

# ART KS3

## CURRICULUM INTENT

It is the intention of the Art curriculum to ensure that all students have a broad Key Stage 3 experience that enables them to produce innovative, individual and imaginative work through the exploration of media and the recording of their ideas and experiences. They will become proficient in both practical and analytical aspects of art - evaluating and critiquing creative works using visual and written language. Students will know about great artists from a range of genres, craft-makers and designers, understanding the social context and cultural significance of Art on society. Students will become aware of the value of art and gain valuable skills that can be applied to whatever pathways they choose, having high expectations of themselves and aspiration for the future.

## THRESHOLD CONCEPTS

**TC1** Mark making, often in the form of drawing, is considered to be the foundation of art - A way of thinking visually. It can be used for different purposes and is a powerful form of communication.

**TC2** Art in many forms, tells us of our past, present and future, shaping and influencing our lives in significant ways. However, Art is not dependent on language or logic; it has the capacity to communicate directly with our senses.

**TC3** Works of art consist of formal and visual elements (such as line, shape, form, pattern, texture). These elements combine to communicate in many ways, often suggestive of histories and traditions.

**TC4** Artists take creative journeys exploring material, ideas and technologies. Unpredicted outcomes can emerge through purposeful play. Artists take risks and trust their intuition. They embrace 'happy accidents' and learn from 'mistakes'.

**TC5** The meanings of artworks are never fixed; what the artist intends and what the viewer understands may be different. Our individual interpretations of art are rarely the same but shaped by our knowledge, experiences and prejudices.

**TC6** Artists use their heads, hands and hearts, to varying degrees, during the creative process. Art appeals to the body and mind. To engage with a work of art a viewer might also employ all of their senses. Art can evoke a heightened sense of place and wonder.

**TC7** Art has the potential to influence human behaviour. It can evoke emotion and provoke action, shaping the world for good or bad. Art empowers us to notice, question, interact and respond.

## SUPPORT AT HOME



Visits to art galleries and museums. Encourage extra research through internet and libraries on each topic e.g. The Tate Kids, BBC bitesize.

Support with homework tasks. If able, the purchase of colour equipment to support homework tasks. Use of photography to personalise work and record ideas and images linked to projects. To encourage art awareness in their environment.

## ENRICHMENT

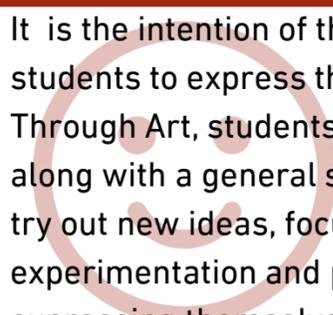
Enrichment opportunities:

Trips to Art Galleries., Trips linked to themes, Guest Speakers, After school clubs



## PERSONAL DEVELOPMENT

It is the intention of the Art department to provide great opportunities for students to express themselves while giving an emphasis on creativity. Through Art, students will develop their cognitive skills, decision making skills along with a general sense of enjoyment. Our learners will be encouraged to try out new ideas, focus on the process, allow time for thinking, experimentation and playing with ideas. Students will become confident in expressing themselves through their artwork and their creative journey. Learners in turn will foster a love and enjoyment of the subject.



## CURRICULUM LINKS

How this learning will be embedded elsewhere in the curriculum:

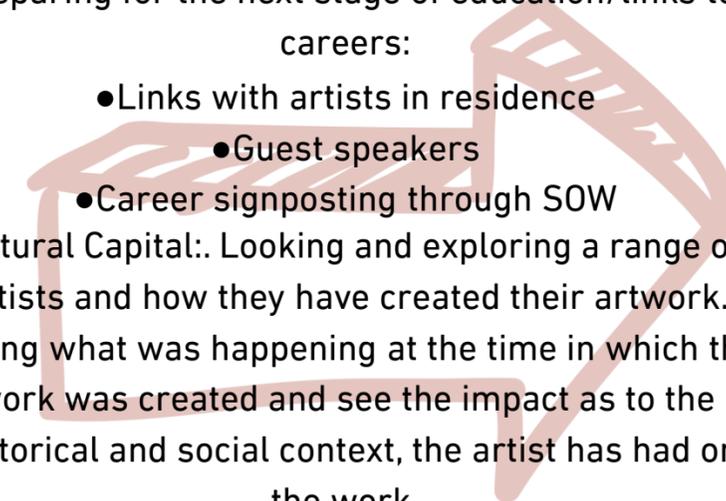
- The scheme of work for art shows detailed opportunities for cross curricular links with other departments.
- Maths - Looking at proportions, scale and measuring through the use of observation drawings, analysis of shapes and patterns.
- English - Being able to talk and discuss the work of others and their own. To analyse written information appropriate to the Scheme of work.
- History - Looking at the social context of an artist and what was affecting them.
- Technology - Looking at design processes and product analysis and design. Using 3D materials and problem solving.
- Science - Colour mixing and the origins of colours and pigments.

