Subject: Art and Design

Faculty Leader	Subject Leader
D. Partridge	D. Davies
National Curriculum	
The Ecclesbourne School follows t	he National Curriculum
equipping them with the knowledg	e of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, ge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to thir ous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to of our nation.
Aims: The national curriculum for	art and design aims to ensure that all pupils:
 produce creative work, exp 	ploring their ideas and recording their experiences
	ring, painting, sculpture and other art, craft and design techniques
 evaluate and analyse creat 	tive works using the language of art, craft and design
 know about great artists, c 	craft makers and designers and understand the historical and cultural development of their art forms
Curriculum Intent	
Key stage 3	
	o their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, craft reasoned judgments that can inform their own work.

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or 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.

Curri	Curriculum Implementation				
	Term	Content	Assessment		

		 Baseline Drawing Test A Baseline Drawing Test will be completed in the first few weeks of the autumn term in 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 	 Baseline Drawing Test The Baseline test will help establish students' starting position using the 9-1 grading system. It will also allow the MET (Minimum Expected Target) for the year to be generated. General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work
Year 7	Autumn Term	 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. Some of the artists that may be covered include:	Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work achieving M (MASTERY) or a 5 for effort. 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.

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

2	Visual Elements (continued)	 General homework activities will be marked using the E, S, M
	Exercises and activities that explore the visual elements (line,	grades along with the 5-1 effort levels.
	tone, colour, pattern, textures, shape, form and space) will be	
	covered. Opportunities to explore different drawing, painting,	Attainment:
	collage and mixed media work will be created.	E = Emerging - Some effective areas
		S = Secure - Good / Consistent work
	Simple colour theory will be explored.	M = Mastery - Excellent work
	Students will learn about artists, craft workers and designers from	Effort:
	different times and places which will be linked to both the visual	5 = Outstanding
	element tasks and the following portraiture project.	4 = Good
		3 = Satisfactory
	Some of the artists that may be covered include:	2 = Cause for Concern
		1 = Serious Cause for Concern
	-Vincent Van Gogh	
	-Rembrandt Harmenszoon van Rijn	Merits are awarded for work achieving M (MASTERY) or a 5 for
	-Andy Warhol	effort.
	-Chuck Close	
	-Julian Schnabel	Graded Tasks will be marked using 9-1 grades (Refer to the Art
	-Pablo Picasso / Lisa Ruyter	Assessment criteria grid) and 5-1 effort levels .
	-Leonardo Da Vinci	
	-Julian Opie	• All results will be recorded on the sketchbook assessment forms.
	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.	
	understanding and practical work created throughout K55.	
	Interleaving (Dries leaving to reactivets):	
	• Interleaving (Prior learning to reactivate):	
	Y7 Baseline Drawing test	
	 Interleaving (Prior skills to revisit): 	
	Observing	
	Recording	
	Proportion /scale	
	Shading	
	Blending	
	Colour mixing	
	Mark making	
	5	
	Refining	
	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	

3	Portrait Project (continued)	General homework activities will be marked using the E, S, M
, C	A sequence of activities exploring portraiture will be undertaken	• • • •
	Students will learn about proportion, scale and expression before	
	creating their own self portrait response.	Attainment:
	creating their own sen portrait response.	E = Emerging - Some effective areas
	GRADED TASK: Self Portrait	S = Secure - Good / Consistent work
	GRADED TASK. Sell Portial	
	• Destaute is an efficiency destaurable of Astronal Astronomy The	M = Mastery - Excellent work
	 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	5 = Outstanding
	tackle a challenging self-portrait of their own. Many students	4 = Good
	return to this theme as they progress throughout KS3, 4 and 5	3 = Satisfactory
	and so the activity provides important knowledge, understandin	g 2 = Cause for Concern
	and practical experience very early in students' secondary	1 = Serious Cause for Concern
	education.	
		Merits are awarded for work achieving M (MASTERY) or a 5 for
	Interlection (Drien learning to reactivets):	effort.
	 Interleaving (Prior learning to reactivate): 	
	Y7 Baseline Drawing test	<mark>Graded Tasks</mark> will be marked using 9-1 grades (Refer to the Art
	Y7 Visual Elements tasks	Assessment criteria grid) and 5-1 effort levels .
Spring	 Interleaving (Prior skills to revisit): 	• All results will be recorded on the sketchbook assessment forms.
Term	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	

