

Art Subject Overview

The Appleton School

Revised Sept. 2023

Subject: Art & Design

Curriculum Intent (Covering Years 7 – 11)



Art and design programme of study: Key stage 3

Curriculum intent statement for Art

This curriculum intent statement has been influenced by the NC 2013 and the GCSE specifications

Department Vision. Curriculum Intent Statement for Art & Design

Art and Design is a vital element within the creative and aesthetic are of experience. It provides pupils with opportunities to explore the world of thoughts and feelings and to express their ideas in ways which are a powerful alternative to the written word. All pupils should have access to Art and Design experiences in sufficient time and quality to allow them to benefit from a planned and coherent programme of study which will address conceptual, formal, cultural and historical elements of Art and Design

The aim of the Appleton School Art Department is to provide the broadest and most balanced Curriculum it is able to offer; encouraging all students to experience the diverse nature of making artwork and gaining practical knowledge of the cultural and historical aspects of Art & Design, European and non-European. It is the intention of the department to provide equal opportunities for all students, developing the skills necessary for every child to reach their full potential; instilling within them the need for hard work, along with enjoyment and pride in all they produce.

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.

The general stated aims of the National Curriculum 2013 - All students should

- Produce creative work, exploring their ideas and recording their experiences
- Generate original ideas and personal responses using different media and processes including painting
- Increase proficiency and mastery in drawing, painting, sculpture and other art, craft and design techniques
- Analyse their work and that of others to improve and strengthen their own responses.
- Learn about the history art, craft design and architecture
- Be familiar with key art specific terminology

How is the Curriculum Delivered?

At KS3, groups are taught within sets. These sets are not based on the students' artistic ability: this means that Art lessons need to be carefully planned, with differentiated resources to enable all students to achieve their full potential as being academic does not necessarily equate to a high level of artistic talent. Indeed, many of our students from lower sets are exceptionally talented in Art. Students remain with the same Art teacher throughout an academic year, following a programme of study that develops their skill and knowledge in the subject. Teacher continuity ensures that the progress of all students can be monitored and intervention strategies introduced when appropriate.

Students in Y7 and Y8 have one lesson a week throughout the academic year. Y9 students are taught Art on a rotation with Dt and Food Technology. Over the course of an academic year, Y9 have a terms worth of Art lessons, one lesson each week. At the end of Y9, all students are given the opportunity to take Art and Design as a full GCSE during Y10 and Y11. Each KS3 project lasts a term and is designed to build upon the skills and knowledge taught during KS1 and KS2. The GCSE Personal Portfolio is made up of two themed projects with an Exam project at the end of the course.

What skills & knowledge do students bring with them from KS2 to Year 7

At KS2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketchbooks to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- about great artists, architects and designers in history.

All students will study Art during KS1 and KS2 but their experience of art and their media skills development can be variable from school to school. That is why in Y7 we start with a base-line drawing task to determine the observational drawing and recording skills of each student; because groups are not set on their artistic ability, this gives the teacher a clear idea of the level of drawing each student is capable of and the individual support they will need to improve their drawing skills. The first project at the start of Y7 is based on the formal elements of art. (line, tone, colour, texture, shape, form and pattern) The formal elements are taught by all teachers through a series of tasks to ensure that all students are knowledgeable in the formal elements, the building blocks of Art. This first project places all students on an even playing field in terms of knowledge and skills and ensures that any gaps in their knowledge or skills are addressed.

What skills & knowledge do students bring with them from Y7 to Year 9?

Throughout Y7, students develop their understanding of and proficiency in using the formal elements to produce their own artwork. These skills enable each student to move forward with confidence into Y8 and Y9. Knowledge and skills are taught through a series of termly projects, and this continues into Y8, with a one term project in Y9. Projects provide the students with different scenarios within which themes can be explored, as well as providing a context for the work. Responding to themed projects, not only prepares students for Y8 and Y9 but also prepares them for the themed projects utilised in the GCSE Personal Portfolio and Exam Project. Students will be able to develop a variety of different drawing skills using a range of media and techniques. They will be able to use drawing skills to record from observation using a range of tones and mark-making techniques, as well as using their drawing skills to develop ideas and produce designs. Drawing skills will have been developed in pencil, (line & tone) and pen. (line; cross-hatching/stippling) Students will have been taught about proportion by producing self-portraits. Students will have been taught about colour theory and how to mix and blend colour using paint and oil-pastels. Each project includes research on three artists from different time periods and Art History. Students develop the skills to research information about artists and to analyse artists' work both visually and in written form. The students respond to the artists studied in the development of their own work. Students will develop the skills to produce both 2D and 3D artwork using a range of media. They will develop skills in 3D construction techniques using material including, card, paper, mod-roc, clay, plaster and wire. Each project is supported by homework booklets that encourage the development of independent research skills and media skills.

What will students' study in Key Stage 3?

At KS3 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 work. Pupils should be taught to:

- 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 application of their work.
- About the history of art, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Each Unit of work is formulated to help develop each student to:

- Improve their drawing skills and understanding of how to use tone effectively.
- Extend their knowledge of a variety of materials and techniques.
- Increase their knowledge of a range of artists and designers.
- Increase their use of key terms and specialist vocabulary.
- Improve their ability to analyse their own work & the work of others.

Skills: Students are taught to use a range of media and techniques including drawing, painting, print-making, sculpture, collage and textiles.
 Knowledge: Students are taught about artists and designers as part of each Unit of work; this knowledge is used to inform the development of their own work. Students are taught how to assess their own work using a specialist vocabulary.

The KS3 curriculum is delivered through 6 projects over Y7 and Y8:

	Project 1 Autumn	Project 2 Spring	Project 3 Summer
Y7	<p>Base-line Test Observational drawing at start of Y7.</p> <p>Still-life & objects. Teaching of Formal Elements: <i>Line, Tone (value), Colour, Texture, Shape, Form</i> <i>Space. (negative/positive)</i> Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Colour Theory Colour mixing (paint) Artist analysis</p>	<p>IDENTITY</p> <p>Formal Elements revisited: Line, Tone and Colour.</p> <p>Art materials/techniques: Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Paint (poster paint, watercolour) Oil-pastel (tonal & blending)</p> <p>All teachers use art materials listed above.</p>	<p>ARCHITECTURE</p> <p>Architecture/architects/artists influenced by architecture from ancient to modern times.</p> <p><i>Sub headings: Structures inside and out</i></p> <p>Formal Elements revisited: Texture, Shape & Form, Pattern</p> <p>Art material/techniques: Oil-pastel (tonal & blending) Collage/Montage 3D Design (card, paper, mod-roc, clay, plaster, wire) All teachers use art materials listed above.</p>

