

Subject Art

Year 7 and 8 Scheme of Learning 2025 - 2026

Subject leader: Miss E Jones

| Topics by term | Topic overview for Year 7 | | | | | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Topics taught <i>Focus-</i> Introduction to basic skills and the Formal Elements | Observation and Tone | | Abstract and Colour | | Imagination and 3D | |

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| | <p style="text-align: center;"><u>Prerequisites</u></p> <p>By the end of Key Stage 2, pupils should have</p> <ul style="list-style-type: none"> • Developed increased control, creativity, and confidence with various art materials. • Gained experience using sketchbooks to record observations, review progress, and revisit ideas. • Established foundational skills in key techniques: drawing, painting, and sculpture. • Worked with materials such as pencil, charcoal, paint, and clay. • Developed awareness of significant artists, architects, and designers throughout history. • Built a strong foundation for deeper exploration and skill development in Key Stage 3. | <p style="text-align: center;"><u>Prerequisites</u></p> <p>In Terms 1 and 2</p> <ul style="list-style-type: none"> • Students developed observational drawing skills using a variety of materials, techniques, and processes. • Focused on closely observing real-life objects and subjects to translate them into artwork. • Explored how artists use observation, mark making, and tone to convey detail and texture. • Enhanced ability to represent depth and realism in their drawings. • Applied formal elements such as tone, mark making, shape, form, and line. • Experimented with techniques to capture light, shadow, and structure. • Built a stronger understanding of visual communication through observation and technique. | <p style="text-align: center;"><u>Prerequisites</u></p> <p>In Terms 3 and 4</p> <ul style="list-style-type: none"> • Students developed skills in colour mixing and painting techniques. • Explored formal elements such as colour, shape, and composition. • Focused on understanding how different colours interact to create mood and harmony. • Learned how to arrange shapes and elements for balance and visual interest. |
| | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Builds on prior knowledge to deepen understanding of great artists, designers, and craft makers. • Explores the cultural and historical context of artists' work. • Develops proficiency in drawing, painting, and sculpture through observation and idea development. • Focuses on tone, mark-making, and refining skills with various materials and techniques. • Teaches students to evaluate their own and others' work using appropriate artistic language. • Encourages the creation of purposeful outcomes that demonstrate observation and tonal control. | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Strengthens students' ability to draw from direct observation and translate those observations into abstract compositions. • Deepens understanding of how artists use colour, shape, and composition to express meaning. • Develops drawing skills through focused observation, serving as a basis for abstract reinterpretation. • Explores and refines brush control using techniques like wet into wet, dry brush, and wash. • Applies colour theory to create depth, contrast, and mood in paintings. • Encourages recording and developing ideas, making purposeful creative decisions. • Teaches students to evaluate their work using appropriate artistic language. • Results in confident, expressive outcomes inspired by abstract art. | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Students deepen their understanding of observational drawing and 3D creation. • Build on drawing skills to translate 2D observations into 3D forms, enhancing understanding of shapes, structures, and compositions. • Transitioning from 2D to 3D work develops a well-rounded skill set in art, craft, and design. • Use 3D techniques such as modelling with clay, constructing with card and wire, and working with various materials. • Gain a deeper understanding of spatial relationships, texture, and volume. • Strengthen problem-solving skills, creativity, and ability to communicate ideas through 3D work. • Continue reflecting on and evaluating work, comparing with artists' work to refine the creative process. • Prepare to explore a wide range of media and techniques with confidence. • Encourage critical thinking and the development of a more advanced, thoughtful artistic practice. |

