

Subject: Art and Design

Faculty Leader		Subject Leader	
C. Knapp		D. Davies	
National Curriculum			
The Ecclesbourne School follows the National Curriculum			
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.			
Aims: The national curriculum for art and design aims to ensure that all pupils: • produce creative work, explore their ideas and record their experiences. • become proficient in drawing, painting, sculpture and other art, craft and design techniques. • evaluate and analyse creative works using the language of art, craft and design. • know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.			
Curriculum Intent			
Key stage 3			
Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, craft workers and designers, expressing reasoned judgments that can inform their own work.			
Pupils should be taught: • 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, to strengthen the visual impact or applications of their work. • about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.			
The KS3 programme is devised to ensure students use the knowledge of skills, techniques, processes and artists to creatively respond to the world around them. It will ensure students are equipped and ready to extend their studies beyond KS3 at the end of year 9 should they wish to take a GCSE art course.			
Curriculum Implementation			
Term		Content	Assessment

Year 7	Autumn Term	1	• Baseline Drawing Test A Baseline Test activity will be completed in the autumn term of year 7. ❖ Drawing is a key skill in Art and Design. Students will return to and use associated drawing skills throughout KS3. The baseline test will clarify the students' starting ability at the beginning of KS3. ○ Interleaving (Prior learning to reactivate): • Drawing at Primary School ○ Interleaving (Prior skills to revisit): • Shading • Blending • Mark making • Visual Elements Exercises and activities that explore the visual elements (line, tone, colour, pattern, textures, shape, form and space) will be covered. Opportunities to explore different drawing, painting, collage and mixed media work will be created. Simple colour theory will be explored. Students will learn about artists, craft workers and designers from different times and places which will be linked to both the visual element tasks and the following portraiture project. <i>Some of the artists that <u>may</u> be covered include:</i> -Vincent Van Gogh -Rembrandt Harmenszoon van Rijn -Andy Warhol -Chuck Close -Jean-Michel Basquiat -Kara Walker -Leonardo Da Vinci -Tam Joseph -Stephen Wiltshire ❖ Visual Elements are the building blocks or foundation that all forms of art are based upon. Understanding how they are used in	• Baseline Drawing Test The autumn term Baseline test activity will help establish students' starting ability with key drawing skills and use of selective visual elements. • General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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			Art and Design is key for students to develop their knowledge, understanding and practical work created throughout KS3. ○ Interleaving (Prior learning to reactivate): ● Y7 Baseline Drawing test ○ Interleaving (Prior skills to revisit): ● Observing ● Recording ● Proportion ● Shading ● Blending ● Colour mixing ● Mark making ● Refining	
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- **Visual Elements** (continued)

Exercises and activities that explore the visual elements (line, tone, colour, pattern, textures, shape, form and space) will be covered. Opportunities to explore different drawing, painting, collage and mixed media work will be created.

Simple colour theory will be explored.

Students will learn about artists, craft workers and designers from different times and places which will be linked to both the visual element tasks and the following portraiture project.

*Some of the artists that **may** be covered include:*

- Vincent Van Gogh
- Rembrandt Harmenszoon van Rijn
- Andy Warhol
- Chuck Close
- Jean-Michel Basquiat
- Kara Walker
- Leonardo Da Vinci
- Tam Joseph

❖ **Visual Elements** are the building blocks or foundation that all forms of art are based upon. Understanding how they are used in Art and Design is key for students to develop their knowledge, understanding and practical work created throughout KS3.

- **Interleaving (Prior learning to reactivate):**

- Y7 Baseline Drawing test

- **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Proportion /scale
- Shading
- Blending
- Colour mixing
- Mark making
- Refining

- **General homework activities** will be marked using the **+**, **=**, **-** grades along with the 5-1 effort levels.

Attainment:

+ **MET:** Above Track (above expectations)

= **MET:** On Track (in line with expectations)

- **MET:** Below Track (below expectations, area to target)

***MET:** *Minimum Expected target*

Effort:

5 = Outstanding

4 = Good

3 = Satisfactory

2 = Cause for Concern

1 = Serious Cause for Concern

Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour.