<p>Y8</p>	<p>Base-line Test Observational drawing at start of Y8. Evidence of progress from Y7.</p> <p>Still-life & Abstraction</p> <p>Teaching of Formal Elements: <i>Line, Tone, Colour, Texture, Shape & Form, Space, Pattern.</i></p> <p>Project based on Still-life & Abstraction revisiting the formal elements. Evidence of progress from Y7.</p> <p>Artist analysis Artist copy</p>	<p>THE ENVIRONMENT</p> <p><i>Subheadings Endangered world, the natural world, recycling, global warming, eco systems.</i></p> <p>All or any Formal Elements can be taught in this project with a main focus on one or two elements</p> <p>Art materials/techniques:</p> <p>Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Oil-pastel (tonal & blending) Paint (poster paint, watercolour) Collage/Montage Printing (mono-print, poly-print, lino-print, stencilling) 3D Design</p> <p>Teachers can select from the list of materials listed above.</p>	<p>CULTURES 'DAY OF THE DEAD'</p> <p>All or any Formal Elements can be taught in this project with a main focus on one or two elements</p> <p><i>Focus on revisiting Pattern from Y7.</i></p> <p>Art materials/techniques:</p> <p>Pencil (line & tone) Pen (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Paint (poster paint, watercolour) Collage/Montage Printing (mono-print, poly-print, lino-print, stencilling) 3D Design</p> <p>Teachers can select from the list of materials listed above.</p>
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Y9	<p>Arcimboldo Portrait Project</p> <p>Students will respond to the portrait paintings of Arcimboldo, investigating how and why the work was created. They will analyse the work of Arcimboldo using a specialist vocabulary and through making copies of Arcimboldo's portraits using a range of media. Students will create their own Arcimboldo style portraits using images they have selected and media they have chosen to work with.</p> <p>Renaissance</p> <p>The students will be researching the renaissance period. Learning about the meaning about the period and using that to create a final piece. Looking at artists from the time period and looking at their style and techniques, which they will then practice through observational work. Students will then look into how contemporary artists have reimagined renaissance art works to fit with the modern times. Students will use this to help them create their final piece where they will reimagine a renaissance piece to fit with modern times. They will choice a contemporary artist and develop their ideas using their style and techniques.</p> <p>All or any Formal Elements can be taught in this project with a focus on one or two elements.</p> <p>Art materials/techniques: Pencil (line, tone), Colouring pencil, (colour & tone), oil-pastel, (colour, tone & texture), Collage, Printing (poly-print, stencilling) Teachers can select from the list of materials listed above.</p> <p>Artist Response: Arcimboldo/Renaissance</p>
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Curriculum intent and impact for each project

Y7 Formal Elements Autumn Term 1 (still-life & objects)

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the formal elements of Art through the use of a number of art materials and techniques. The students are introduced to the formal elements and respond through a series of tasks to build up a skill-base. This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • Drawing skills/techniques • Observational drawing skills • Analyse/evaluate Artist's work • Formal elements: line, tone (value), colour, texture, shape, form & space. (positive & negative) • Use of specialist vocabulary and key terms <p>Media:</p> <ul style="list-style-type: none"> • Pencil (line and tone) • Pen (line; cross-hatching/stippling) • Colouring pencil (tonal/blending) • Colour theory • Colour mixing (paint) 	<p>This project is made up of the following tasks:</p> <ul style="list-style-type: none"> • Base-line drawing task to establish standards of drawing. • A series of tasks to impart knowledge of formal elements of Art: line, tone (value), colour, texture, shape, form & space. (positive & negative) • Observational drawings to teach about the use of formal elements. • Experimentation with a range of media to teach formal elements. • Colour theory and colour mixing exercises. • Related homework tasks. <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques when required to teach knowledge and skills. Each project will introduce students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • analysis/evaluation of artists' work • evaluation of students' work through self/peer assessment <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A02 – refine work by exploring ideas and experimenting with appropriate medias, materials, techniques and processes.</p>

Y7 Portrait Project Spring Term2

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the theme of portraiture through the use of a number of art materials and techniques. The students are introduced to portrait artists and respond to their work through the development of their own artwork. This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • Drawing skills/techniques • Observational drawing skills • Analyse/evaluate Artist’s work • Use of tone (shading) • How to draw a portrait (proportion) • How to draw a portrait using a grid technique • Formal elements: line, tone and colour • Use of specialist vocabulary and key terms <p>Media: pencil, (line & tone) Pen, (line; cross-hatching/stippling) Colouring pencil (tonal/blending) Paint, Oil-pastel.</p>	<p>This project is made up of the following tasks:</p> <ul style="list-style-type: none"> • Introduction to portraiture • Quick drawing tasks including: continual line drawing of face; drawing face from touch; drawing of face using opposite hand; profile drawing • Drawing eyes, nose, lips, ears and hair • How to draw a portrait • How to draw a portrait using a grid technique • Drawing of own face using gridded photograph • Addition of tonal values to face drawing <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques when required to teach knowledge and skills. Each project will introduce students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills and use of tone • skills in using a range of media and techniques • analysis/evaluation of artists’ work • evaluation of students’ work through self/peer assessment <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A02 – refine work by exploring ideas and experimenting with appropriate medias, materials, techniques and processes.</p>

Y7 Architecture Project Summer 3 Term

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the theme of Architecture through the use of a number of art materials and techniques. The students are introduced to Architecture and respond to different aspects of Architectural design through the development of their own artwork.</p> <p>This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • drawing skills and techniques • analysis of Architecture, Architects, Artists influenced by Architecture from ancient to modern times • evaluation of own work • design skills • 3D construction skills • Formal elements: shape & form, texture, pattern, scale • Use of specialist vocabulary and key terms <p>Media.</p> <ul style="list-style-type: none"> • Oil-pastel (tonal & blending) • Collage/montage • 3D design (card, paper, mod-roc, clay, plaster, wire) 	<p>This project is made up of the following tasks:</p> <ul style="list-style-type: none"> • Introduction to and analysis of Architecture, Architects, Artists influenced by Architecture from ancient to modern times • Observational drawings of man-made or organic objects looking at external/internal structures • Experimentation with a range of media to teach formal elements with a focus on shape, form, texture, pattern, and scale • Production of 3D sculptural form using a range of construction techniques and materials <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques when required to teach knowledge and skills. Each project will introduce students to relevant architects/artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing and design skills using line, shape, form and pattern • skills in using a range of media and 3D construction techniques • analysis/evaluation of architecture • evaluation of students' work through self/peer assessment <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A04 – present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>