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

4	 Portrait Project (continued) Part of this half term may be used to complete the self-portrait responses. 	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels.
		Attainment:
	A sequence of activities exploring portraiture will be undertaken.	E = Emerging - Some effective areas
	Students will learn about proportion, scale and expression before	S = Secure - Good / Consistent work
	creating their own self portrait response.	M = Mastery - Excellent work
	GRADED TASK: Self Portrait	Effort:
		5 = Outstanding
	 Portraiture is one of the key strands of Art and Art History. The 	4 = Good
	task builds upon Visual Elements tasks previously completed and	3 = Satisfactory
	uses that knowledge and experience to encourage students to	2 = Cause for Concern
	tackle a challenging self-portrait of their own. Many students	1 = Serious Cause for Concern
	return to this theme as they progress throughout KS3, 4 and 5	Merits are awarded for work achieving M (MASTERY) or a 5 for
	and so the activity provides important knowledge, understanding	effort.
	and practical experience very early in students' secondary	
	education.	Graded Tasks will be marked using 9-1 grades (Refer to the Art
		Assessment criteria grid) and 5-1 effort levels .
	• Interleaving (Prior learning to reactivate):	
	Y7 Baseline Drawing test	• All results will be recorded on the sketchbook assessment forms.
	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	

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	

5	 Gargoyle Ceramic Project (continued) Research into these architectural features will be completed along with drawing and design tasks. 	• General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels.
	Following this preparatory work, students will create their own clay gargoyle exploring simple ceramic techniques and processes.	Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work
	 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. 	Effort: 5 = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern
Summer Term	 Interleaving (Prior learning to reactivate): Y7 Visual Elements tasks 	Merits are awarded for work achieving M (MASTERY) or a 5 for effort.
	 Interleaving (Prior skills to revisit): Observing 	Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels .
	 Recording Composing Proportion / scale Blending Joining Mark making Refining Researching Analysing 	All results will be recorded on the sketchbook assessment forms.

6	Gargoyle Ceramic Project (continued)	• General homework activities will be marked using the E, S, M
	Research into these architectural features will be completed	grades along with the 5-1 effort levels.
	along with drawing and design tasks.	
		Attainment:
	Following this preparatory work, students will create their own	E = Emerging - Some effective areas
	clay gargoyle exploring simple ceramic techniques and processes.	S = Secure - Good / Consistent work
	GRADED TASK: Ceramic Gargoyle	M = Mastery - Excellent work
	GRADED TASK. Cerainic Gargoyle	Effort:
	To provide a rounded Art experience in Year 7 and create	5 = Outstanding
	opportunities to work three dimensionally, students complete an	4 = Good
	introductory ceramics project . They use basic techniques and	3 = Satisfactory
	processes, to make their Gargoyle, which are often returned to	2 = Cause for Concern
	and built on later in KS3,4 and 5.	1 = Serious Cause for Concern
	and built of later in RSS,4 and S.	
	 Interleaving (Prior learning to reactivate): 	Merits are awarded for work achieving M (MASTERY) or a 5 for
	 Y7 Visual Elements tasks 	effort.
	 Interleaving (Prior skills to revisit): 	Graded Tasks will be marked using 9-1 grades (Refer to the Art
	 Observing 	Assessment criteria grid) and 5-1 effort levels.
	Recording	• All results will be recorded on the sketchbook assessment forms.
	-	• All results will be recorded on the sketchbook assessment forms.
	Composing Departure (cools	
	Proportion / scale	
	Blending	
	• Joining	
	Mark making	
	Refining	
	Researching	
	Analysing	
	Summer Photography Competition	
	Students participate in the annual 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.	
	students respond to a amerene bat open ended theme each year.	