Graded Tasks will be marked using **9-1 grades** (Refer to the Art Assessment criteria grid) and **5-1 effort levels**.

- All results will be recorded on the sketchbook assessment forms.

		● Portrait Project A sequence of activities exploring portraiture will be undertaken. Students will learn about proportion, scale and expression before creating their own self portrait response. GRADED TASK: Self Portrait ❖ Portraiture is one of the key strands of Art and Art History. The task builds upon Visual Elements tasks previously completed and uses that knowledge and experience to encourage students to tackle a challenging self-portrait of their own. Many students return to this theme as they progress throughout KS3, 4 and 5 and so the activity provides important knowledge, understanding and practical experience very early in students' secondary education. ○ Interleaving (Prior learning to reactivate): ● Y7 Baseline Drawing test ● Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): ● Observing ● Recording ● Composing ● Proportion / scale ● Shading ● Blending ● Colour mixing ● Mark making ● Refining	
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	Spring Term	3	• Portrait Project (continued) A sequence of activities exploring portraiture will be undertaken. Students will learn about proportion, scale and expression before creating their own self portrait response. GRADED TASK: Self Portrait ❖ Portraiture is one of the key strands of Art and Art History. The task builds upon Visual Elements tasks previously completed and uses that knowledge and experience to encourage students to tackle a challenging self-portrait of their own. Many students return to this theme as they progress throughout KS3, 4 and 5 and so the activity provides important knowledge, understanding and practical experience very early in students' secondary education. ○ Interleaving (Prior learning to reactivate): • Y7 Baseline Drawing test • Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Shading • Blending • Colour mixing • Mark making • Refining • Independent Task An independent task will be set that enables students to take risks and experiment with styles and working methods of their choice. Students will complete a portrait of a member of the family, a friend, or a well-known person in the style of a significant artist. GRADED TASK: Student response to the Independent Task ❖ The independent task provides students with an opportunity produce a more personal piece of portraiture work where they	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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			are completely in control and able to make decisions about style, use of materials etc. ○ Interleaving (Prior learning to reactivate): • Y7 Baseline Drawing test • Y7 Visual Elements tasks • Y7 Portraiture tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Shading • Blending • Mark making • Refining	
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- **Portrait Project** (continued)

Part of this half term may be used to complete the self-portrait responses.

A sequence of activities exploring portraiture will be undertaken. Students will learn about proportion, scale and expression before creating their own self portrait response.

GRADED TASK: Self Portrait

- ❖ **Portraiture** is one of the key strands of Art and Art History. The task builds upon **Visual Elements** tasks previously completed and uses that knowledge and experience to encourage students to tackle a challenging self-portrait of their own. Many students return to this theme as they progress throughout KS3, 4 and 5 and so the activity provides important knowledge, understanding and practical experience very early in students' secondary education.

- **Interleaving (Prior learning to reactivate):**

- Y7 Baseline Drawing test
- Y7 Visual Elements tasks

- **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Shading
- Blending
- Colour mixing
- Mark making
- Refining

- **Gargoyle Ceramic Project**

Research into these architectural features will be completed along with drawing and design tasks.

Following this preparatory work students will create their own clay gargoyle exploring simple ceramic techniques and processes.

GRADED TASK: Ceramic Gargoyle

- **General homework activities** will be marked using the **+**, **=**, **-** grades along with the 5-1 effort levels.

Attainment:

+ **MET:** Above Track (above expectations)

= **MET:** On Track (in line with expectations)

- **MET:** Below Track (below expectations, area to target)

***MET:** *Minimum Expected target*

Effort:

5 = Outstanding

4 = Good

3 = Satisfactory

2 = Cause for Concern

1 = Serious Cause for Concern

Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour.

Graded Tasks will be marked using **9-1 grades** (Refer to the Art Assessment criteria grid) and **5-1 effort levels**.

- All results will be recorded on the sketchbook assessment forms.