Y8 Still-life & Abstraction Autumn Term 4

INTENT	IMPLEMENTATION	IMPACT
<p>This project is a follow on from the project at the start of Y7 that focussed on teaching the formal elements of Art. The formal elements are revisited and further developed through the theme of still-life and abstraction. This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • observational drawing skills • Drawing skills/techniques • Analyse/evaluate Artist’s work • Formal elements: line, tone (value), colour, texture, shape, form & space. (positive & negative) and pattern • Use of specialist vocabulary and key terms <p>Media: select from the following.</p> <p>Pencil, (line & tone) Pen, (mark-making) colouring pencil, paint, oil-pastel, (tonal, blending, colour-mixing) collage & montage, printing, (mono-printing, poly-printing, lino-printing, stencilling) relief/3D design.</p>	<p>This project is made up of the following tasks:</p> <ul style="list-style-type: none"> • Base-line drawing task to establish standards of drawing. • A series of tasks to impart knowledge of formal elements of Art: line, tone (value), colour, texture, shape, form & space. (positive & negative) and pattern • Observational drawing Tasks to teach about the use of formal elements. • Experimentation with a range of media to teach formal elements. • Compositional development of still-life drawings into abstracted images. <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques when required to teach knowledge and skills. Each project will introduce students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • analysis/evaluation of artists’ work • evaluation of students’ work through self/peer assessment • compositional skills <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A02 – refine work by exploring ideas and experimenting with appropriate medias, materials, techniques and processes.</p>

Y8 Environment Project Spring Term 5

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the theme of Environment through the use of a number of art materials and techniques. The students are introduced to environmental issues and artists or Cultures who respond to their environment. This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • drawing skills and techniques • analysis of Artists or Cultures influenced by or responding to environmental issues • evaluation of own work • pattern-based design skills • Formal elements: line, tone (value), colour, texture, shape, form & space and pattern • Use of specialist vocabulary and key terms <p>Media: select from the following.</p> <p>Pencil, (line & tone) Pen, (mark-making) colouring pencil, paint, oil-pastel, (tonal, blending, colour-mixing) collage & montage, printing, (mono-printing, poly-printing, lino-printing, stencilling) relief/3D design.</p>	<p>Sub-headings could include: endangered world; the natural world; recycling; global warming; eco-systems.</p> <p>This project is made up of the following tasks:</p> <ul style="list-style-type: none"> • Observational drawings of waste materials exploring line, tone, shape and form • Experimentation with a range of media exploring environmental imagery, signs & symbols • Pattern-based designs incorporating environmental imagery, signs & symbols <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques when required to teach knowledge and skills. Each project will introduce students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • analysis/evaluation of artists' work • evaluation of students' work through self/peer assessment • design-based compositional skills <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A01 – Develop ideas through investigations, demonstrating critical understanding of sources</p>

Y8 Day of the Dead Project Summer Term 6

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the theme of the Day of the Dead through the use of a number of art materials and techniques.</p> <p>The students are introduced to Day of the Dead artists and respond to their work through the development of their own artwork.</p> <p>This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • colouring pencil techniques – tonal & blending • watercolour techniques – tonal & blending • pencil drawing – line & tone • understanding proportion • chalk and charcoal techniques • design skills – repeat patterns • explore artwork and beliefs of Mexican Culture and design • Mexican design – influence on contemporary fashion • Formal elements: line, tone, colour, shape, form, texture, pattern • Use of specialist vocabulary and key terms 	<p>This project is made up of the following tasks: (see power-point)</p> <ul style="list-style-type: none"> • Introduction to Day of the Dead • Brainstorm of Day of the Dead themes • Day of the Dead symbols- flowers • Flower drawing – colouring pencil • Flower drawing – watercolour • Tonal drawing of a skull • Chalk & charcoal drawing of a skull • Symmetrical skull design • Repeat patterns • Day of the Dead Skull Design – skull, repeat patterns and flowers • Skull painting – watercolour • Day of the Dead Skull Design - collage <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher is able to devise their own project tasks within the project theme, utilising the appropriate materials and techniques and introducing students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills • design skills • skills in using a range of media and techniques, including colouring pencil and watercolour techniques • appreciation of Cultural artwork/beliefs • evaluation of students’ work through self/peer assessment <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A01 – Develop ideas through investigations, demonstrating critical understanding of sources</p>

Y9 Arcimboldo/Renaissance (a one term project in either the Autumn, Spring or Summer Term)

INTENT	IMPLEMENTATION	IMPACT
<p>This project introduces the students to the artwork of the Renaissance or Arcimboldo, using several art materials and techniques. The students are introduced to artists of the Renaissance or the portraits of Arcimboldo and respond to their artist/s' work through the development of their own artwork. This project intends to develop skills in the following areas:</p> <ul style="list-style-type: none"> • colouring pencil techniques – tonal & blending • pencil drawing – line & tone • oil-pastel techniques – tonal & blending • Collage • Printing Techniques – poly-print, stencilling • Formal elements: line, tone, colour, shape, form, texture, pattern <p>Use of specialist vocabulary and key terms</p>	<p>This project is made up of the following aims & objectives:</p> <p>To analyse and respond to the artwork of Artists, Art Movements and/or Cultures in both written and visual form.</p> <p>To explore a range of media and techniques.</p> <p>To record from observation, improving drawing skills.</p> <p>Project tasks can be adapted to suit the needs of the teacher and students taught. Each teacher can devise their own project tasks within the project theme, utilising the appropriate materials and techniques and introducing students to relevant artists from different periods of Art History.</p>	<p>This project seeks to develop:</p> <ul style="list-style-type: none"> • drawing skills • composition skills • skills in using a range of media and techniques, including colouring pencil and oil-pastel techniques • a personal response to artist's work • evaluation of students' work through self/peer assessment <p>Regular teacher feedback in response to class-based tasks and homework will identify strengths and areas for improvement. Students will be informed of their progress against school targets indicating if they are on, above or below target.</p> <p>KS3 Assessment Project work is assessed against all assessment objectives 1 – 5</p> <p>KS4 Assessment Project work develops skills in assessment objectives A01, A02, A03, A04 with emphasis on A02 – refine work by exploring ideas and experimenting with appropriate medias, materials, techniques, and processes.</p>

The units/ themes have been chosen to provide a range of different contexts in which knowledge and skills can be taught. Themes can be interchangeable as they are at GCSE but the format and structure of the project remains the same and is informed by the structure of GCSE projects. (brainstorm: recording from primary and secondary sources; artist research; experimenting with media, techniques & processes; exploring ideas, final outcomes.)

Each project is supported with a comprehensive power-point presentation and exemplar materials. Each project has a number of homework booklets that support the learning in lesson time. These are given to all students at least one each half-term. Additional homework tasks are also given where appropriate. Students are given the opportunity to work with a range of materials and techniques on both 2D and 3D artwork.