		 Interleaving (Prior learning to reactivate): Y7 Visual Elements tasks Interleaving (Prior skills to revisit): Observing Recording Composing Proportion / scale 	
		LightingRefining	
	Term	Content	Assessment
Year 8	Autumn Term	 *Subject teachers may change the order of the tasks and projects set throughout the year. Three-Dimensional Multicultural Construction Project Research art work from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding of artwork from around the world. Previous work set by subject teachers have covered themes including: -Native American Totem Poles -Aboriginal Art -African Masks -Mexican Day of the Dead ceramic skulls -Japanese inspired constructed textiles Students will 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. 	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work Effort: S = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work achieving M (MASTERY) or a 5 for effort. 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.1 = Serious Cause for Concern All results will be recorded on the sketchbook assessment forms.1 = Serious Cause for Concern

2 • Y7 Voual Elements tasks • Y7 Gargeyic Caranics project • Interfeaving (Prior skills to revisit); • Observing • Recording • Composing • Proportion / scale • Blending • Joining • Mark making • Researching • Analysing 2 • Three-Dimensional Multicultural Construction Project (continued) • Research art work from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding or artwork from around the world. • Previous work set by subject teachers have covered themes such os: • Native American Totem Poles • Abrigmid At • African Madis • Mortian Day of the Dead ceramic skulls • Apanesis inspired constructed textiles Use materials to create a three-dimensional response to the work. • Or example, day, papier-mäche, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. • Bredding on the ceramics work and aritists studied in Year 7.		 Interleaving (Prior learning to reactivate): 	
2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 3 • Three-Dimensional Multicultural Constructions and understanding of attwork from anound the world. • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. • Native American Totem Poles • Aborginal Att • Antican Wasis • Aborginal Att • Coust for Concern 1 = Senious Cause for Conceren 1 = Senious Cause for Concern 1 = Senious			
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• Interfeaving (Prior skills to revisit): • Observing • Observing • Recording • Recording • Opportion / scale • Distring • Distring • Mark making • Beinding • Mark making • Researching • Analysing • Analysing • Analysing • Composition and undicultural Construction Project (continued) (continued) Research and work from around the world. • Previous work set by subject teachers have covered themes such as: • Second of attwork from around the world. • Previous work set by subject teachers have covered themes such as: • • Soutisanding 4 • Aborginal Art • • Antive American Totem Poles • • Aborginal Art • • Antive American Totem Poles • • Aborginal Art • • Antive American Totem Poles • • • Aborginal Art • • • Foricits a three dimensional response to the work. • • Building on the caramic skulls • • a second for work activities M (MASTERY) or a 5 for effort. • • Building on the caramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.			
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2 • Blending • Joining 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction Project (continued) • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. 2 • Three-Dimensional Multicultural Construction and understanding of artwork from non-western cultures and societies (selected by the teacher) to broaden appreciation and understanding of artwork from around the world. • grades along with the 5-1 effort levels. Previous work set by subject teachers have covered themes such as: • Native American Totem Poles • Aboriginal Art • African Masks • Mexican Day of the Dead ceramic skulls • Japanese inspired constructed textiles • Soudd Consistent work • Soudd Constanting • Constructions, or other mixed media assemblages might be explored. • Cause for Concern • Serious Cause for Concern • Merits are awarded for work achieving M (MASTERY) or a 5 for effort. • All results will be recorded on the sketchbook assessment forms. • Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.		Proportion / scale	
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Image: solution of the second seco	2	Three-Dimensional Multicultural Construction Project	General homework activities will be marked using the E, S, M
(selected by the teacher) to broaden appreciation and understanding of artwork from around the world. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work Previous work set by subject teachers have covered themes such as: M = Mastery - Excellent work -Native American Totem Poles -Aboriginal Art -African Masks 5 = Outstanding 4 = Good -Aboriginal Art -Mexican Day of the Dead ceramic skulls -Japanese inspired constructed textiles 2 = Cause for Concern 1 = Serious Cause for Concern Use materials to create a three-dimensional response to the work. Merits are awarded for work achieving M (MASTERY) or a 5 for effort. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. Building on the ceramics work and artists studied in Year 7, All results will be recorded on the sketchbook assessment forms.		(continued)	