			❖ To provide a rounded Art experience in Year 7 and create opportunities to work three dimensionally, students complete an introductory ceramics project. They use basic techniques and processes, to make their Gargoyle, which are often returned to and built on later in KS3,4 and 5. ○ Interleaving (Prior learning to reactivate): ● Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): ● Observing ● Recording ● Composing ● Proportion / scale ● Blending ● Joining ● Mark making ● Refining ● Researching ● Analysing	
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	Summer Term	5	• Gargoyle Ceramic Project (continued) Research into these architectural features will be completed along with drawing and design tasks. Following this preparatory work, students will create their own clay gargoyle exploring simple ceramic techniques and processes. GRADED TASK: Ceramic Gargoyle ❖ To provide a rounded Art experience in Year 7 and create opportunities to work three dimensionally, students complete an introductory ceramics project. They use basic techniques and processes, to make their Gargoyle, which are often returned to and built on later in KS3,4 and 5. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Joining • Mark making • Refining • Researching • Analysing	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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- **Gargoyle Ceramic Project** (continued)

Research into these architectural features will be completed along with drawing and design tasks.

Following this preparatory work, students will create their own clay gargoyle exploring simple ceramic techniques and processes.

GRADED TASK: Ceramic Gargoyle

- ❖ To provide a rounded Art experience in Year 7 and create opportunities to work three dimensionally, students complete an introductory **ceramics project**. They use basic techniques and processes, to make their Gargoyle, which are often returned to and built on later in KS3,4 and 5.

- **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks

- **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Blending
- Joining
- Mark making
- Refining
- Researching
- Analysing

- **Summer Photography Competition**

Students participate in the annual **House/Art Photography Competition**. They will be asked to take an exciting, humorous, thought provoking and well composed photographic image over the summer holiday.

- ❖ The **summer photography competition** provides students with an opportunity to produce a more personal piece of photographic work where they are completely in control and able to make decisions about style, content, lighting, composition etc. Year 7 students respond to a different but open-ended theme each year.

- **General homework activities** will be marked using the **+**, **=**, **-** grades along with the 5-1 effort levels.

Attainment:

+ **MET:** Above Track (above expectations)

= **MET:** On Track (in line with expectations)

- **MET:** Below Track (below expectations, area to target)

***MET:** *Minimum Expected target*

Effort:

5 = Outstanding

4 = Good

3 = Satisfactory

2 = Cause for Concern

1 = Serious Cause for Concern

Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour.

Graded Tasks will be marked using **9-1 grades** (Refer to the Art Assessment criteria grid) and **5-1 effort levels**.

- All results will be recorded on the sketchbook assessment forms.

Year 8			○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Lighting • Refining	
	Term		Content	Assessment
	Autumn Term	1	● Perspective tasks Develop understanding of perspective (linear, one / two point and aerial or atmospheric perspective). Complete a two-point perspective drawing task to test what they have learned in their class work. GRADED TASK: Two Point Perspective drawing. ❖ Landscapes is the second key strand or genre of Art and Art History. To prepare students for tasks that may include elements of perspective in their work such as landscapes / seascapes / cityscapes - the fundamental knowledge and understanding of one and two-point perspective is covered in these activities. Where time allows three-point perspective, and aerial or atmospheric perspective may also be covered. Many students return to use this knowledge as they progress throughout KS3, 4 and 5, so the activity provides important understanding and practical experience in students' KS3 secondary education. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 The Summer Photography Competition *depending on the theme used. ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing	● General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. ● All results will be recorded on the sketchbook assessment forms.

			• Proportion / scale • Shading • Blending • Colour mixing • Mark making • Refining • Use of linear and aerial perspective • Year 8 Creative Workshops During the autumn term workshops are held (where possible) that allow <i>some</i> Year 8 students to explore an unusual theme or method of working for an entire day. Students that have shown a keen interest and a willingness to work hard are selected for these workshops that have included elements of photography, Photoshop, assemblage, collage and spray paint in recent years. ❖ The Year 8 Creative Workshop provides the chance for student to experience an extended period (a full day) creating an imaginative piece of artwork. The theme, technique or materials used may change from year to year, but the constant element of the workshop is creative challenge. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 Previous three-dimensional project activities • Y7 Previous Summer Photography Competition • Y8 Previous Summer Photography Competition ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Joining • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	
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- **Perspective tasks** (continued)

Develop understanding of perspective (linear, one / two point and aerial or atmospheric perspective).