## CAREERS

Preparing for the next stage of education/links to careers:

- Links with artists in residence
- Guest speakers
- Career signposting through SOW

Cultural Capital: Looking and exploring a range of artists and how they have created their artwork. Seeing what was happening at the time in which the work was created and see the impact as to the historical and social context, the artist has had on the work.



THRESHOLD CONCEPTS TC1, TC3, TC4.

## WHAT

This scheme of work is designed to allow students to practice their skills in art through exploring formal elements. Students will investigate tone and shade, mark making and colour theory.

- Students will investigate the work of Bridget Riley and Op Art to support their tonal studies and will be introduced to Fauvist artists in their introduction to colour theory.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- Students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process
  - To foster a love for creativity.

## HOW

### ASSESSMENT

- A03 Observation drawing of a shoe to test analytical drawing skills.
  - A02 Quality of mark making techniques and tonal values within their work.
  - Spelling test

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

Subject specific  
Line, shape, Tone, Texture, Pattern, Mark Making, Scale, Size, Proportion. Analyse, Evaluate.  
Tier 2 Vocabulary  
Variety, Emphasis, Movement, Visual, Observation, Element, Technique, Interest.

## READING SKILLS

Analyse written information provided about an artist's work to inform their own investigations to demonstrate comprehension and summarisation.

- Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming, Scanning.
  - Summarising - including topic sentences and key ideas.
  - Decoding including phonics.

# HALF TERM 2: COLOUR

THRESHOLD CONCEPTS TC1, TC3, TC4, TC7

## WHAT

In this scheme of work students will apply their knowledge of skills taught in the autumn term, however the teaching emphasis is on colour theory.

- Students will gain an understanding of colour mixing and blended colour, and will develop painting skills.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.
- Students will explore and appreciate the use of colour theory in art.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process.
  - To foster a love for creativity.

## HOW

### ASSESSMENT

- A03/2 Observation drawing of an eye to test analytical drawing skills.
  - A02 Painting skills looking at blending with watercolour.
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

Subject specific  
Primary, Secondary, Tertiary, Blending, Mixing, Colour, Hue, Chroma. Analyse, Evaluate.  
Tier 2 Vocabulary  
Combine, Mood, Emotion, Response, React.

## READING SKILLS

Students will investigate terminology surrounding colour Theory.

Fluency - through reading aloud  
Vocabulary - tier 2 and 3 words, etymology.  
Prior knowledge including interleaving.

Prediction - focus on key words and images.

Comprehension - including reading strategies for retrieval Skimming, Scanning.

Summarising - including topic sentences and key ideas.

Inference - reading between the lines.

# WHAT

This scheme allows students to investigate portraiture artists and different styles of portraiture.

- Students will gain an appreciation of artists' work and apply styles and techniques to their own portraits using colour. The Cubist portrait artists will inform students final outcomes.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will explore and appreciate portraiture both historically and contemporary.
  - Students will respond to visual images in a creative way and make informed choices about their own artwork

# WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process.
  - To foster a love for creativity.

# HOW

**ASSESSMENT**

- A02/3 Drawing examining the proportion of a face.

A02/3 Creating a fragmented face. A01 Artist research. Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. Students will be assessed through 2 key assessment periods – midpoint assessment assessment.

# VOCABULARY

Subject specific  
Line, shape, Tone, Texture, Pattern, Mark Making, Scale, Size, Proportion, Analyse, Evaluate.  
Tier 2 Vocabulary  
Variety, Emphasis, Movement, Visual, Observation, Element, Technique, Interest.

