

Curriculum Intent and Implementation 2019-20

Subject: Art and Design

Year group: 7

Periods per fortnight: 2

INTENT:

Aims of the Curriculum -:

Art and Design lessons will 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.

Students will be encouraged to think critically and develop an understanding of art and design and how it both reflects and shapes our history and contributes to cultural creativity.

What will students to know/understand/be able to do?

- In art, craft and design, pupils explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, pupils reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

Students will achieve -:

- Produce creative work, Explore ideas and record experiences.

(Links to KS4 and 5 – AQA A01, A03)

- Become proficient in drawing/painting, and a range of art techniques such as printing, photography, 3D, texture, montage etc.

(Links to KS4 and 5 – AQA A02, A03 and A04)

- Evaluate and analyse creative works using the language of art. Learn about great artists and understand the historical and cultural development of different art forms.

(Links to KS4 and 5 – AQA A01, A03 and A04)

IMPLEMENTATION:

Curriculum Overview

Year 7 Art and Design 2018-19

Year group: 7

Subject (include exam board if examination subject): Art and Design

Periods per fortnight: 2

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>1.Surrealist landscapes, Megan Duncanson Wax resist</p> <p>2. Bottles & Vases, Patrick Caulfield – coloured pen/pencil</p>	<div> <p>Intro to project – Share Assessment grid. Using dreamtime symbols create a story. Divide page into 4 and draw out story. Colour symbols with oil pastels and watercolour the back ground LO – To show skills in accuracy and proportion. To show tone through pencil shading</p> <p>Pencil/biro sketches of Aboriginal animals</p> <p>Plan and Sketch out A3 Aboriginal piece of Art using symbols and animals from previous lessons. LO – To develop skills in creating compositions</p> <p>Paint/ colour Aboriginal piece of Art. Oil pastel and watercolour. LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p> <p>Extended learning:</p> <p>Research page and images on Aboriginal art Set on Google classroom</p> <p>Research page what is aboriginal dot painting? Set on Google classroom</p> <p>Intro to project – Share Assessment grid. Tonal drawings of bottles and vases. LO – To show skills in accuracy and proportion. To show tone through pencil shading.</p> <p>Patrick Caulfield Artist study A4 – half or section of image copy – colouring pencil/felt tip LO – To develop skills in accuracy and proportion. To improve understanding of Artist style. Extension task – Finish incomplete drawings from last lesson</p> <p>Create a string print board of bottles and/or vases with string and glue LO - To develop an understanding of the printing process. To develop skills in printing</p> <p>Printing lesson – print with black on a wide range of coloured paper LO - To develop an understanding of the printing process. To develop skills in printing</p> <p>Develop and mount prints, add drawings to create final outcome. LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions.</p> </div>	<p>Encourage students to work at home each fortnight to complete their extended learning time.</p> <p>Help to facilitate a quiet spacious working area where possible.</p> <p>Students benefit from using their own media as this avoids the necessity to share school resources, Colour pencil /paint/brushes etc are common materials used in art lessons.</p> <p>Encourage students to attend the KS 3 Art club.</p>