Complete a two-point perspective drawing task to test what they have learned in their class work.

GRADED TASK: Two Point Perspective drawing.

- ❖ **Landscapes** is the second key strand or genre of Art and Art History. To prepare students for tasks that may include elements of perspective in their work such as landscapes / seascapes / cityscapes - the fundamental knowledge and understanding of **one and two-point perspective** is covered in these activities.

Where time allows **three-point perspective**, and **aerial or atmospheric perspective** may also be covered. Many students return to use this knowledge as they progress throughout KS3, 4 and 5, so the activity provides important understanding and practical experience in students' KS3 secondary education.

- **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 The Summer Photography Competition *depending on the theme used.

- **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Shading
- Blending
- Colour mixing
- Mark making
- Refining
- Use of linear and aerial perspective

- **Three-Dimensional Multicultural Construction Project**

Research artwork from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding of artwork from around the world.

- **General homework activities** will be marked using the **+**, **=**, **-** grades along with the 5-1 effort levels.

Attainment:

+ **MET:** Above Track (above expectations)

= **MET:** On Track (in line with expectations)

- **MET:** Below Track (below expectations, area to target)

**MET: Minimum Expected target*

Effort:

5 = Outstanding

4 = Good

3 = Satisfactory

2 = Cause for Concern

1 = Serious Cause for Concern

Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour.

Graded Tasks will be marked using **9-1 grades** (Refer to the Art Assessment criteria grid) and **5-1 effort levels**.

- All results will be recorded on the sketchbook assessment forms.

Previous work set by subject teachers have covered themes such as:

- Native American Totem Poles
- Aboriginal Art
- Plank Masks
- Balinese Masks
- Mexican Day of the Dead ceramic skulls
- Japanese inspired constructed textiles

Use materials to create a three-dimensional response to the work.

For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored.

GRADED TASK: 3D response to the multi-cultural theme.

❖ Building on the **ceramics** work and **artists studied** in Year 7, students broaden their knowledge and interests in **non-western artwork** to create a **three-dimensional** piece of work. This expands their understanding and terms of reference for creating their own works of art.

○ **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 Portraiture: artists research tasks
- Y7 Gargoyle Ceramics project

○ **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Blending
- Joining
- Mark making
- Refining
- Researching
- Analysing

• **Independent Task**

			An independent task will be set that enables students to take risks and experiment with styles and working methods of their choice. Students will complete a model based on their ideas using a 'multicultural theme' and selection of materials / methods of construction. GRADED TASK: Student response to the Independent Task ❖ The independent task provides students with an opportunity produce a more personal piece of non-western inspired three-dimensional work where they are completely in control and able to make decisions about style, use of materials etc. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 Gargoyle Ceramics project ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Shading • Blending • Joining • Mark making • Refining	
	Spring Term	3	• Three-Dimensional Multicultural Construction Project (continued) Research artwork from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding of artwork from around the world. <i>Previous work set by subject teachers have covered themes such as:</i> -Native American Totem Poles -Aboriginal Art -Plank Masks -Balinese Masks	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i>

		-Mexican Day of the Dead ceramic skulls -Japanese inspired constructed textiles Use materials to create a three-dimensional response to the work. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. GRADED TASK: 3D response to the multi-cultural theme. ❖ Building on the ceramics work and artists studied in Year 7, students broaden their knowledge and interests in non-western artwork to create a three-dimensional piece of work. This expands their understanding and terms of reference for creating their own works of art. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 Portraiture: artists research tasks • Y7 Gargoyle Ceramics project ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Joining • Mark making • Refining • Researching • Analysing	Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
	4	• Three-Dimensional Multicultural Construction Project (continued) Research artwork from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding of artwork from around the world. <i>Previous work set by subject teachers have covered themes such as:</i>	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations)

- Native American Totem Poles
- Aboriginal Art
- Plank Masks
- Balinese Masks
- Mexican Day of the Dead ceramic skulls
- Japanese inspired constructed textiles

Use materials to create a three-dimensional response to the work.