# READING SKILLS

Students will analyse the Cubist artwork of Picasso and Braque to inform written responses about the artwork to demonstrate comprehension and summarisation.

- Spelling Test.
- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.

# HALF TERM 2: FISH

# WHAT

This scheme allows students to be introduced to the photo realist artist Vincent Scarpace who produces intricate illustrations of animals.

Students will develop colourful work of underwater fish inspired by the artist's work.

Students will explore and appreciate the technical skill of Vincent Scarpace.

Students will respond to visual images in a creative way.

Students will gain an appreciation of how art informs their own creative process.

Students will develop a range of drawing styles with the focus on observation drawing and still life.

Students will analyse and evaluate and express opinions about their own and others work.

Students will respond to visual images in a creative way and make informed choices about their own artwork

# WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process.
  - To foster a love for creativity.

# HOW

**ASSESSMENT**

- A01 Investigation into the work of Vincent Scarpace
- A04 Final outcome produced.

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

# VOCABULARY

Subject specific  
Scales, Skin, Fin, Tail, Observation, Technique, Texture, Colour, Pattern, Analyse, Evaluate.  
Tier 2 Vocabulary  
Iridescent, Fluid.  
Transparency, reflective,

# READING SKILLS

Students will analyse the colourful illustrations of artist Vincent Scarpace recording information about the artist that shows comprehension and summarisation skills. Spelling test.

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.
  - Decoding including phonics.
  - Inference reading between the lines.

## WHAT

Students will explore the culture of Aboriginal art. Here they will produce their own work based on imagery found in the dreaming paintings. They will demonstrate a knowledge and understanding of the artwork and will experiment creating dot paintings. Their final outcome is to the discretion of staff - either a painting will be created or they will produce a sculptural piece.

Students will gain an appreciation of how art informs their own creative process.

Students will develop a range of drawing styles with the focus on observation drawing and still life.

Students will analyse and evaluate and express opinions about their own and others work.

Students will respond to visual images in a creative way and make informed choices about their own artwork.

Students will gain an appreciation of the traditions of aboriginal art and gain an understanding of the meanings and symbolism within the artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
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## HOW

### ASSESSMENT

- A01 Investigation into tribal paintings.
  - A02 Exploration of using paint reflecting aboriginal style.
  - A03 Recording baseline test of boomerang.
  - A04 Tile design reflecting aboriginal design.
    - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

Patterns, visual meanings, earth tones, natural, Symbolism. Analyse.

Tier 2 Vocabulary  
Juxtaposition, abstract, composition.

## READING SKILLS

Students will gain an appreciation of Aboriginal culture through investigative work into Dreaming Paintings.

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
  - Decoding including phonics.

# HALF TERM 2: CORPORATE IDENTITY

## WHAT

Inspired by a visit to the Safari Park students will design specific merchandise - posters, leaflets, t shirts advertising the park. They will draw inspiration from wild animals and tribal patterns through their design work.

Students will analyse, evaluate and express opinions about their own and others work.

Students will respond to visual images in a creative way and make informed choices about their own artwork.

Students will gain an appreciation of graphical communication and its importance in advertisements.

Students will explore how graphics have changed and adapted over time to inform their own choices regarding their artwork.

Students will use language appropriately in their own written responses analysing graphical imagery.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process.
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## HOW

### ASSESSMENT

- A01 Analysis of leaflets and promotional merchandise.
  - A02 Investigation into techniques exploring lettering styles
  - A03 Development of design ideas
    - A04 Final Leaflet
      - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. Students will be assessed through 2 key assessment periods - End point assessment.

## VOCABULARY

Subject specific Lettering, Guidelines, Layout, Blurb. Analyse, Evaluate.

Tier 2 Vocabulary  
Typography, Font, Serif, Mock up.

## READING SKILLS

Students will analyse leaflets and posters to inform their own design work.

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
  - Decoding including phonics

## WHAT

Students will explore a range of different media and techniques in this imaginative project based on sweet design. They will experiment using blended colour and paint techniques leading to a colourful composition inspired by the film Charlie and the Chocolate factory. The emphasis in this scheme is to continue developing observation drawing and painting techniques.