National Curriculum for Art and Design Key Stage 3

| Specification o References | Big questions | Topic area: main Items and optional learning objectives | Outcomes | Key Terms/ concepts Literacy Numeracy | Assessment and homework tasks | Resources | Personal Development curriculum links (SMSC, British Values, PSHE) |
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| <p>Term 1 and 2 Observation and Tone- <i>Through a series of structured activities, students develop their observational drawing skills by experimenting with various drawing media, materials, techniques, and processes. They investigate how artists use direct observation, shading techniques, and tonal variation to convey shape and form. Students begin to apply key Formal Elements—tone, shape, form, scale, and line—in their own artwork, deepening their understanding of visual communication.</i></p> | | | | | | | |
| NC | <p>What are the 4 main types of shading techniques?</p> <p>How does light and dark affect shape and form in a drawing?</p> <p>How do artists use observation and tone?</p> <p>Can you handle types of drawing media when drawing from direct observation?</p> <p>What is scale?</p> <p>Can you combine tone, shape, form, scale and line in your own artwork?</p> <p>What does it mean to realise intentions?</p> <p>Why is it important to evaluate?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists whose work links to the theme 'Observation and Tone'.</i></p> <p><i>Learn about artists' use of tone, shape, form, scale and line. Explore drawing materials and methods.</i></p> <p><i>Become proficient in drawing, painting sculpture and other art, craft and design techniques...</i></p> <p><i>Use observation and tone to express ideas and communicate visually.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Produce an outcome using drawing methods and media. Analyse the development of ideas using art vocabulary.</i></p> <p><i>Evaluate and analyse creative work using the language of art, craft and design...</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Grid exploring the 4 types of shading</i></p> <p><i>Tonal sphere</i></p> <p><i>A2 charcoal and graphite still life drawings</i></p> <p><i>Develop a composition combining formal elements tone, shape, form, scale and line.</i></p> <p><i>Evaluation of outcome</i></p> | <p>Literacy:</p> <p>Keywords- <i>Types of Shading- Blending, Hatching, Stippling and Scumbling.</i></p> <p style="text-align: center;">Command Words- Record Develop Refine Outcome Evaluate</p> <p>Numeracy:</p> <p><i>Linked to the Formal Elements:</i> FORM: PROPORTION, MEASURE, WEIGHT, SCALE, HEIGHT, WIDTH, LINE: MEASURING, STRAIGHT, CONSTRUCTION, CURVED, VERTICAL, HORIZONTAL, ANGLES, PERSPECTIVE SHAPE: GEOMETRIC, ELLIPSE -tone: PENCIL GRADES and NUMBERS</p> <p>Health & Safety: <i>Follow relevant guidance on safety with charcoal</i></p> | <p>Homework:</p> <p><i>Booklet 1 'Vase of Twelve Sunflowers' by Vincent Van Gogh' (artist links to project aim through use of observation techniques and Formal Elements)</i></p> <p><i>Duration-</i> 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</p> <p><u>Once Per Term Assessment inc. EBI followed by PIT</u></p> <p><u>Every Lesson</u></p> <p>100% participation AFL- Questions that check understanding Think, Pair, Share</p> | <p>Artist examples Teacher Example Exemplar work</p> <p>2D media- Graphite, Charcoal, Paint</p> <p style="text-align: center;"><u>Visualiser</u></p> | <p>SMSC:</p> <p>Social/Moral- <i>Sharing opinions about Art</i></p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions</i></p> <p><i>Art related workshops</i></p> <p><i>Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain</i></p> <p><i>WPD of the month on display board</i></p> <p><i>Art in the news/ What's on locally</i></p> <p style="text-align: center;">Cultural Capital-</p> |

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| | | <p>Analyse the development of own ideas using art vocabulary.</p> <p>Stretch and Challenge- Confidently and skilfully combine observation and tone to effectively record observations.</p> | | | | | See ADT Curriculum Map |
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Term 3 and 4 Abstract and Colour- Through a series of engaging activities, students develop their skills in observation, colour mixing, and paint application while exploring the Formal Elements of line, tone, shape, form, and colour. They examine examples of abstract art, focusing on how composition can be used to communicate message and meaning. Building on this knowledge, students apply principles of colour theory, painting techniques, and compositional strategies to create their own abstract artworks.