For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored.

GRADED TASK: 3D response to the multi-cultural theme.

- ❖ Building on the **ceramics** work and **artists studied** in Year 7, students broaden their knowledge and interests in **non-western artwork** to create a **three-dimensional** piece of work. This expands their understanding and terms of reference for creating their own works of art.

○ **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 Portraiture: artists research tasks
- Y7 Gargoyle Ceramics project

○ **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Blending
- Joining
- Mark making
- Refining
- Researching
- Analysing

• **Landscape Project**

Artists that depict landscape scenes in diverse ways will be studied. Students will explore images from the locality and

- **MET:** Below Track (below expectations, area to target)

***MET:** *Minimum Expected target*

Effort:

5 = Outstanding

4 = Good

3 = Satisfactory

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Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour.

Graded Tasks will be marked using **9-1 grades** (Refer to the Art Assessment criteria grid) and **5-1 effort levels**.

- All results will be recorded on the sketchbook assessment forms.

further afield. Experimentation with different media, materials, techniques and methods will be undertaken before a final, personal response to the landscape theme will be produced.

Some of the artists that may be covered include:

- Vincent Van Gogh
- Olivia Kemp
- Stephen Wiltshire
- John Constable
- Julie Hart Beers Kempson
- Friedensreich Hundertwasser
- Francis Ruyter

GRADED TASK: Landscape response

❖ **Landscapes** form the second key strand or genre of Art and Art History. This project provides the opportunity for students to study different ways of responding to the theme using diverse materials / techniques or processes. Many students return to use this type of work as they progress throughout KS3, 4 and 5 and so the activity provides important understanding and practical experience in students' KS3 secondary education.

○ **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 The Summer Photography Competition *depending on the theme used.
- Y8 Perspective tasks

○ **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Shading
- Blending
- Colour mixing
- Mark making
- Refining
- Use of linear and aerial perspective

	Summer Term	5	Landscape Project (continued) Artists that depict landscape scenes in diverse ways will be studied. Students will explore images from the locality and further afield. Experimentation with different media, materials, techniques and methods will be undertaken before a final, personal response to the landscape theme will be produced. <i>Some of the artists that may be covered include:</i> -Vincent Van Gogh -Olivia Kemp -Stephen Wiltshire -John Constable -Julie Hart Beers Kempson -Friedensreich Hundertwasser -Francis Ruyter GRADED TASK: Landscape response ❖ Landscapes form the second key strand or genre of Art and Art History. This project provides the opportunity for students to study different ways of responding to the theme using diverse materials / techniques or processes. Many students return to use this type of work as they progress throughout KS3, 4 and 5 and so the activity provides important understanding and practical experience in students' KS3 secondary education. ○ Interleaving (Prior learning to reactivate): - Y7 Visual Elements tasks - Y7 The Summer Photography Competition *depending on the theme used. - Y8 Perspective tasks ○ Interleaving (Prior skills to revisit): - Observing - Recording - Composing - Proportion / scale - Shading - Blending - Colour mixing - Mark making	- The Summer term Design test activity will help establish student's ability to answer a brief and design for a specific purpose. General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. - All results will be recorded on the sketchbook assessment forms.
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		- Refining - Use of linear and aerial perspective	
	6	Landscape Project (continued) Artists that depict landscape scenes in diverse ways will be studied. Students will explore images from the locality and further afield. Experimentation with different media, materials, techniques and methods will be undertaken before a final, personal response to the landscape theme will be produced. <i>Some of the artists that may be covered include:</i> -Vincent Van Gogh -Olivia Kemp -Stephen Wiltshire -John Constable -Julie Hart Beers Kempson -Friedensreich Hundertwasser -Francis Ruyter GRADED TASK: Landscape response ❖ Landscapes form the second key strand or genre of Art and Art History. This project provides the opportunity for students to study different ways of responding to the theme using diverse materials / techniques or processes. Many students return to use this type of work as they progress throughout KS3, 4 and 5 and so the activity provides important understanding and practical experience in students' KS3 secondary education. ○ Interleaving (Prior learning to reactivate): - Y7 Visual Elements tasks - Y7 The Summer Photography Competition *depending on the theme used. - Y8 Perspective tasks ○ Interleaving (Prior skills to revisit): - Observing - Recording - Composing - Proportion / scale - Shading	- The Summer term Design test activity will help establish student's ability to answer a brief and design for a specific purpose. General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. - All results will be recorded on the sketchbook assessment forms.