What skills & Knowledge have been developed through year 7 and 8?

	Term 1	Term 2	Term 3
Y7	<ul style="list-style-type: none"> • Observational drawing skills • Analyse/evaluate Artist's work • Formal elements: line, tone (value), colour, texture, shape, form & space. (positive & negative) • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • evaluation of students' work through self/peer assessment 	<ul style="list-style-type: none"> • Drawing skills/techniques • Observational drawing skills • Analyse/evaluate Artist's work • Use of tone • How to draw a portrait (proportion) • How to draw a portrait using a grid technique • Formal elements: line, tone, colour, shape • Use of specialist vocabulary and key terms 	<ul style="list-style-type: none"> • drawing skills and techniques • drawing and design skills using line, shape, form and pattern • skills in using a range of media and 3D construction techniques • analysis of Architecture, Architects, Artists influenced by Architecture from ancient to modern times • evaluation of own work • Formal elements: shape & form, texture, pattern, scale • Use of specialist vocabulary and key terms •

Y8	<ul style="list-style-type: none"> • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • evaluation of students' work through self/peer assessment • compositional skills • observational drawing skills • Analyse/evaluate Artist's work • Formal elements: line, tone (value), colour, texture, shape, form & space. (positive & negative) and pattern • Use of specialist vocabulary and key terms 	<ul style="list-style-type: none"> • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • analysis/evaluation of artists' work • evaluation of students' work through self/peer assessment • design-based compositional skills • analysis of Artists or Cultures influenced by or responding to environmental issues • pattern-based design skills • Formal elements: line, tone (value), colour, texture, shape, form & space and pattern • Use of specialist vocabulary and key terms 	<ul style="list-style-type: none"> • drawing and design skills • skills in using a range of media and techniques, including colouring pencil and watercolour techniques • appreciation of Cultural artwork/beliefs • evaluation of students' work through self/peer assessment • design skills – repeat patterns • explore artwork and beliefs of Mexican Culture and design • Formal elements: line, tone, colour, shape, form, texture, pattern • compositional skills • Use of specialist vocabulary and key terms
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Y9	<ul style="list-style-type: none"> • Observational drawing skills • Analyse/evaluate Artist's work • Formal elements: line, tone (value), colour, texture, shape, form & space. • drawing skills and knowledge of formal elements • skills in using a range of media and techniques • evaluation of students' work through self/peer assessment • Use of specialist vocabulary and key terms • compositional skills
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What will students be expected to know and remember from year 7, 8 and 9.

By the end of KS3, students will be confident in their knowledge of the formal elements of art and will have developed the ability to apply the skills taught when appropriate to develop their own artwork. They will have developed confidence in their use of a range of materials and techniques and will be able to use media for different purposes. They will have improved their understanding of how to produce accurate observational drawings including the use of a range of tones to create form, mark-making skills to create texture and the use of proportion. They will have developed compositional and design-based skills. They will have experienced working in 2D and 3D, on different scales and surface textures. They will have studied a range of artist and designers from different periods of Art and Design to influence the development of their own work but more importantly to give them the skills to analyse the work of artists and designers and to put forward their own judgements and opinions about the work. They will have learnt a developmental structure to a themed Art project which will provide them with a foundation for working independently on their own projects at GCSE. They will have learnt to evaluate their own work, acknowledging strengths and identifying areas for improvement; they will have learnt the skills to modify and refine their work.

What links are there with other subjects in the curriculum?

Art and design can provide opportunities to work with other subjects, for example PSHE, (identity Project) Religious Studies (Day of the Dead Project- different belief systems), English, (development of key terms and specialist vocabulary, use of writing frames) History, (working from sources) Food Technology, (Day of the Dead sugar skulls), Science and Geography (Environment Project) and aspects of spiritual, moral, social and cultural development. (Identity Project, Environment project, Day of the Dead Project)

How is the KS3 Curriculum assessed?

	Term 1	Term 2	Term 3
Y7	Baseline Drawing assessment at start of year. HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 1.	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 2. Exam Week April 2024	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 3.
Y8	Baseline Drawing assessment at start of year. HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 1.	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 2. Exam Week April/May 2024	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project 3.

Y9	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project.	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project. Exam Week January 2024	HT1. Formative Assessment HT2. Data Drop Summative Assessment of project.
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KS3 Assessment: Work is assessed through the use of formative and summative assessment sheets. These sheets give each student the opportunity to reflect on their progress and make improvements to their work. They are required to use WWW and EBI comments as well as the regular teacher feedback to improve their work.

Formal assessments are made 3 times a year (2 progress grades and a full report) and these indicate attainment as well as areas for improvement. Students are informed of their progress against school targets which indicate if they are on, above or below target. Students also have regular opportunities to assess their own work and the work of others, along with regular feedback from the teacher. Through this process students are given the tools to develop into reflective artists which supports long term progress. Exams focus on assessing the development of a students observational drawing skills; their ability to record accurately and to use a range of tones effectively.

KS4 Curriculum: Aims and Objectives

[What skills & knowledge do students bring with them from Y8 to Year 9?](#)

Skills and knowledge taught in Y7 are further developed in Y8 through three further projects. The projects are organised in such a way as to build upon skills taught in Y7 and to introduce the students to assessment objectives at GCSE through a structured approach to developing a successful Art and Design project:

1. Recording from primary and secondary sources. (A03)
2. Artist research. (A01)
3. Experimenting with media, techniques & processes. (A02)
4. Exploring ideas. (A02)
5. Final outcomes. (A04)

Understanding the stages of development of a GCSE project and the evidence required by the examiner will inform student's decision making process when considering Art as an option choice in Y9.

What skills & knowledge do students bring with them from Y9 to Year 10?

GCSE students produce their work for the Personal Portfolio within the context of themed projects. Students develop their ability to respond independently in their project work to the 4 assessment objectives.

A01: Develop ideas through investigations, demonstrating critical understanding of sources

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

What skills & knowledge do students bring with them from Y10 to Year 11?

Students continue to develop their skills in responding to the 4 GCSE assessment objectives through independently planned and executed projects. Skills learnt in Y10 are further developed and utilised to produce confident students who can provide a personal response to the final exam project themes.

At Appleton we follow the Edexcel GCSE Fine Art qualification. This qualification provides those students who opt for this course with the opportunity to further extend their skills, knowledge and understanding from KS3 in order to further develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

This course is the right one for our students because it provides a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of 2D and 3D media, techniques and processes. Students are encouraged through this course to explore critically how artists and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements.

The Fine Art GCSE is be studied during Y10 and Y11.