- Students will gain an understanding of colour mixing and blended colour, and will develop painting skills.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.
- Students will explore and appreciate the use of colour theory in art.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- Students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

### ASSESSMENT

- **AO3**- drawing test looking at accuracy of observation drawing - Haribo packet
- **AO2** - Assessment will focus on students ability to control media through two different techniques -
- Blended pencil crayon as demonstrated on a worksheet provided.
- Blended paint technique looking at controlling media.
- Spelling test

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

Three dimensional, Layout, Graphics, Symmetry, Lettering, Blending, Analyse, Evaluate, Fictional, Imaginary.

**Tier 2 Vocabulary**  
Juxtaposition, Font, Serif, Typography, Vibrant, Characterisation, Surreal.

## READING SKILLS

Analyse written information provided about the story of Charlie and the chocolate factory, to inform their own investigations to demonstrate comprehension and summarisation.

Students will read a passage from the book to gain an understanding of visual characters.

- Decoding including phonics.
- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.

# HALF TERM 2: DAY OF THE DEAD

## WHAT

A vibrant introduction to the mexican festival - The Day of the Dead. Students will produce detailed studies of skulls and imagery surrounding the cultural festival. Students will be introduced to a range of techniques including printing. They will develop colourful compositions depicting imagery from the festival and gain an understanding of the spiritual beliefs of Mexico.

- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.
- Students will gain an appreciation of the traditions of the festival and gain an understanding of the meanings and symbolism within the artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- Students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

### ASSESSMENT

- **AO3** - Observation drawing of a skull analysing 3D shape looking at accuracy of observation drawing.
- **AO2** - Assessment will focus on the students ability to control media producing an oil transfer print of a decorated sugar skull and watered down pen study exploring another blended media technique.
- Spelling test

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking

## VOCABULARY

Subject specific skull, Rose, Flowers, Festival, Celebration, Tradition, Colourful, Vibrant. Symbolic, Analyse, Evaluate

**Tier 2 Vocabulary**  
Symbolism, Belief, Calavera. Reincarnation, Metaphorical.

## READING SKILLS

Students will gain an insight into the cultural Mexican festival. They will explore through reading the symbolism surrounding the festival.

Students will analyse the imagery surrounding the festival, recording information visually and through written analysis that shows comprehension and summarisation skills.

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.

# WHAT

Students will be introduced to the architectural work of Stephen Wiltshire and Hundertwasser. They will base their work in their style. They will gain an understanding of perspective through their drawings of different architectural drawings.

- Students will gain an appreciation of artists' work and apply styles and techniques to their architectural designs. The work of Stephen Wiltshire and Hundertwasser will inform students' final outcomes.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will explore and appreciate Architectural influences both historically and contemporary.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

# WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
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# HOW

## ASSESSMENT

- **AO1** - Students will produce an artist research page looking at Stephen Wiltshire and Hundertwasser to demonstrate their understanding of how the work of artists links to their own investigations.
  - **AO4** - Assessment will focus on a final outcome of a fantasy architectural composition based upon the work covered through the scheme.
  - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. Students will be assessed through 2 key assessment periods – midpoint assessment.

# VOCABULARY

**Subject specific**  
Architecture,  
Proportion, Perspective,  
Distance, Vanishing  
point, Fragmented,  
Urban , Rural, Cityscape,  
Skyline, Structure,  
Analyse.

**Tier 2 Vocabulary**  
Ecclesiastical, Corporate

# READING SKILLS

- Students will assimilate information regarding the artist from sources provided. Students will analyse the architectural artwork of Stephen Wiltshire and Hundertwasser to inform written responses about the artwork to demonstrate comprehension and summarisation.
- Fluency - through reading aloud
  - Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
  - Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming , Scanning.
  - Summarising - including topic sentences and key ideas.

# HALF TERM 2: GRAFFITI

# WHAT

Students will develop their use of blended colour as they investigate whether graffiti is considered artwork or vandalism. They will explore lettering styles and analyse imagery found in street art. They will produce colourful cityscapes inspired by graffiti artists' work.