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| <p>NC</p> | <p>How do artists use colour in abstract art?</p> <p>Why is drawing important in Art?</p> <p>What is special about the primary colours?</p> <p>What is a tertiary colour?</p> <p>How do the complementary colours work?</p> <p>What are the Warm and Cool colours? How can we use them effectively?</p> <p>How does colour link to human emotion?</p> <p>How can we combine painting techniques with colour theory?</p> <p>Can you create an Abstract composition?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists whose work links to the theme 'Abstract and Colour'.</i></p> <p><i>Learn about artists' use of colour and composition.</i></p> <p><i>Investigate colour theory and explore painting techniques.</i></p> <p><i>Become proficient in drawing, painting sculpture and other art, craft and design techniques...</i></p> <p><i>Use painting techniques to develop abstract ideas making connections to abstract artists.</i></p> <p><i>Produce an outcome in colour, inspired by abstract art.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Use painting techniques to develop abstract ideas making connections to abstract artists.</i></p> <p><i>Produce an outcome in colour, inspired by abstract art.</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Accurate self portrait drawing</i></p> <p><i>Colour Wheel</i></p> <p><i>Abstract versions of portrait exploring colour theory and application of paint.</i></p> <p><i>Abstract portrait outcome</i></p> <p><i>Evaluation of outcome</i></p> | <p>Literacy:</p> <p>Keywords- Primary, Secondary, Tertiary, Complementary</p> <p>Command Words- Record Develop Refine Outcome Evaluate</p> <p>Numeracy:</p> <p><i>Linked to the Formal Elements:</i> COLOUR: RATIO PATTERN: REPEAT, SYMMETRY, ASYMETRIC, REPEAT, SEQUENCE, TESSELLATIONS</p> <p>Health & Safety:</p> <p><i>Take care around water to avoid slipping.</i></p> | <p>Homework:</p> <p><i>Booklet 2 'Homage to Bleriot' by Robert Delaunay</i> <i>(artist links to project aim through use of colour and abstract style)</i></p> <p><i>Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</i></p> <p><u>Once Per Term Assessment inc. EBI followed by PIT</u></p> <p>Assessment inc. EBI followed by PIT</p> <p><u>Every Lesson</u> 100% participation AFL- Questions that check understanding Think, Pair, Share</p> | <p>Artist examples Teacher Example Exemplar work</p> <p>2D media- Graphite, Watercolour</p> <p><u>Visualiser</u></p> | <p>SMSC:</p> <p>Social/Moral- <i>Sharing opinions about Art</i></p> <p>Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i></p> <p>Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital-</p> |
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| | | <p>Analyse the development of own ideas using art vocabulary.</p> <p>Evaluate and analyse creative work using the language of art, craft and design...</p> <p>Analyse the development of own ideas using art vocabulary.</p> <p>Stretch and Challenge- Use colour confidently and skilfully in an effective abstract painting of their own.</p> | | | | | See ADT Curriculum Map |
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Term 5 and 6 Imagination and 3D- Through a series of activities, students develop skills in drawing and 3D design using a range of materials, techniques, and processes. They investigate how artists convey message and meaning through sculpture and apply their understanding of the Formal Elements of **form, texture, colour, and shape** to explore how specific media can be used to create their own 3D work.