KS4 Curriculum:

The Fine Art GCSE is split into 2 components:

Component 1: Personal Portfolio

60% of the qualification. 72 marks. (18 marks for each of the 4 Assessment Objectives)

Assessment Overview:

- Students' work must comprise supporting studies and personal response(s)
- Students' work must show evidence of all 4 assessment objectives
- All work is internally set and internally marked using the assessment grid
- A sample of work is externally moderated by a visiting moderator

Component 2: Externally Set Assignment ESA

40% of the qualification. 72 marks. (18 marks for each of the 4 Assessment Objectives)

Assessment Overview:

- Students' work must comprise supporting studies and personal response(s)
- Preparatory studies will comprise of developmental work based on exam theme/starting points
- 10 hour exam period for students to produce a final outcome as a culmination of their preparatory studies
- Students' work must show evidence of all 4 assessment objectives
- All work is internally set and internally marked using the assessment grid
- A sample of work is externally moderated by a visiting moderator

The students produce their work for the Personal Portfolio within the context of themed projects. The teacher can devise their own project; projects are often based on previous Edexcel exam paper themes which help each student to understand the stages of development in a project following on from the organisation of projects in Y8. Students develop their ability to respond independently in their project work to the 4 assessment objectives.

Skills are taught through a wide range of media and techniques. Key terminology will be taught through the use of Formal Elements and specialist vocabulary will be taught with the aid of writing frames. Content and knowledge will be developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures.

Project themes may change, as they do each year for the exam project set by the exam board. The theme can change but the developmental structure of the project and the skills and techniques utilised remain the same. The current themes being taught by the department are, Natural Forms/Natural World, Reflections, Fragments, Events, Lock, Order/Disorder and Sea-side. Each member of staff is responsible for writing a scheme of work for each project they teach, clearly outlining how the project provides evidence for the 4 assessment objectives.

GCSE Curriculum overview

INTENT	IMPLEMENTATION	IMPACT
<p>Skills will be taught through the following media and techniques:</p> <ul style="list-style-type: none"> • Drawing: Pencil, pen, inks. • Painting: Acrylic, oil-paint, watercolour • Oil-pastel • Colouring pencil • Chalk & charcoal • Resist techniques • Textiles • Print-making: mono, poly-print, lino, screen • Collage/montage • Pen & wash <p>Key terminology will be taught through the use of Formal Elements and specialist vocabulary will be taught with the aid of writing frames.</p> <p>Content and knowledge will be developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures.</p>	<p>The students produce their work for the Personal Portfolio within the context of themed projects. The teacher can devise a project; projects are often based on previous Edexcel exam paper themes.</p> <p>The exam project is set by Edexcel.</p> <p>Each project can be split into 6 components:</p> <ol style="list-style-type: none"> 1. Brainstorm & Mood-board. 2. Recording from primary and secondary sources. (A03) 3. Artist research. (A01) 4. Experimenting with media, techniques & processes. (A02) 5. Exploring ideas. (A02) 6. Final outcomes. (A04) <p>Written and visual resources are produced by the teacher to support learning.</p> <p>Homework is set by the teacher in tandem with work produced in lesson time. Homework can be practical or research based.</p>	<p>Assessment is against the 4 assessment objectives;</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources</p> <p>A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>A03: record ideas, observations and insights relevant to intentions as work progresses</p> <p>A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Exemplar material of graded artwork can be accessed on the Edexcel website.</p> <p>Teacher feedback is regularly given to the students in the form of specific assessment sheets in their sketchbook.</p> <p>Students are encouraged to reflect on their progress and respond to teacher feedback through regular assessment sheets.</p>

Introductory project	GCSE Project 1	GCSE Project 2	Exam project
Autumn Term Y10	Spring Term to End of 1 st half-term of Summer Term Y10	2 nd half-term of Summer Term to End of Autumn Term Y11	Spring Term of Y11 to Easter break of Summer term
<p>Introductory project to ensure that all students are skilled in the use of a range of materials and techniques before they undertake their first personal GCSE project</p> <p>Skills can be taught through the following media and techniques:</p> <ul style="list-style-type: none"> • Drawing: Pencil, pen, inks. • Painting: Acrylic, oil-paint, watercolour • Oil-pastel • Colouring pencil • Chalk & charcoal • Resist techniques • Textiles • Printmaking: mono, poly-print, lino, screen • Collage/montage • Pen & wash <p>Key terminology will be taught using Formal Elements and specialist vocabulary will be taught with the aid of writing frames.</p> <p>Content and knowledge will be developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures.</p>	<p>1st GCSE project based on a set theme selected by individual teachers from previous exam paper themes and/or established projects.</p> <p>Each project requires all students to develop work structured in response to the following 6 components and providing evidence for all 4 Assessment Objectives:</p> <ol style="list-style-type: none"> 1. Brainstorm & Mood-board. To initiate initial thoughts & intentions on the set theme. 2. Recording from primary and secondary sources; including observational drawing, taking photographs, and selecting appropriate images to initiate the development of their project. (A03) 3. Artist research. Students acquire the skills to select Artists to influence & inform the development of their project. (A01) 4. Experimenting with media, techniques & processes. Students select appropriate media & techniques to produce their work. (A02) 5. Exploring ideas. (A02) 6. Final outcomes. (A04) 	<p>2nd GCSE project based on a set theme selected by individual teachers from previous exam paper themes and/or established projects.</p> <p>Each project requires all students to develop work structured in response to the following 6 components and providing evidence for all 4 Assessment Objectives:</p> <ol style="list-style-type: none"> 1. Brainstorm & Mood-board. 2. Recording from primary and secondary sources. (A03) 3. Artist research. (A01) 4. Experimenting with media, techniques & processes. (A02) 5. Exploring ideas. Students use the information and research within their sketchbooks to develop ideas for possible final pieces. Students explain the development of their ideas. (A02) 6. Final outcomes. Students produce a final piece based on their best idea. The final piece will be assessed on their use of selected media, the influence of selected artists on their final piece, and how success the final piece is in the culmination of their sketchbooks work. (A04) 	<p>The 3rd GCSE project is in response to a theme set by the Exam Board. This theme changes each year.</p> <p>Through the 2 GCSE projects produced by the students as part of their Personal Portfolio, all students should be conversant with the structure of a GCSE project and how to provide evidence through the development of their project for the 4 Assessment Objectives:</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes A03: record ideas, observations and insights relevant to intentions as work progresses A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Students are provided with support materials to help them choose a starting point and structure their response to the set theme.</p>

The students produce their work for the Personal Portfolio within the context of themed projects based on previous Edexcel exam paper themes. The final exam project is set by Edexcel. Each project is split into 6 components:

1. Brainstorm & Mood-board.
2. Recording from primary and secondary sources. (A03)
3. Artist research. (A01)
4. Experimenting with media, techniques & processes. (A02)
5. Exploring ideas. (A02)
6. Final outcomes. (A04)

Written and visual resources are available to support learning. Homework is set by the teacher in tandem with work produced in lesson time. Homework can be practical or research based. Skills are taught and practised and developed through:

- Drawing: Pencil, pen, inks.
- Painting: Acrylic, oil-paint, watercolour
- Oil-pastel
- Colouring pencil
- Chalk & charcoal
- Resist techniques
- Textiles
- Print-making: mono, poly-print, lino, screen
- Collage/montage
- Pen & wash

Key terminology is developed through learning about these techniques and from extensive research on Artists, Designers and Cultures.