- Students will develop colourful work inspired by Graffiti artists Banksy and King Robbo.
- Students will explore and appreciate the technical skill of graffiti and explore the controversy of whether it is art or vandalism.
- Students will respond to visual images in a creative way.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and lettering styles.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

# WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
  - Allow students to embrace the creative process.
  - To foster a love for creativity.

# HOW

## ASSESSMENT

- **AO1** - Students will be encouraged to debate the value of graffiti as an art form and produce a personal view using visual and written communication skills.
  - **AO4** - Assessment of a final outcome using a city landscape template and applying a graffiti design to the surface using mixed media. Control of media and the ability to use prior learning will be important.
  - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

# VOCABULARY

**Subject specific**  
Graffiti, Lettering,  
Outline, Tag, Identity,  
Popular Culture,  
Analyse, Evaluate,  
Interpret.

**Tier 2 Vocabulary**  
Ombre, Graduated,  
Illusion, Vandalism,  
Controversial, Political,  
Environmentalist.

# READING SKILLS

- Analysis of Typography and fonts. Students will analyse the controversial artwork of Banksy to inform written responses about the artwork to demonstrate comprehension and summarisation. Students can learn about the messages within the graffiti work using decoding skills.
- Fluency - through reading aloud
  - Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
  - Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming , Scanning.
  - Summarising - including topic sentences and key ideas.
  - Decoding including phonics.

## WHAT

Students will explore the culture of African art. Here they will produce their own work based on imagery found in African Culture. They will demonstrate a knowledge and understanding of the artwork and will experiment creating African masks. Their final outcome is to the discretion of staff - either a painting will be created or they will produce a sculptural piece.

Students will gain an appreciation of how art informs their own creative process.

Students will develop a range of drawing styles with the focus on observation drawing and still life.

Students will analyse and evaluate and express opinions about their own and others work.

Students will respond to visual images in a creative way and make informed choices about their own artwork.

Students will gain an appreciation of the traditions of African art and gain an understanding of the meanings and symbolism within the artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

### ASSESSMENT

- AO1** - Tribal masks and other artifacts will be investigated and students will identify key features and their symbolism.
  - AO2** - Handling of a range of media will be assessed through 3D work.
  - AO3** - Written and drawn observations taken from African masks and pattern work artefacts.
  - AO4** - Students will create a mask showing clear links to the African artifacts they had been researching.
  - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

**Subject specific**  
Construction, Scoring, Texture, Symmetry, Asymmetry, Traditional.

**Tier 2 Vocabulary**  
Expression, Disguise, Anonymity, Ceremony, Spiritual

## READING SKILLS

- Students will gain an appreciation of tribal art and culture through source material provided. Students can learn about the messages conveyed using decoding skills.
- Fluency - through reading aloud
  - Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
  - Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming , Scanning.
  - Summarising - including topic sentences and key ideas.
  - Decoding including phonics.

# HALF TERM 2: CORPORATE IDENTITY

## WHAT

By looking at existing graphical products students will gain an awareness of how this form of art fits into society and how we use graphical products to convey messages and raise public awareness.

- Students will analyse, evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.
- Students will gain an appreciation of graphical communication and its importance in advertisements.
- Students will explore how graphics have changed and adapted over time to inform their own choices regarding their artwork.
- Students will use language appropriately in their own written responses analysing graphical imagery.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

### ASSESSMENT

- AO1** - A written response will be assessed on a worksheet where students will analyse leaflets and promotional material from museums and galleries.
  - AO2** - Control of media when applied to mask illustrations and lettering.
  - AO3** - Observation and accuracy demonstrated when looking at lettering and mask drawings will be assessed.
  - AO4** - The leaflet final outcome will be formally assessed looking at layout, use of text and imagery.
  - Spelling test
- Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. Students will be assessed through 2 key assessment periods – End point assessment.

## VOCABULARY

**Subject specific**  
Lettering, Guidelines, Layout, Blurb

**Tier 2 Vocabulary**  
Typography, Font, Serif, Mock up, Merchandise

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.

THRESHOLD CONCEPTS TC1, TC3, TC4, TC6

## WHAT

Students will explore self identity. The scheme will allow students to research a range of images which represent self identity. Students will develop creative artwork inspired by the work of self identity and develop a range of skills and techniques which will be demonstrated through their artwork. Themes explored include, proportions, patterns and logos, colour theory will be revisited.