E = Emerging - Some effective areas understanding of artwork from around the world. Previous work set by subject teachers have covered themes such as: - Native American Totem Poles - Aboriginal Art - Aboriginal Art - Abriginal Art - 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,		Research art work from non-western cultures and societies	
Image: standing of artwork from around the world. E = Emerging - Some effective areas S = Secure - Good / Consistent work Previous work set by subject teachers have covered themes such as: M = Mastery - Excellent work -Native American Totem Poles 5 = Outstanding -Abriginal Art 4 = Good -African Masks 3 = Satisfactory -Mexican Day of the Dead ceramic skulls 2 = Cause for Concern -Japanese inspired constructed textiles 1 = Serious Cause for Concern Use materials to create a three-dimensional response to the work. Merits are awarded for work achieving M (MASTERY) or a 5 for effort. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks GRADED TASK; 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms.		(selected by the teacher) to broaden appreciation and	Attainment:
Previous work set by subject teachers have covered themes such as: M = Mastery - Excellent work -Native American Totem Poles 5 = Outstanding -Aboriginal Art 5 = Outstanding -Aboriginal Art 3 = Satisfactory -Atrican Masks 3 = Satisfactory -Japanese inspired constructed textiles 1 = Serious Cause for Concern Use materials to create a three-dimensional response to the work. Merits are awarded for work achieving M (MASTERY) or a 5 for effort. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. • Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.			
 As: Native American Totem Poles Aboriginal Art African Masks 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, 			
Image: Problem of the sector of t			M = Mastery - Excellent work
 Aboriginal Art Abriganal Art African 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, 		as:	Effort:
 Abdrican Masks -African 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, 		-Native American Totem Poles	5 = Outstanding
 African Masks African 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, African Masks African Masks African Day of the Dead ceramic skulls African Day of the Dead ceramic skulls All results will be recorded on the sketchbook assessment forms. 		-Aboriginal Art	4 = Good
Image: Interfact Day of the Decard certains studied 1 = Serious Cause for Concern -Japanese inspired constructed textiles 1 = Serious Cause for Concern Use materials to create a three-dimensional response to the work. Merits are awarded for work achieving M (MASTERY) or a 5 for effort. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. GRADED TASK: 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms. • Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.		-African Masks	3 = Satisfactory
Use materials to create a three-dimensional response to the work. Merits are awarded for work achieving M (MASTERY) or a 5 for effort. For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. GRADED TASK: 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms. Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.		-Mexican Day of the Dead ceramic skulls	
 Building on the ceramics work and artists studied in Year 7, effort. effort. effort. 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. 		-Japanese inspired constructed textiles	1 = Serious Cause for Concern
For example, clay, papier-mâché, mod-roc, wooden and fabric constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. GRADED TASK: 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms. Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.		-	
Image: Constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. Image: Constructions, or other mixed media assemblages might be explored. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels. Image: Constructions of the multi-cultural theme. Image: Construction of the sketchbook assessment forms. Image: Construction of the ceramics work and artists studied in Year 7, Image: Construction of the sketchbook assessment forms.			enort.
explored. Assessment criteria grid) and 5-1 effort levels. GRADED TASK: 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms. Building on the ceramics work and artists studied in Year 7, • All results will be recorded on the sketchbook assessment forms.			Graded Tasks will be marked using 9-1 grades (Refer to the Art
GRADED TASK: 3D response to the multi-cultural theme. • All results will be recorded on the sketchbook assessment forms. • Building on the ceramics work and artists studied in Year 7,			
 Building on the ceramics work and artists studied in Year 7, 		explorea.	
		GRADED TASK: 3D response to the multi-cultural theme.	• All results will be recorded on the sketchbook assessment forms.
		 Building on the ceramics work and artists studied in Year 7, 	
students broaden their knowledge and interests in non-western		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 	
• Tr Gargoyie Cerannes 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	 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 Proportion / scale Shading Blending 	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work Effort: S = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work achieving M (MASTERY) or a 5 for effort. 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.