GCSE projects may have different themes but all projects follow the same 6 developmental components to ensure that the work produced in a project provides evidence of the 4 Assessment Objectives.

1. BRAINSTORM & MOOD-BOARD

A project will start with the student exploring the possibilities of a project. How could the project be approached; how could the theme be explored and investigated. The theme can be explored through written ideas and visual information.

INTENT	IMPLEMENTATION	IMPACT
Develop the skills to be able to see the possibilities in a themed project and to be able to consider a range of approaches to the theme and possible areas for exploration and investigation.	Production of a brainstorm and a mood-board exploring a themed project. Exemplar material provided by teacher. Homework used to research information for brainstorm/mood-board.	Linked to Assessment Objectives: A01: Develop ideas through investigations. Teacher assessment sheet. Student reflection/response to feed-back sheet.

2. RECORDING FROM PRIMARY & SECONDARY SOURCES

Following on from the brainstorm/mood-board, students begin to explore and investigate the project theme by producing artwork from primary sources (observational drawings & the students' own photographs) and secondary sources. (books, magazines, newspapers, postcards, the Internet)

INTENT	IMPLEMENTATION	IMPACT
To develop the skills to select and organise information linked to the exploration and investigation of a set theme. To research and produce artwork from a range of primary and secondary information.	Selection and organisation of a range of information from primary and secondary sources. Exemplar material provided by teacher. Homework used to research information for development of initial ideas.	Linked to Assessment Objectives: A03: record ideas, observations and insights relevant to intentions as work progresses. Teacher assessment sheets. Student reflection/response to feed-back sheets.

3. ARTIST RESEARCH

At a relevant point in the project, students need to link their work to a number of relevant artists. These artists should be chosen on their potential connection to the theme and the influence that they might have on the development of the students' own work. Research on the Artists should be presented as visual and written information.

INTENT	IMPLEMENTATION	IMPACT
To develop the skills to select, investigate and organise information linked to relevant artists. To learn how to analyse and evaluate the work of artists putting the work in context.	Artist research. Select and organise written and visual information on chosen artists. Exemplar material provided by teacher. Homework used to research information on selected artists.	Linked to Assessment Objectives: A01: Develop ideas through investigations, demonstrating critical understanding of sources Teacher assessment sheets. Student reflection/response to feed-back sheets.

4. EXPERIMENTING WITH MEDIA, TECHNIQUES AND PROCESSES

Throughout the project, students should experiment with a range of media and techniques to produce their artwork. Students should annotate their experimentation and evaluate the suitability of the media and techniques to the development of their ideas and their intended outcomes.

INTENT	IMPLEMENTATION	IMPACT
To experience a wide range of media and techniques. To develop the skills to select appropriate media and techniques to develop ideas and intended outcomes. To annotate and evaluate media experimentations.	Students will be taught how to use a range of media and techniques, and to annotate and evaluate their experimentation by their teacher. Exemplar materials, media demonstrations and equipment will be provided by the teacher.	Linked to Assessment Objectives: A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Teacher/student evaluation of media techniques; effective use of media and areas for improvement

5. EXPLORING IDEAS

Once the students have recorded information from primary and secondary resources, researched information on a number of artists and experimented with a wide range of media and techniques, they are ready to develop ideas leading to potential outcomes.

INTENT	IMPLEMENTATION	IMPACT
To develop the skills to select appropriate resources, media, materials, techniques and information from prior research to help develop ideas for potential outcomes. Select and organise information. Explain ideas in written form using a specialist vocabulary.	Students will be guided in their selection and organisation of work to show the development of ideas. Feedback will be given as work progresses. Students will be taught how to reflect on and evaluate their work. Exemplar material provided by teacher. Ideas developed as part of classwork and homework.	Linked to Assessment Objectives: A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: record ideas, observations and insights relevant to intentions as work progresses

6. FINAL OUTCOMES

Once a number of ideas have been developed, and media and compositions have been experimented with, a personal and meaningful response can be finalised; a response that realises intentions, demonstrates understanding of visual language, mastery of chosen media and clear links to Artist research.

INTENT	IMPLEMENTATION	IMPACT
To develop the skills to select a successful final outcome from potential outcomes. To develop the skills to choose appropriate media and techniques to help produce a final outcome. To make connections with the work of other artists.	Students will be guided in their selection of a final outcome and their choice of media. Feedback will be given as work progresses. Students will be taught how to reflect on and evaluate their work. Exemplar material provided by teacher.	Linked to Assessment Objectives: A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Student evaluation of final outcome to assess success in meeting assessment objective and to identify areas for improvement.

How is the KS4 Curriculum assessed?

	Term 1	Term 2	Term 3
Y10	Data Drop	Data Drop	Data Drop Exam Week June/July 2024
Y 11	Mock Exam November 2023 Data Drop	Exam Week May 2024	Final Exam Assessment

Exam weeks will focus on an aspect of work appropriate for the period of development within a project. Exams may focus on observational drawing skills, media experimentation skills, artist analysis, designs for final outcomes or final outcomes themselves. Final Exam Assessment refers to the marking of the Exam Project (preparatory work and final outcome) which is completed using the Edexcel Assessment Grid Assessment is against the 4 assessment objectives;

A01: Develop ideas through investigations, demonstrating critical understanding of sources

A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

A03: Record ideas, observations and insights relevant to intentions as work progresses

A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Exemplar material of graded artwork can be accessed on the Edexcel website. Teacher feedback is regularly given to the students in the form of specific assessment sheets in their sketchbook. These sheets inform the students of their current grade against their expected final grade. Strengths in the students work and areas for improvement are identified. Students are encouraged to reflect on their progress and respond to teacher feedback as well as assessing each other work. Gaps in knowledge and skills can be identified and addressed for individual students. Under-performance against target grades can be identified on SMID and students can be encouraged to attend extra-curricular intervention sessions to improve the quality of their work. Teachers keep a record of progress within their mark books, entering grades on SIMS for reporting purposes and monitoring progress on SMID against target grades.

How is the Curriculum enriched?