			• Blending • Colour mixing • Mark making • Refining • Use of linear and aerial perspective • Summer Photography Competition Students participate in the annual House/Art Photography Competition. They will be asked to take an exciting, humorous, though provoking and well composed photographic image over the summer holiday. ❖ The summer photography competition provides students with an opportunity to produce a more personal piece of photographic work where they are completely in control and able to make decisions about style, content, lighting, composition etc. Year 8 students respond to a different but open-ended theme each year. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 Previous Summer Photography Competition ○ Interleaving (Prior skills to revisit): ○ Observing ○ Recording ○ Composing ○ Proportion / scale ○ Lighting ○ Refining	
	Term		Content	Assessment
Year 9	Autumn Term	1	• Sea Life Printmaking Studies and ideas based on Sea life imagery will be completed along with consideration of relevant work by different artists such as the cut-outs of Henri Matisse, the illustrations of Ernst Haeckel or the lino printmaking designs of Amy Louise Cundall, Anna Šebestová and Elizabeth Catlett to name a few. Ideas for printmaking will be devised, designed and printed. GRADED TASK: Printmaking responses.	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target)

			❖ This Sea Life Printmaking Project builds on design work developed in both Year 7 (Gargoyles) and Year 8 (Three-Dimensional Multicultural Construction Project). The main purpose of the project is to take students through a printmaking process such as Lino printmaking. To understand the process of designing alternative ideas, considering imagery using and understanding positive and negative spaces. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 Gargoyle design work • Y8 Three-Dimensional Multicultural Construction design work ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking • Independent Task An independent task that enables students to take risks and experiment with styles and working methods of their choice. Students will complete a piece of two- or three-dimensional work in response to the theme of 'Personal Identity'. GRADED TASK: Student response to the Independent Task ❖ The independent task provides students with an opportunity produce a more personal piece of two or three-dimensional work in response to the theme of 'Personal Identity' where they are completely in control and able to make decisions about style, use of materials and techniques used etc. ○ Interleaving (Prior learning to reactivate):	*MET: Minimum Expected target Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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		• Y7 Visual Elements tasks • Y7 Portraiture tasks • Y7 Gargoyle Ceramics project • Y7 Portraiture independent task • Y7 and 8 Summer Photography Competition • Y8 Perspective tasks • Y8 Landscape tasks • Y8 three-dimensional independent task • Y8 Creative Workshop ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Joining • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	
	2	• Aerial Perspective Project Studies and ideas based on views of the landscape from above will be completed. Research into artists such as Wayne Thiebaud, Anna Dillon, David Hockney and Piet Mondrian will be made to consider different artistic styles and methods. Ideas for a canvas painting will be devised. Painting techniques will be explored. Following the preparatory tasks in the first half term designs for the canvas painting will be finalised and the canvas itself produced. GRADED TASK: Canvas painting	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern

			❖ This Aerial Perspective Project builds on the Landscape and Perspective work completed in Year 8. The main purpose of the project is to take students through the process followed in a typical GCSE set of work (albeit on a smaller scale). ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 and 8 Summer Photography Competition • Y8 Perspective tasks • Y8 Landscape tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
	Spring Term	3	• Aerial Perspective Project (continued) Studies and ideas based on views of the landscape from above will be completed. Research into artists such as Wayne Thiebaud, Anna Dillon, David Hockney and Piet Mondrian will be made to consider different artistic styles and methods. Ideas for a canvas painting will be devised. Painting techniques will be explored. Following the preparatory tasks in the first half term designs for the canvas painting will be finalised and the canvas itself produced. GRADED TASK: Canvas painting	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern

