbook and final piece based on the A01,A02,A03,A04 Level descriptions visible in the classroom.</p>	<p>Cross Curricular; Geography and art</p> <p>Topic Key Words: <i>Geography, map of the world, people and places, transport. Landscape, ocean, culture, weddings, maps, animals, portraits, patterns, clothing, tattoo designs, food.</i></p>

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<p>SUMMER Half term 5</p>	<p>A01 <i>Develop ideas through investigating the Herefordshire landscape using 1st hand means of Photography.</i></p> <p>A01 <i>Find your own images of your pets to create a personal response to the theme.</i></p> <p>A02 <i>Gather your own authentic papers just like George Clarke to create a meaningful experimental collage.</i></p>	<p><u>Topic-Herefordshire</u></p> <ul style="list-style-type: none"> • Students create a spider diagram as a whole class and make a mood board they ask themselves ‘What represents Hereford?’ • Gather research and images on artist Peter Clarke. Whilst watching YouTube videos on the artist. • Gather images of Herefordshire animals (or your pet). • Create a collage of an animal in the style of George Clark in your sketchbook using found authentic papers linked to Hereford (newspapers, maps of your town etc). 	<ul style="list-style-type: none"> • Baseline Testing applicable for intervention students 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 media, literacy and artists analysis. • Assessment on Photography work and digital experimentation abilities. • 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 of sketchbook and final piece based on the A01,A02,A03,A04 Level descriptions visible in the classroom.</p>	<p>Whole group spider diagram on Hereford.</p> <p>Cross Curricular: Art and heritage, agriculture.</p> <p>Topic Key Words: <i>Herefordshire, heritage, identity, farms, tools, landscape, Map of Mundi, maps, animals, agriculture, collage, textures, compositions, colours, inks, pint, animation, come to life.</i></p>

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SUMMER Half term 6	<p>A02 <i>Refine your photography work by experimenting with digital art to create a variety of visual effects.</i></p> <p>A03 <i>Record ideas, and experiment using the artists style to develop a plan for a painting.</i></p> <p>A04 <i>Present a final piece which shows the theme of Herefordshire. Convey styles and effects inspired by your visual developments.</i></p>	<ul style="list-style-type: none"> • Photography: On the school trip take photos of the Herefordshire landscape. • Experiment with styles and manipulate the images using paint.NET. • Create an artist research page on artist Nunzio Paci or Herefordshire artist Anthony Bridge. • Make your own canvas and plan a landscape painting of Hereford working in the style of Anthony Bridge. 	<ul style="list-style-type: none"> • Baseline Testing applicable for intervention students on drawing ability and 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. • Formative assessment and students make improvement. • Summative assessment matched with levels (displayed in the classroom). • Final assessment of sketchbook and final piece based on the A01,A02,A03,A04 Level descriptions visible in the classroom. 	<p>Students go off site and make drawings take photos of landscapes around Hereford shire. For example: The Malvern Hills.</p> <p>Photography terminology: <i>Compositions, light, darkens, contrast, single objects, observational. Sunset, evening, harmonious and contrasting colours, paint.NET, tools, saturation, hue, drawing, hills, sky lens, mountains, display board.</i></p>

Materials:

Sketchbooks, coloured tissue paper, PVA glue, paints, emulsion, fabric dies, paint brushes, cartridge paper, calico fabric, sketching pencils, plaster of Paris, gloves, Modrock, Camera, iPADS. Computers, sharpie pens, newspaper, tissue paper, paint.NET, canvases.