The Art Department rooms are available every lunchtime for KS3 students to receive help with completing homework and for GCSE students to continue with developing their personal portfolio. An additional session is available for GCSE students to continue their work after school every Friday. KS4 students have access to on-line materials to assist in independent research skills, exposure to a range of artists that could influence their GCSE projects and the development of media skills. On-line information on careers in art are integrated into lessons from Y7 to Y11. Information on artists to promote Black History Month is incorporated into lessons for Y7 to Y11.

Why has learning been sequenced in this way?

At the start of Y7, the first project introduces the students to the formal elements of Art through the use of a number of art materials and techniques. This project intends to build a foundation of skills in the following areas: drawing skills/techniques; observational drawing skills; analysis/evaluation of Artist's work; formal elements: line, tone (value), colour, texture, shape, form & space; use of specialist vocabulary and key terms. By the end of the first project in Y7, students will have an equal understanding of the formal elements of art and will have worked with media and techniques to improve drawing skills and use of colour. Themed projects throughout the rest of Y7, Y8 and Y9, provide each student with the opportunity to further develop their drawing skills using different media and techniques. They are introduced to new media and processes such as print-making and 3D construction, as well as revisiting previously experienced media, investigating and exploring the media in new and more complex ways such as extending their use of blended colour to create the illusion of depth on a 2D surface. Through exposure to Artists, designers and Art Movements, KS3 students build up their knowledge of Art History and their ability to analyse and make judgements about Art and how it can influence the development of their own work. KS4 students further develop their independent artist research skills by selecting their own artists to study and by producing more complex and personal visual and written responses to artists' work. Key terms are introduced from Y7 and a specialist art vocabulary is developed throughout KS3 with the intention of enabling KS4 students to express their judgements and opinions about Art with confidence.

When will learning in these units be built upon in subsequent years?

Formal Elements of Art Project: The first project in Y7 establishes skill levels and knowledge/understanding from KS2. The focus is on the formal elements of Art, developing drawing skills, increasing the students understanding of how to observe and record accurately.

Portrait Projects: This unit builds on the formal elements of Art taught at the start of Y7; revisiting line, tone and colour. This unit introduces the use of proportion and the analysis of artists' work to develop skill and knowledge.

Architecture Project: This unit builds on use of texture, shape and form explored in the Y7 'Formal Elements' tasks and the Y7 'Identity' project. This unit focusses on the use of pattern.

Still-life Abstraction Project: This unit builds on the formal elements of art taught in Y7 projects, with a focus on revisiting line, tone, form, texture, shape and colour. This unit further develops use of line and tone to record objects from observation. This unit of work further develops Artist research and analysis skills learnt in KS2 and Y7 projects and strengthens a student's ability to make links between their own work and the work of others.

Environment Project: This unit continues to build on formal elements of art taught in Y7 and revisited at the start of Y8. This unit revisits the use of pattern-based designs in the Y7 project on Architecture. This unit further develops the use of line and tone to record objects from observation. This unit of work continues to develop Artist research and analysis skills learnt in Y7 projects and the Y8 Still-life project.

Day of the Dead Project: This unit of work builds on the formal elements explored throughout project in Y7 and Y8, with a focus on line, tone, form, shape and colour. This unit revisits the use of decorative pattern-based work explored in the Y7 project on Architecture and the Y8 Environment project. This unit further develops Artist research and analysis skills used during Y7 and Y8 projects, moving into looking at artwork created by Cultures. This unit strengthens a student's ability to make links between their own work and the work of other artists and Cultures. The Y9 Movement Project seeks to further develop skills taught in Y7 and Y8 with a view to providing essential skills needed to be successful at GCSE.

Projects at GCSE revisit skills taught at KS3, further developing the complexity of these techniques and introducing new techniques and materials that for various reasons are not appropriate for KS3. Transferable skills from KS3 include, the independent use of formal elements, drawing techniques, independent use of a range of media for different purposes, use of specialist vocabulary and key terms, content and knowledge developed through the acquisition of skills and through the development of the skills to be able to research information on Artists, Designers and Cultures. Having worked on themed projects in KS3, KS4 students will be expected to use their KS3 experience to independently develop projects on a set theme. KS4 students will be expected to utilise the media skills acquired during KS3 and new media skills developed in their KS4 projects. Projects at KS4 follow the same developmental structure as those at KS3; this is done to ensure a smooth transition from KS3 to GCSE and to ensure that evidence is provided for all 4 assessment objectives. (brainstorm: recording from primary and secondary sources; artist research; experimenting with media, techniques & processes; exploring ideas, final outcomes.)

What will students be expected to know and remember at KS3 & KS4

The following skills map for KS3 and KS4 explains through generic statements how KS3 assessment (emerging: secure; advanced) links to KS4 grading at GCSE (9-1) The map is divided into 3 areas, Knowledge, Understanding and Skills with links to the KS3 national Curriculum and GCSE Assessment Objectives.

ART & DESIGN: SKILLS MAP KS3 & KS4

BAND	1 (emerging 1)	2 (emerging 2)	3 (emerging 3)
<p>Knowledge KS3: Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources A03 -record ideas, observations and insights relevant to intentions as work progresses</p>	<p>Limited investigation of ideas. Limited knowledge of the sources that have informed students' own work. Limited experimentation of skills. Limited research skills to inform student's own work. Limited use of Art vocabulary to evaluate own work.</p>	<p>Development of ideas through basic investigation. Basic development of own ideas and some knowledge of the sources that have informed them. Basis experimentation of skills. Basic development of research skills to inform student's own work. Basic development of Art vocabulary to evaluate own work.</p>	<p>Emerging competency in the development of ideas through investigation. The investigation process shows emerging knowledge of the sources that have informed the ideas. Emerging competency in the development of ideas through a process of experimentation and basic review skills. Emerging competency in the development of research skills. Emerging competency in the development of Art vocabulary to evaluate own work.</p>
<p>Understanding KS3: Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to present day KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Limited understanding of how artworks have been made. Limited ability to explain what is and is not successful about their own work. Evidence of a limited ability to write about Art from other times and Cultures. Limited ability to refine work. Limited understanding of visual language.</p>	<p>Basic development of the skills to understand how artworks have been made. Basic development of the skills necessary to explain what is and is not successful about their own work. A basic ability to write about Art from other times and Cultures. A basic ability to refine work. Basic understanding of visual language through the use of formal elements.</p>	<p>Emerging competency in the understanding of how artworks have been made. Emerging competency in the skills necessary to explain what is and is not successful about their own work. Emerging competency in the ability to write about Art from other times and Cultures. Emerging competency in the development of the ability to refine work. Emerging competency in understanding visual language through the use of formal elements.</p>
<p>Skills KS3: Use a range of techniques and media, including painting. Increase their proficiency in the handling of different materials. KS4: A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Limited ability to experiment with a range of media. Limited ability to record ideas and observations. Limited ability to record relevant to intentions. Limited exploration of drawing techniques.</p>	<p>The ability to experiment with a basic range of media. Basic development of the ability to record ideas and observations. Evidence of a basic ability to record relevant to intentions. A basic ability to explore drawing techniques.</p>	<p>Emerging competency in the ability to experiment with a range of media. Emerging competency in the development of the ability to record ideas and observations. Evidence of an emerging competent ability to record relevant to intentions resulting in a personal response. Emerging competency in the development of the ability to explore drawing techniques.</p>