	Colour mixing	
	Mark making	
	Refining	
	Use of linear and aerial perspective	
4	Perspective tasks (continued)	Two Point Perspective Test
	Develop understanding of perspective (linear, one / two point and aerial or atmospheric perspective).	The test will help provide information on students' progress toward their MET (Minimum Expected Target).
	Complete a two-point perspective drawing task to test what they have learned in their class work.	• General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels.
	GRADED TASK: Two Point Perspective drawing.	Attainment:
	A londer was in the second boundary second of Automatication	E = Emerging - Some effective areas
	 Landscapes is the second key strand or genre of Art and Art Uistory To proper students for tasks that may include elements 	S = Secure - Good / Consistent work
	History. To prepare students for tasks that may include elements of perspective in their work such as landscapes / seascapes /	M = Mastery - Excellent work
	cityscapes - the fundamental knowledge and understanding of	Effort:
	one and two-point perspective is covered in these activities.	5 = Outstanding
	Where time allows three-point perspective and aerial or	4 = Good
	atmospheric perspective may also be covered. Many students	3 = Satisfactory
	return to use this knowledge as they progress throughout KS3, 4	2 = Cause for Concern
	and 5, so the activity provides important understanding and	1 = Serious Cause for Concern
	practical experience in students' KS3 secondary education.	
	practical experience in students KSS secondary education.	Merits are awarded for work achieving M (MASTERY) or a 5 for
	• Interleaving (Prior learning to reactivate):	effort.
	 Interleaving (Prior learning to reactivate): Y7 Visual Elements tasks 	
		Graded Tasks will be marked using 9-1 grades (Refer to the Art
	 Y7 The Summer Photography Competition *depending on the theme used. 	Assessment criteria grid) and 5-1 effort levels.
	theme used.	• All results will be recorded on the sketchbook assessment forms.
	• Interleaving (Prior skills to revisit):	
	 Observing 	
	Recording	
	Composing	
	 Proportion / scale 	
	Shading	
	Blending	
	Colour mixing	
	-	
	Mark making	
	Refining	
	Use of linear and aerial perspective	

5	 Landscape Project 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. Some of the artists that may be covered include: Vincent Van Gogh John Constable Robert Genn Friedensreich Hundertwasser Lisa Ruyter 	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work Effort: S = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern
Summer Term	 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 makingRefining	
	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,	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas
	personal response to the landscape theme will be produced.	S = Secure - Good / Consistent work M = Mastery - Excellent work
	Some of the artists that may be covered include:	Effort:
	-Vincent Van Gogh	5 = Outstanding
	-John Constable -Robert Genn	4 = Good 3 = Satisfactory
	-Friedensreich Hundertwasser -Lisa Ruyter	2 = Cause for Concern 1 = Serious Cause for Concern
	GRADED TASK: Landscape response	Merits are awarded for work achieving M (MASTERY) or a 5 for effort.
	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	Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels .
	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.	All results will be recorded on the sketchbook assessment forms.
	• 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	
	Recording Composing	
	Proportion / scale	
	Shading	
	Blending	

- Colour mixing
- Mark making
- Refining
- Use of linear and aerial perspective

• Summer Photography Competition

Students participate in the annual 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):
- o Observing
- Recording
- Composing
- Proportion / scale
- Lighting
- Refining

• Year 8 Creative Workshops

During the summer term workshops are held (where possible) that allow some 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 	
Autumn Term	 Distorted Portraiture Studies and ideas based on the work of artists, such as Quentin Roussel, who have created work exploring distorted portraiture will be covered. ICT imagery and possibly some collage work will be developed exploring the idea of distortion. Observational drawings of distorted portraiture will also be produced as part of the body of work. GRADED TASK: Distorted Portraiture Outcomes This project returns to the theme of Portraiture but with the addition of distortion as part of the theme. It builds on previous Year 7 portraiture work but aims to add more usual and creative layers to the outcomes created. Interleaving (Prior learning to reactivate): 	Assessment • General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work M = Mastery - Excellent work Effort: S = Outstanding 4 = Good 3 = Satisfactory 2 = Cause for Concern 1 = Serious Cause for Concern Merits are awarded for work achieving M (MASTERY) or a 5 for effort. Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels.