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| NC | <p>How do artists use 3D materials, techniques and processes?</p> <p>Why is drawing important in Art</p> <p>How can we use clay to create shape form and texture?</p> <p>How can glazes be used to enhance colour and texture of clay?</p> <p>Why is it important to evaluate?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists whose work links to the theme 'Imagination and 3D'.</i></p> <p><i>Learn about artists' use of form, texture, colour and shape.</i></p> <p><i>Become proficient in drawing, painting sculpture and other art, craft and design techniques...</i></p> <p><i>Complete drawings of images/objects to inspire ideas in 3D.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Investigate and explore 3D materials and techniques to</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Accurate drawing of still life linked to project theme.</i></p> <p><i>Practice modelling in clay using basic shaping and joining techniques</i></p> <p><i>3D outcome in clay using glaze to add colour and shine/matt finish</i></p> <p><i>Evaluation of outcome</i></p> | <p>Literacy: Keywords- <i>Rolling, Squeezing, pulling and pinching, Carving, Smoothing, Joining, Slabbing.</i></p> <p>Command Words- Record Develop Refine Outcome</p> <p>Numeracy: Linked to the Formal Elements: FORM: PROPORTION, MEASURE, WEIGHT, SCALE, HEIGHT, WIDTH, SHAPE: GEOMETRIC, ELLIPSE</p> <p>Health & Safety: Follow safety guidance when using clay e.g. avoid making excess dust.</p> | <p>Homework: <i>Booklet 3 'Mother and Child' by British Artist Henry Moore</i> (artist links to project aim through use of sculpture) <i>Duration-</i> 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</p> <p><u>Once Per Term</u> EOY Exam inc. EBI followed by PIT</p> <p><u>Every Lesson</u> 100% participation AFL- Questions that</p> | <p>Artist examples Teacher Example Exemplar work</p> <p>3D Media- Clay and Glaze</p> <p><u>Visualiser</u></p> | <p>SMSC: Social/Moral- Sharing opinions about Art Spiritual- 'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board Cultural- Investigation of art from other cultures and Britain WPD of the month on display board</p> |
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| | | <p><i>express ideas and communicate visually.</i> <i>Produce an outcome in 3D.</i></p> <p><i>Evaluate and analyse creative work using the language of art, craft and design...</i> <i>Analyse the development of ideas using art vocabulary</i></p> <p>Stretch and Challenge- <i>Use 3D media confidently and skilfully to realise their ideas in an effective outcome.</i></p> | | | <p>check understanding Think, Pair, Share</p> | | <p><i>Art in the news/ What's on locally</i></p> <p>Cultural Capital- See ADT Curriculum Map</p> |
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| Topics by term | Topic overview for Year 8 | | | | | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Topics taught <i>Focus- Techniques, building on skills learned in Year 7</i> | Printmaking | | Other Cultures | | Natural Forms | |
| | <p style="text-align: center;"><u>Prerequisites</u></p> <p>In Year 7 students focused on foundational art skills, including tone, colour, and 3D techniques:</p> <ul style="list-style-type: none"> • Were Introduced to key concepts: tonal variation using light and dark, colour mixing, and basic 3D design. • Practiced processes of recording observations, developing ideas, refining work, evaluating progress, and realising artistic intentions. • Experimented with drawing, painting, and sculpting using a variety of materials and techniques. • Were encouraged critical thinking, reflection on creative decisions, and a deeper understanding of the artistic process. • By the end of the year, built a solid foundation in essential skills, preparing for more advanced work in future years. | | <p style="text-align: center;"><u>Prerequisites</u></p> <p>In Terms 1 and 2, students learned the specialist technique of printmaking:</p> <ul style="list-style-type: none"> • Focused on methods like relief printing, mono-printing, and collagraphs. • Explored the process of creating multiple impressions from a single image. • Learned how textures, lines, and marks communicate meaning in printmaking. • Applied knowledge of Formal Elements: line, texture, pattern, and composition. • Developed their own prints, experimenting with material manipulation and techniques. • Produced unique and expressive results through creative exploration of printmaking methods. | | <p style="text-align: center;"><u>Prerequisites</u></p> <p>In Terms 3 and 4, students focused on the specialist technique of sculpture linked to the theme 'Other Cultures.':</p> <ul style="list-style-type: none"> • Further developed brush skills, colour mixing, and painting techniques. • Explored how these elements create depth and meaning in their artwork. • Gained insight into how cultural themes influence the use of colour and form. • Built upon drawing and colour mixing skills developed earlier in Year 7. | |
| | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Students are introduced to specialised techniques in printmaking, building on foundational skills in drawing, painting, and sculpture. • The unit continues to develop observational drawing skills, allowing students to translate direct observation into more complex, textured designs. • Explores texture and relief printmaking through methods such as relief, mono, and collagraph printing. • Refines understanding of printmaking techniques, enabling students to create detailed, textured prints. • Combines observational drawing with printmaking techniques to deepen understanding of how artists create meaning. • Encourages creativity, critical thinking, and the evaluation of processes. • Links students' responses to the theme with their growing skill set in printmaking. | | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Focus on developing painting and brushwork skills while expanding knowledge of colour through different cultures. • Students learn techniques like blending, layering, and dry brush to create meaningful artwork. • Record images and information to explore ideas inspired by cultural art. • Deepen understanding of colour theory and refine painting skills to create expressive outcomes. • Reflect on their work, connect to artists from various cultures, and evaluate ways to improve techniques. • Goal is for students to confidently produce paintings that demonstrate proficiency in technique and cultural awareness. | | <p style="text-align: center;"><u>Why are we teaching this now?</u></p> <ul style="list-style-type: none"> • Focuses on 3D observation of natural forms and translating them into creative 3D designs. • Deepens understanding of 3D techniques, including shaping, joining, and surface decoration. • Applies knowledge of form, shape, and texture to create original sculptures inspired by nature. • Explores various materials and techniques to enhance 3D design skills. • Develops the ability to translate natural observations into meaningful, three-dimensional artwork. | |