BAND	4 (secure 1)	5 (secure 2)	6 (secure 3)
<p>Knowledge KS3: Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources A03 -record ideas, observations and insights relevant to intentions as work progresses</p>	<p>Competent development of ideas through investigation. The investigation process shows competent knowledge of the sources that have informed the ideas. Development of ideas through a process of experimentation and competent review skills. Development of competent research skills to inform student's own work. Development of competent Art vocabulary to evaluate own work and the work of others.</p>	<p>Competent and consistent development of ideas through investigation. The investigation process shows knowledge of the sources that have informed the ideas. Competent and consistent exploration of ideas through experimentation and review. Competent and consistent research skills used to inform student's own work. Competent and consistent use of Art vocabulary to evaluate own work and the work of others.</p>	<p>Confident development of ideas through investigation. The investigation process shows some knowledge of the context of ideas and the sources that have informed them. Confident exploration of ideas through a process of experimentation and review. Confident research skills used to inform student's own work and to gain knowledge about the intentions of Artist's work. Confident use of an Art vocabulary to evaluate own work and the work of others.</p>
<p>Understanding KS3: Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to present day KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>A competent understanding of how artworks have been made. Development of the skills necessary to explain what is and is not successful about their own work. Evidence of a developing competency in the ability to talk and write about Art from other times and Cultures. Development of a competent ability to refine work. Evidence of a competent use of visual language through the use of formal elements.</p>	<p>Competent and consistent understanding of how artworks have been made. Competent and consistent use of the skills necessary to explain what is and is not successful about their own work. Competent and consistent ability to talk and write about Art from other times and Cultures. Competent and consistent ability to refine work. Evidence of a competent and consistent use of visual language through the use of formal elements.</p>	<p>A confident understanding of how artworks have been made. Confident use of the skills necessary to explain what is and is not successful about their own work and the work of others. A confident ability to talk and write about Art from other times and Cultures. A confident ability to refine work. Evidence of a confident use of visual language through the use of formal elements.</p>
<p>Skills KS3: Use a range of techniques and media, including painting. Increase their proficiency in the handling of different materials. KS4: A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Competent ability to experiment with a range of media. Competent ability to record ideas and observations. Evidence of a competent ability to record relevant to intentions resulting in a personal response. Competent ability to explore drawing techniques.</p>	<p>Competent and consistent experimentation with a range of media and techniques. A competent and consistent ability to record ideas and observations. Evidence of a competent and consistent ability to record relevant to intentions, leading to a personal response. Evidence of the ability to competently and consistently explore drawing techniques.</p>	<p>Confident experimentation with a range of media and techniques. A confident ability to record ideas and observations. Evidence of the ability to record relevant to intentions, leading to a confident personal response. Evidence of the ability to confidently explore different drawing techniques.</p>

BAND	7 (advanced 1)	8 (advanced 2)	9 (advanced 3)
<p>Knowledge KS3: Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring ideas KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources A03 -record ideas, observations and insights relevant to intentions as work progresses</p>	<p>Confident and assured development of ideas through investigation. The investigation process shows critical understanding of the context of ideas and the sources that have informed them. Confident and assured exploration of ideas through a process of experimentation and review. Confident and assured research skills used to inform student's own work and to gain knowledge about the intentions of Artist's work. Confident and assured use of an Art vocabulary to evaluate own work and the work of others.</p>	<p>Fluent development of ideas through investigation. The investigation process shows consistent critical understanding of the context of ideas and the sources that have informed them. Fluent exploration of ideas through a process of experimentation and review. Fluent research skills used to inform student's own work and to gain knowledge about the intentions of Artist's work. Fluent use of an Art vocabulary to evaluate own work and the work of others.</p>	<p>Exceptional development of ideas through investigation. The investigation process shows exceptional critical understanding of the context of ideas and the sources that have informed them. Exceptional exploration of ideas through a process of experimentation and review. Exceptional research skills used to inform student's own work and to gain knowledge about the intentions of Artist's work. Mastery of an exceptional Art vocabulary used to evaluate student's own work and the work of others.</p>
<p>Understanding KS3: Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to present day KS4: A01: Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>A Confident and assured understanding of how artworks have been made. Confident and assured use of the skills necessary to explain what is and is not successful about their own work and the work of others. A Confident and assured ability to discuss and write about Art from other times and Cultures. A Confident and assured ability to refine work through exploration of ideas. Evidence of a Confident and assured use of visual language through the use of formal elements.</p>	<p>A Fluent understanding of how artworks have been made. Fluent use of the skills necessary to explain what is and is not successful about their own work and the work of others. A fluent ability to discuss and write about Art from other times and Cultures. A fluent ability to refine work through exploration of ideas and reflection on student's own work. Evidence of a fluent use of visual language through the assured use of formal elements.</p>	<p>An exceptional understanding of how artworks have been made. Exceptional use of the skills necessary to explain what is and is not successful about their own work and the work of others. An exceptional ability to discuss and write about Art from other times and Cultures. An exceptional ability to refine work through exploration of ideas and reflection on student's own work. Evidence of an exceptional use of visual language through the mastery of formal elements.</p>
<p>Skills KS3: Use a range of techniques and media, including painting. Increase their proficiency in the handling of different materials. KS4: A02: refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A04: present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>	<p>Confident and assured experimentation with a range of media and techniques. A Confident and assured ability to record ideas and observations. Evidence of the ability to record relevant to intentions, leading to a Confident and assured personal response. Evidence of the ability to confidently explore different drawing styles and techniques.</p>	<p>Fluent experimentation with a range of media and techniques. A fluent ability to record ideas, observations and insights related to own work and the work of others. Evidence of the ability to record relevant to intentions, leading to a fluent personal response. Evidence of the ability to fluently explore different drawing styles and techniques.</p>	<p>Exceptional selection and experimentation with a range of media. An exceptional ability to record ideas, observations and insights related to own work and the work of others. Evidence of the ability to record relevant to intentions, leading to an exceptional personal response. Consistent evidence of the ability to explore different drawing styles and techniques with exceptional mastery of a range of media skills.</p>