		<p>Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p> <p>Extended Learning :</p> <p>Research page on Patrick Caulfield Set on Google classroom</p> <p>Observational drawing of bottle/vase/containers/glass etc – any media Set on Google classroom</p>	
Spring Term	<p>3 Textured animals – Painting – acrylic</p> <p>4 Flowers, Georgia O’Keeffe – Watercolour</p>	<p>Intro to project – Share Assessment grid. Grid drawing tigers – Pencil shading. LO – To show skills in accuracy and proportion. To show tone through pencil shading</p> <p>Sketch out animal face on A3 (images provided) Add texture with PVA and tissue LO – To develop skills in accuracy and proportion. To experiment with texture. Extension task – Finish grid tiger Stick in HW</p> <p>Paint final textured animal LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p> <p>Extended Learning:</p> <p>Divide A4 page into 4 and fill each quarter with a different animal print drawing. Add colour or pencil shade. Set on Google classroom</p> <p>Image page of various animal print animals. Set on Google classroom</p> <p>Research page on an Artist that paints animals. Set on Google classroom</p> <p>Intro to project – Share Assessment grid. Flower drawings – Pencil shading. LO – To show skills in accuracy and proportion. To show tone through pencil shading</p> <p>Georgia O’Keeffe Artist study A4 – Watercolour LO – To develop skills in accuracy and proportion. To improve understanding of the Artists style. Extension task – To use colouring pencil to add details over the top of the painting. To complete pencil studies from last lesson</p> <p>Add a grid to HW picture. Using grid technique enlarge image from HW LO – To further develop skills in accuracy and proportion. To create an enlarged copy of HW image A3</p>	

		<p>Paint enlarged flower created last lesson LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p> <p>Extended Learning:</p> <p>Research page and images on Georgia O’Keeffe Set on Google classroom</p> <p>Photo or picture of a flower Set on Google classroom</p> <p>Observational drawing of flower/plant/natural form. On A4, in colour, in the style of Georgia O’Keeffe Set on Google classroom</p>	
Summer Term	<p>Aboriginal dreamtime stories – Wax resist</p> <p>Sports Specialism, Sports day banners</p>	<p>Intro to project – Share Assessment grid. Using dreamtime symbols create a story. Divide page into 4 and draw out story. Colour symbols with oil pastels and watercolour the back ground LO – To show skills in accuracy and proportion. To show tone through pencil shading</p> <p>Pencil/biro sketches of Aboriginal animals</p> <p>Plan and Sketch out A3 Aboriginal piece of Art using symbols and animals from previous lessons. LO – To develop skills in creating compositions</p> <p>Paint/ colour Aboriginal piece of Art. Oil pastel and watercolour. LO – To use current knowledge of materials to complete a final outcome. To work in exam conditions. Extension task – 1st finish any incomplete work in sketchbook. 2nd Evaluate final outcome.</p>	
		<p>Extended Learning:</p> <p>Research page and images on Aboriginal art Set on Google classroom</p> <p>Research page what is aboriginal dot painting? Set on Google classroom.</p>	

IMPACT:

Measure -:

- Student work books – standard of work, completion of SOW and extended/differentiated materials

- Work scrutinies
- Learning walks and lesson observations
- Reporting
- Assessment data.

Link to virtues -:

- **Resilience** - Acceptance of both success and failure and realisation that they work together in art and design Both are needed to succeed and move forward.
- **Ambition** - show case good/exemplary practice in department and student work/achievements. Careers/course links /development at each ks3,4 and 5.
- **Confidence** – Students are engage to take more responsibility for their learning and planning in preparation for year 11, 6th form, exam period s and working life. Confidence is enhanced by praise and award for achievement.
- **Respect** - Art team set high standards in terms of class conduct, behaviour policy , respect and appreciation for their environment and others working in the department.
- **Empathy** – Students are taught to Value of each other's differences and the part everybody plays to reach a goal.

Assessment and Intent - :

- 1 (Understand) Show a level of understanding within elements of art history including periods, styles and major movements from ancient times to present day.
(*Progression A01 – Develop Ideas*)
- 2 (Techniques) Develop and use a range of art and design techniques in order to record observations in sketchbooks/journals in different media as a basis for exploring ideas. (*Progression A02 - Explore*)
- 3 (Skill) Show proficiency in the handling of different materials and media. (*Progression A03 - Record Ideas*)
- 4 (Analyse) Evaluate own and others work in order to strengthen the visual impact and application of art works. (*Progression to A01,A04 Present*)

4 assessment strands:

- **Emerging** – Working below. - E
- **Developing** – Working closely towards secure level - D
- **Secure** – working at expected NC level for end of ks3 - S
- **Mastered** – working above - M