National Curriculum for Art and Design Key Stage 3

| Specification o References | Big questions | Topic area: main Items and optional learning objectives | Outcomes | Key Terms/ concepts Literacy Numeracy | Assessment and homework tasks | Resources | Personal Development curriculum links (SMSC, British Values, PSHE) |
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| <p>Term 1 and 2 Printmaking- <i>Through a series of activities, students explore how a single image can be reproduced multiple times using various printmaking processes. They apply their understanding of the Formal Elements—line, tone, texture, shape, pattern, and form—to plan, develop, and refine images suitable for a range of printmaking techniques.</i></p> | | | | | | | |
| NC | <p>How do artists show texture?</p> <p>Why is drawing important in an art?</p> <p>How can we use collage to create an image suitable for a collagraph print?</p> <p>What is relief printmaking?</p> <p>Can you combine materials to make a collagraph?</p> <p>What does it mean to realise intentions?</p> <p>Why is it important to evaluate?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists whose work links to the theme 'Printmaking'.</i></p> <p><i>Investigate artists in class through critical study and evaluation.</i></p> <p><i>Become proficient in drawing, painting sculpture</i></p> <p><i>Develop skills in drawing and printmaking.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Create and develop ideas for printmaking.</i></p> <p><i>Produce an outcome in print.</i></p> <p><i>Evaluate and analyse creative work using the language of art, craft and design...</i></p> <p><i>Analyse the development of ideas using art vocabulary.</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Accurate drawing of still life linked to project theme.</i></p> <p><i>Create a collagraph linked to project theme.</i></p> <p><i>Outcome in print</i></p> <p><i>Evaluation of outcome</i></p> | <p>Literacy:</p> <p>Keywords- <i>Relief, Block, Ink, Roller, Surface</i></p> <p>Command Words- Record Develop Refine Outcome</p> <p>Numeracy:</p> <p><i>Linked to the Formal Elements:</i> LINE: MEASURING, STRAIGHT, CONSTRUCTION, CURVED, VERTICAL, HORIZONTAL, ANGLES, PERSPECTIVE PATTERN: REPEAT, SYMMETRY, ASYMETRIC, REPEAT, SEQUENCE, TESSELLATIONS</p> <p>Health & Safety: <i>Follow relevant guidance on Safety in Art e.g. taking care around sink area</i></p> | <p>Homework: <i>Booklet 4 'Marilyn Monroe' by Andy Warhol</i> (artist links to project aim through use of printmaking techniques and Formal Elements) <i>Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</i></p> <p><u>Once Per Term Assessment inc. EBI followed by PIT</u></p> <p>Assessment inc. EBI followed by PIT</p> <p><u>Every Lesson</u> 100% participation AFL- Questions that check understanding</p> | <p>Artist examples Teacher Example Exemplar work</p> <p>Print Media- Ink, Collagraph materials- e.g. Cardboard, String, Textured Wall paper, Corrugated card</p> <p><u>Visualiser</u></p> | <p>SMSC: Social/Moral- <i>Sharing opinions about Art</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> <p>Cultural Capital-</p> |

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| | | Stretch and Challenge- Confidently and skilfully use printmaking techniques to produce an outcome in three or more colours. | | | Think, Pair, Share | | See ADT Curriculum Map |
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Term 3 and 4 Other Cultures- Through a series of activities, students design and produce images inspired by other cultures, focusing on how cultural messages and meanings are communicated through visual art. They build on their painting and brushwork skills, using their knowledge of colour, line, tone, scale, pattern and form to develop vibrant and expressive work influenced by cultural traditions.