		❖ This Aerial Perspective Project builds on the Landscape and Perspective work completed in Year 8. The main purpose of the project is to take students through the process followed in a typical GCSE set of work (albeit on a smaller scale). ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 and 8 Summer Photography Competition • Y8 Perspective tasks • Y8 Landscape tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
	4	• Aerial Perspective Project (continued) Studies and ideas based on views of the landscape from above will be completed. Research into artists such as Wayne Thiebaud, Anna Dillon, David Hockney and Piet Mondrian will be made to consider different artistic styles and methods. Ideas for a canvas painting will be devised. Painting techniques will be explored. Following the preparatory tasks in the first half term designs for the canvas painting will be finalised and the canvas itself produced. GRADED TASK: Canvas painting	• The Drawing test activity will help establish student's ability to produce detailed observational drawing. <i>The exact position of the test may vary.</i> • General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding

			❖ This Aerial Perspective Project builds on the Landscape and Perspective work completed in Year 8. The main purpose of the project is to take students through the process followed in a typical GCSE set of work (albeit on a smaller scale). ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks • Y7 and 8 Summer Photography Competition • Y8 Perspective tasks • Y8 Landscape tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking • The Natural World This project will enable students to develop the essential skills of working from direct observation. Students will observe and explore the visual characteristics of a variety of natural forms such as shells, sea urchins, poppy heads, flowers, leaves, conker shells etc. They will create work from a wide range of starting points through drawing, painting and mixed media methods. <i>Some of the artists that may be covered could include:</i> • • -Elizabeth Blackadder • -Georgia O'Keefe • -Henri Matisse • -Anselm Kiefer • -Janet Fish • -Charles Belle	4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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		• -Karl Blossfeldt • -Ernst Haeckel • -Peter Randall-Page GRADED TASK: Natural Forms Outcome ❖ This Still Life project covers the third major genre of Art and Art History. This project provides the opportunity for students to study different ways of responding to the theme using diverse materials / techniques or processes. Many students return to use this type of work as they progress throughout KS3, 4 and 5 and so the activity provides important understanding and practical experience during students' KS3 secondary education. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	
	Summer Term	5 • The Natural World (continued) This project will enable students to develop the essential skills of working from direct observation. Students will observe and explore the visual characteristics of a variety of natural forms such as shells, sea urchins, poppy heads, flowers, leaves, conker shells etc. They will create work from a wide range of starting points through drawing, painting and mixed media methods.	• The Drawing test activity will help establish student's ability to produce detailed observational drawing. <i>The exact position of the test may vary.</i> • General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations)

		Some of the artists that may be covered could include: • -Elizabeth Blackadder • -Georgia O’Keefe • -Henri Matisse • -Anselm Kiefer • -Janet Fish • -Charles Belle • -Karl Blossfeldt • -Ernst Haeckel • -Peter Randall-Page GRADED TASK: Natural Forms Outcome ❖ This Still Life project covers the third major genre of Art and Art History. This project provides the opportunity for students to study different ways of responding to the theme using diverse materials / techniques or processes. Many students return to use this type of work as they progress throughout KS3, 4 and 5 and so the activity provides important understanding and practical experience during students’ KS3 secondary education. ○ Interleaving (Prior learning to reactivate): • Y7 Visual Elements tasks ○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking • Advanced Skill and Techniques Project Work created for this project will build on the knowledge and experience gained throughout the previous KS3 projects. The theme used for this project may change each year or simply be an	= MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) *MET: <i>Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.
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extension of work already started however it will always contain activities that develop drawing, painting and making skills.

Previous themes have included the 'Olympics', 'Identity', Key features of different 'Decades', 'Birds', 'Abstract Painting', 'The locality' and 'Sea life'.

Work covered is often linked to Year 9 summer term events:

Year 9 Annual Art Trip

This is for students that have selected to take the subject further at GCSE level. Previous trips have been to the Yorkshire Sculpture Park, The Hepworth Wakefield and Tate Liverpool.

Artist in Residence

This is for students that have selected to take the subject further at GCSE level. Previous residencies have seen students work with a wide range of artists to create wire bird sculptures, large scale cardboard figures, glass panels, felt imagery, expansive colour paintings and most recently ceramic lanterns.