•	Y7 Visual Elements tasks	
• •	Y7 Portraiture tasks	All results will be recorded on the sketchbook assessment forms
•	Y7 Portraiture independent task	
0	Interleaving (Prior skills to revisit):	
•	Observing	
•	Recording	
•	Composing	
•	Proportion / scale	
•	Shading	
•	Blending	
•	Colour mixing	
•	Mark making	
•	Refining	
•	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 natural world.	
	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 natural world where they are completely in	
	control and able to make decisions about style, use of materials	
	and techniques used etc.	
0	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	
0	Interleaving (Prior skills to revisit):	

<u>т</u> т		
	Observing	
	Recording	
	Composing	
	Proportion / scale	
	Blending	
	Colour mixing	
	Joining	
	Mark making	
	Refining	
	Researching	
	Analysing	
	 Experimenting / Risk taking 	
2	Aerial Perspective Project	General homework activities will be marked using the E, S, M
	Studies and ideas based on views of the landscape from above	grades along with the 5-1 effort levels.
	will be completed.	
		Attainment:
	Research into artists such as Wayne Thiebaud, David Hockney and	E = Emerging - Some effective areas
	Piet Mondrian will be made to consider different artistic styles	S = Secure - Good / Consistent work
	and methods.	M = Mastery - Excellent work
	Ideas for a canvas painting will be devised.	Effort:
		5 = Outstanding
	Painting techniques will be explored.	4 = Good
	Following the propertory tacks in the first helf term designs for	3 = Satisfactory
	Following the preparatory tasks in the first half term designs for the canvas painting will be finalised and the canvas itself	2 = Cause for Concern 1 = Serious Cause for Concern
	produced.	I = Senous cause for concern
	produced.	Merits are awarded for work achieving M (MASTERY) or a 5 for
	GRADED TASK: Canvas painting	effort.
	This Aerial Perspective Project builds on the Landscape and	Graded Tasks will be marked using 9-1 grades (Refer to the Art
	Perspective work completed in Year 8. The main purpose of the	Assessment criteria grid) and 5-1 effort levels .
	project is to take students through the process followed in a	
	typical GCSE set of work (albeit on a smaller scale).	• All results will be recorded on the sketchbook assessment forms.
	 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	
	 Aerial Perspective Project (continued) Studies and ideas based on views of the landscape from above will be completed. 	• General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels.
		Attainment:
	Research into artists such as Wayne Thiebaud, David Hockney	E = Emerging - Some effective areas
	and Piet Mondrian will be made to consider different artistic	S = Secure - Good / Consistent work
	styles and methods.	M = Mastery - Excellent work
	Ideas for a canvas painting will be devised.	Effort:
		5 = Outstanding
	Painting techniques will be explored.	4 = Good
		3 = Satisfactory
	Following the preparatory tasks in the first half term designs for	2 = Cause for Concern
Spring	the canvas painting will be finalised and the canvas itself produced.	1 = Serious Cause for Concern
Term	produced.	Merits are awarded for work achieving M (MASTERY) or a 5 for
Term	GRADED TASK: Canvas painting	effort.
	This Aerial Perspective Project builds on the Landscape and	Graded Tasks will be marked using 9-1 grades (Refer to the Art
	Perspective work completed in Year 8. The main purpose of the	Assessment criteria grid) and 5-1 effort levels .
	project is to take students through the process followed in a	· · · · · · · · · · · · · · · · · · ·
	typical GCSE set of work (albeit on a smaller scale).	• All results will be recorded on the sketchbook assessment forms.
	• Interleaving (Prior learning to reactivate):	
	Y7 Visual Elements tasks	
	Y7 and 8 Summer Photography Competition	
	Y8 Perspective tasks	
	Y8 Landscape tasks	