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| NC | <p>How can a piece of art reflect the culture it has come from?</p> <p>Can you define the meaning of culture?</p> <p>Why is drawing important in a project?</p> <p>Can you use Art from another culture to inspire your own ideas?</p> <p>Can you create an artefact inspired by Art from another Culture?</p> <p>Why is it important to evaluate?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists in class through critical study and evaluation.</i></p> <p><i>Explore art from other cultures and discover how artists use cultural influences and techniques.</i></p> <p><i>Become proficient in drawing, painting sculpture and other art, craft and design techniques...</i></p> <p><i>Use drawing and painting skills to create and develop 2D ideas. Investigate and explore 2D materials and techniques to express ideas and communicate visually.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Produce an outcome in 2D/3D making connections to art from other cultures.</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Accurate still life drawing linked to project theme.</i></p> <p><i>Develop brush and painting skills linked to project theme.</i></p> <p><i>Outcome in paint</i></p> <p><i>Evaluation of outcome</i></p> | <p>Literacy:</p> <p>Keywords- Symbolism, Culture, Blending, Gradient, Opacity</p> <p>Command Words- Record Develop Refine Outcome</p> <p>Numeracy:</p> <p><i>Linked to the Formal Elements:</i> LINE: MEASURING, STRAIGHT, CONSTRUCTION, CURVED, VERTICAL, HORIZONTAL, ANGLES, PERSPECTIVE PATTERN: REPEAT, SYMMETRY, ASYMETRIC, REPEAT, SEQUENCE, TESSELLATIONS COLOUR: RATIO FORM: PROPORTION, MEASURE, WEIGHT, SCALE, HEIGHT, WIDTH, SHAPE: GEOMETRIC, ELLIPSE</p> <p>Health & Safety: Follow relevant guidance on Safety in paint</p> | <p>Homework:</p> <p><i>Booklet 5 'Moai' monolithic human figures by the Rapa Nui people'</i> (links to project theme 'Other Cultures' through investigation of ancient and mysterious artefacts)</p> <p><i>Duration-</i> 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</p> <p><u>Once Per Term Assessment inc. EBI followed by PIT</u></p> <p>Assessment inc. EBI followed by PIT</p> <p><u>Every Lesson</u></p> | <p>Artist examples Teacher Example Exemplar work</p> <p>2D Media- Graphite and Paint</p> <p><u>Visualiser</u></p> | <p>SMSC:</p> <p>Social/Moral- Sharing opinions about Art.</p> <p>Spiritual- 'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</p> <p>Cultural- Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</p> <p>Cultural Capital-</p> |
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| | | <p><i>Evaluate and analyse creative work using the language of art, craft and design...</i></p> <p><i>Analyse the development of own ideas using art vocabulary.</i></p> <p>Stretch and Challenge- <i>Confidently and skilfully use what they have learned about 3D design to create a 3D outcome.</i></p> | | | <p>100% participation AFL- Questions that check understanding Think, Pair, Share</p> | | <p>See ADT Curriculum Map</p> |
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Term 5 and 6 Natural Forms- *Through a series of activities, students will deepen their observation of natural forms in both colour and 3D. They will refine their drawing and 3D design skills using a variety of materials, techniques, and processes. By exploring how artists depict nature, students will apply their understanding of **shape, texture, form and colour** to produce their own artwork, translating natural observations into expressive two- and three-dimensional outcomes.*