❖ As the year progresses time available is used to develop skills in key areas that will prepare students for the GCSE course, should they opt to take the subject further. Drawing, painting, making, researching and presenting skills are all touched upon so that students are ready and able to tackle the challenges of the GCSE Art and Design course.

○ **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 Portraiture tasks
- Y7 Gargoyle Ceramics project
- Y7 Portraiture independent task
- Y7 and 8 Summer Photography Competition
- Y8 Perspective tasks
- Y8 Landscape tasks
- Y8 three-dimensional independent task
- Y8 Creative Workshop
- Y9 Distorted Portraits tasks
- Y9 Aerial Perspective tasks
- Y9 Natural World tasks

		○ Interleaving (Prior skills to revisit): • Observing • Recording • Composing • Proportion / scale • Blending • Colour mixing • Joining • Mark making • Refining • Researching • Analysing • Experimenting / Risk taking	
	6	• Advanced Skill and Techniques Project (continued) The work created for this project will build on the knowledge and experience gained throughout the previous KS3 projects. The theme used for this project may change each year or simply be an extension of work already started however it will always contain activities that develop drawing, painting and making skills. Previous themes have included the 'Olympics', 'Identity', Key features of different 'Decades', 'Birds', 'Abstract Painting', 'The locality' and 'Sea life'. Work covered is often linked to Year 9 summer term events: Year 9 Annual Art Trip This is for students that have selected to take the subject further at GCSE level. Previous trips have been to the Yorkshire Sculpture Park, The Hepworth Wakefield and Tate Liverpool. Artist in Residence This is for students that have selected to take the subject further at GCSE level. Previous residencies have seen students work with a wide range of artists to create wire bird sculptures, large scale cardboard figures, glass panels, felt imagery, expansive colour paintings and most recently ceramic lanterns. GRADED TASK: Drawing Test ❖ As the year progresses time available is used to develop skills in key areas that will prepare students for the GCSE course, should	• General homework activities will be marked using the +, =, - grades along with the 5-1 effort levels. Attainment: + MET: Above Track (above expectations) = MET: On Track (in line with expectations) - MET: Below Track (below expectations, area to target) <i>*MET: Minimum Expected target</i> Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work demonstrating a high level of skill or success along with a suitable degree of effort and endeavour. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • All results will be recorded on the sketchbook assessment forms.

they opt to take the subject further. Drawing, painting, making, researching and presenting skills are all touched upon so that students are ready and able to tackle the challenges of the GCSE Art and Design course.

○ **Interleaving (Prior learning to reactivate):**

- Y7 Visual Elements tasks
- Y7 Portraiture tasks
- Y7 Gargoyle Ceramics project
- Y7 Portraiture independent task
- Y7 and 8 Summer Photography Competition
- Y8 Perspective tasks
- Y8 Landscape tasks
- Y8 three-dimensional independent task
- Y8 Creative Workshop
- Y9 Distorted Portraits tasks
- Y9 Aerial Perspective tasks
- Y9 Natural World tasks

○ **Interleaving (Prior skills to revisit):**

- Observing
- Recording
- Composing
- Proportion / scale
- Blending
- Colour mixing
- Joining
- Mark making
- Refining
- Researching
- Analysing
- Experimenting / Risk taking

Extra-Curricular Opportunities

- **Year 7/8** Lunchtime Art Club
- **Y8** Creative workshops for selected students (autumn term)
- **Y9** Art trip for prospective GCSE students (summer term)
- **Y9** Artist in Residence workshops for prospective GCSE students (summer term)
- **KS3** Lunchtime – Open access and homework support

Resources

- Ecclesbourne School artwork displays in classroom bases and around the school site – exemplar material.
- Ecclesbourne School website – exemplar material.
- Show My Homework – exemplar material.
- Tate Kids: www.Tate.org.uk
- National Portrait Gallery KS3 Art and Photography: www.npg.org.uk
- KS3 Art and Design BBC Bite size: www.bbc.co.uk
- Yorkshire Sculpture Park: www.ysp.org.uk.learning
- Hepworth Wakefield: www.hepworthwakefield.org
- Elaine Lim-Newton: www.elainelimnewton.wordpress.com