1 1		
	• Interleaving (Prior skills to revisit):	
	Observing	
	Recording	
	• Composing	
	Proportion / scale	
	Blending	
	Colour mixing	
	Mark making	
	Refining	
	Researching	
	-	
	Analysing	
	Experimenting / Risk taking	
4	The Natural World	Constal homework activities will be marked using the E-S-M
-	• The Natural world This project will enable students to develop the essential skills of	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels.
	working from direct observation. Students will observe and	
	explore the visual characteristics of a variety of natural forms	Attainment:
	such as shells, sea urchins, poppy heads, flowers, leaves, conker	E = Emerging - Some effective areas
	shells etc.	S = Secure - Good / Consistent work
		M = Mastery - Excellent work
	They will create work from a wide range of starting points	
	through drawing, painting and mixed media methods.	Effort:
		5 = Outstanding
	Some of the artists that may be covered could include:	4 = Good
		3 = Satisfactory
	-Elizabeth Blackadder	2 = Cause for Concern
	-Georgia O'Keefe	1 = Serious Cause for Concern
	-Henri Matisse	
	-Anselm Kiefer	Merits are awarded for work achieving M (MASTERY) or a 5 for
	-Janet Fish	effort.
	-Charles Belle	
	-Karl Blossfeldt	Graded Tasks will be marked using 9-1 grades (Refer to the Art
	-Ernst Haeckel	Assessment criteria grid) and 5-1 effort levels .
	-Peter Randall-Page	All regults will be recorded on the skatchback assessment forms
	GRADED TASK: Natural Forms Outcome	All results will be recorded on the sketchbook assessment forms.
	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	
	and type of work as they progress throughout Ros, 4 and 5 and 50	1

		the activity provides important understanding and practical experience during students' KS3 secondary education.	
		experience during students KSS 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	
	5	The Natural World (continued)	General homework activities will be marked using the E, S, M
		This project will enable students to develop the essential skills of working from direct observation. Students will observe and	grades along with the 5-1 effort levels.
		explore the visual characteristics of a variety of natural forms	Attainment:
		such as shells, sea urchins, poppy heads, flowers, leaves, conker	E = Emerging - Some effective areas
		shells etc.	S = Secure - Good / Consistent work
			M = Mastery - Excellent work
		They will create work from a wide range of starting points	-77
		through drawing, painting and mixed media methods.	Effort:
		Some of the artists that may be covered could include:	5 = Outstanding 4 = Good
Summer		•	3 = Satisfactory
Term		Elizabeth Blackadder	2 = Cause for Concern
		Georgia O'Keefe	1 = Serious Cause for Concern
		-Henri Matisse	
		-Anselm Kiefer	Merits are awarded for work achieving ${f M}$ (MASTERY) or a ${f 5}$ for
		• -Janet Fish	effort.
		-Charles Belle	
		-Karl Blossfeldt	Graded Tasks will be marked using 9-1 grades (Refer to the Art
		-Ernst Haeckel	Assessment criteria grid) and 5-1 effort levels .
		-Peter Randall-Page	All results will be recorded on the sketchbook assessment forms.
		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 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. 	 General homework activities will be marked using the E, S, M grades along with the 5-1 effort levels. Attainment: E = Emerging - Some effective areas S = Secure - Good / Consistent work
	Previous themes have included the 'Olympics', 'Identity', Key features of different 'Decades', 'Birds', 'Abstract Painting', 'The locality' and 'Sea life'.	M = Mastery - Excellent work Effort: 5 = Outstanding
	Work covered is often linked to Year 9 summer term events:	4 = Good 3 = Satisfactory 2 = Cause for Concern
	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.	1 = Serious Cause for Concern Merits are awarded for work achieving M (MASTERY) or a 5 for effort.
	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	Graded Tasks will be marked using 9-1 grades (Refer to the Art Assessment criteria grid) and 5-1 effort levels .
	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.	 All results will be recorded on the sketchbook assessment forms. Final Drawing Test - In-class assessed task:
	GRADED TASK: Drawing Test	The final drawing test along with other work produced during Year 9 will help establish the grade achieved at the end of KS3.
	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		
xtra-Curricular (
	nchtime Art Club		
	ve workshops for selected students (summer term)		
	p for prospective GCSE students (summer term)		
	in Residence workshops for prospective GCSE students (summer terr	n)	
	ography Club		
KS3 Luncl	htime – Open access and homework support		
esources			

- Ecclesbourne School website exemplar material.
- Show My Homework exemplar material.
- Tate Kids: <u>www.Tate.org.uk</u>
- National Portrait Gallery KS3 Art and Photography: www.npg.org.uk
- KS3 Art and Design BBC Bite size: <u>www.bbc.co.uk</u>
- Yorkshire Sculpture Park: <u>www.ysp.org.uk.learning</u>
- Hepworth Wakefield: <u>www.hepworthwakefield.org</u>
- Elaine Lim-Newton: <u>www.elainelimnewton.wordpress.com</u>