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| <p>NC</p> | <p>How do artists use 3D materials, techniques and processes?</p> <p>Why is drawing important in Art</p> <p>What is a pinch pot?</p> <p>How can we use clay to add texture?</p> <p>How do glazes enhance the colour and surface of clay work?</p> <p>Why is it important to evaluate?</p> | <p><u>What they must learn</u></p> <p><i>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms...</i></p> <p><i>Investigate artists whose work links to the theme 'Natural Forms' e.g. Kate Malone. Learn about how artists make use of natural forms.</i></p> <p><i>Become proficient in drawing, painting sculpture and other art, craft and design techniques...</i></p> <p><i>Use drawing skills to create observations of natural forms.</i></p> <p><i>Produce creative work exploring their ideas and recording their experiences...</i></p> <p><i>Observe and record from various natural forms in the development of ideas.</i></p> | <p><u>What they must do</u></p> <p><i>Artist Study and analysis of characteristics</i></p> <p><i>Accurate still life drawing linked to project theme.</i></p> <p><i>Develop clay skills linked to project theme.</i></p> <p><i>Outcome in clay</i></p> <p><i>Evaluation of 3D outcome</i></p> | <p>Keywords- <i>Rolling, Squeezing, pulling and pinching, Carving, Smoothing and Joining,</i></p> <p>Command Words- Record Develop Refine Outcome</p> <p>Numeracy: Linked to the Formal Elements: FORM: PROPORTION, MEASURE, WEIGHT, SCALE, HEIGHT, WIDTH, SHAPE: GEOMETRIC, ELLIPSE</p> <p>Health & Safety: Follow safety guidance when using clay e.g. avoid making excess dust.</p> | <p>Homework: Booklet 6 'Exotic Cargo' by Peter Randall-Page o <i>(artist links to project aim through the artist's unique approach to 3D Natural Forms)</i> Duration- 30 minutes minimum on each of the 7 tasks (approx. 30 minutes per two week cycle)</p> <p>Once Per Term EOY Exam inc. EBI followed by PIT</p> <p>Every Lesson 100% participation AFL- Questions that</p> | <p>Artist examples Teacher Example Exemplar work</p> <p>3D media- Clay, Glaze</p> <p><u>Visualiser</u></p> | <p>SMSC: Social/Moral- <i>Sharing opinions about Art.</i> Spiritual- <i>'Sense of enjoyment and fascination in learning about their own and others' creative process. Participating in community projects/exhibitions & competitions Art related workshops Careers board</i> Cultural- <i>Investigation of art from other cultures and Britain WPD of the month on display board Art in the news/ What's on locally</i></p> |
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| | | <p><i>Produce an outcome linking to the theme 'Natural Forms'.</i></p> <p><i>Evaluate and analyse creative work using the language of art, craft and design...</i></p> <p><i>Analyse the development of ideas using art vocabulary</i></p> <p>Stretch and Challenge- <i>Confidently and skilfully realise a piece of work that explores natural forms.</i></p> | | | <p>check understanding Think, Pair, Share</p> | | |
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AQA GCSE Art and Design- National Assessment Criteria

| | Assessment Objective 1 | Assessment Objective 2 | Assessment Objective 3 | Assessment Objective 4 |
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| <p align="center">MARKS & Approx. Grades</p> | <p>Develop their ideas through investigations demonstrating critical understanding of sources. Candidates evidence:</p> | <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Candidates evidence:</p> | <p>Record ideas, observations and insights relevant to their intentions as work progresses. Candidates evidence:</p> | <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Candidates evidence:</p> |
| <p>24 Convincingly 23 Clearly 22 Adequately 21 Just Y11 7-8</p> | <p>An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.</p> | <p>An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> | <p>An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.</p> |
| <p>20 Convincingly 19 Clearly 18 Adequately 17 Just Y11 5-6</p> | <p>A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.</p> | <p>A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> | <p>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.</p> |
| <p>16 Convincingly 15 Clearly 14 Adequately 13 Just Y9 4-5</p> | <p>A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.</p> | <p>A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> | <p>A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.</p> |

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| <p>12 Convincingly 11 Clearly 10 Adequately 9 Just</p> <p>Y8 3-4</p> | <p>A moderate ability to effectively develop ideas through purposeful investigations.</p> <p>A moderate ability to demonstrate critical understanding of sources.</p> | <p>A moderate ability to thoughtfully refine ideas.</p> <p>A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p> | <p>A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>A moderate ability to competently present a personal and meaningful response and realise intentions.</p> <p>A moderate ability to demonstrate understanding of visual language.</p> |
| <p>8 Convincingly 7 Clearly 6 Adequately 5 Just</p> <p>Y7 2-3</p> | <p>Some ability to develop ideas through purposeful investigations.</p> <p>Some ability to demonstrate critical understanding of sources.</p> | <p>Some ability to refine ideas.</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p> | <p>Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Some ability to demonstrate understanding of visual language.</p> |
| <p>4 Convincingly 3 Clearly 2 Adequately 1 Just</p> <p>1</p> | <p>Minimal ability to develop ideas through investigations.</p> <p>Minimal ability to demonstrate critical understanding of sources.</p> | <p>Minimal ability to refine ideas.</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p> | <p>Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p> | <p>Minimal ability to present a personal and meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language.</p> |