**Skills Explored:**

- Students will experiment with Drawing and Painting, mono printing, press print, Mark making - A02
- Collage Recycled materials - A02
- Development of ideas- grid ideas, colour theory Observational drawing of portraits A03
- Use of Technology to develop final poster design - A02, A04.
- Artist research - A03. AO1 (literacy, keywords)
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life of natural forms.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

**Subject specific**  
Identity, Collections, Individuality, Self-image, Hobbies, Interests.

**Tier 2 Vocabulary**  
Characterised, Idiosyncrasy, Singularity, Uniqueness. Distinctiveness.

**Artists which link to theme:**  
Peter Blake, Elizabeth Catlett, Tristen Eaton, Reggie Laurent

## READING SKILLS

- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.

# HALF TERM 2: IN THE NEWS PAST AND PRESENT

THRESHOLD CONCEPTS TC1, TC3, TC4, TC6. TC7

## WHAT

Society reflected through art. Graphical element- headlines. Literacy. Journals. Teesha Moore. Homelessness / Poverty - Neil Shigley. Students are to investigate relevant topics relating to news both in the past and present. They are to produce work based on Poverty and homelessness, war/ conflict, religion and covid. Past and present news.

**Skills Explored:**

- Students skills will be developed through Drawing and Painting, mono printing, press print, Mark making - A02
- Collage Recycled materials - A02
- Development of ideas- grid ideas, colour theory Observational drawing of portraits A03
- Use of Technology - A02, A04.
- Artist research - A03. AO1 (literacy, keywords)
- Development of ideas- grid ideas, colour theory Observational drawing of portraits A03
- Use of Technology to develop final poster design - A02, A04.
- Artist research - A03. AO1 (literacy, keywords)
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and still life of natural forms.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

**Subject specific**  
Current, Journal, Society, Environment, Social, Conflict, Religion, War. Spiritual, Moral

**Tier 2 Vocabulary**  
Journalism, Overexposure, Strife, Ambient Environmentalism, Theological

**Artists which link to theme:** Neil Shigley, Teesha Moore

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
- Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
- Inference - reading between the lines.

THRESHOLD CONCEPTS TC1, TC2, TC3, TC4, TC5, TC6, TC7

## WHAT

Students will explore the diversity surrounding urban environments with a focus on the different cultures that live alongside each other. The focus will be on the way that visual imagery is used to reflect the beliefs of the residents. Political influencers such as Shepard Fairey, Banksy, Corey Barksdale and the Black Lives Matter movement will be used to inspire students.

**Skills explored:**

- Moodboard and mind maps - A03
- Collage Recycled materials - A02
- Use of Technology to develop final mural design - A02, A04.
- Artist research - A03. A01 (literacy, keywords, Tier 1,2 vocabulary.)
- Use of Technology to develop final outcomes - A02, A04.
- Artist research - A03. A01 (literacy, keywords)
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and imagery surrounding street art and urban environment.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

**Subject specific**  
Tag, Character, Urban, Mural, Individuality, Space, Society, Graphic, Colourful

**Tier 2 Vocabulary**  
Graduated colour, Rendering, Screeving, Facades, Fresco, Stylistic, Representational, Legality, Vandalism, Desecration. Symbolic.

**Artists that link to theme:** Shepard Fairey, Banksy, Corey Barksdale

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
- Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.

# HALF TERM 2: OUR ENVIRONMENT

THRESHOLD CONCEPTS TC1, TC2, TC3, TC4, TC5, TC6, TC7

## WHAT

Students will explore issues surrounding the Environment. The scheme will allow students to research a range of global issues and impacts through changes over time. Students will develop creative artwork inspired by the work of environmental artists and develop a range of skills and techniques which will be demonstrated through their artwork. Themes explored include, global issues, Changes over time. Recycling, Pollution, Deforestation. Research into the environmental work of Greta Thunberg will link to current issues. Cross curricular links with Geography will support on going investigations.

**Skills explored:**

- Drawing and Painting - A02
- Collage Recycled materials - A02
- Use of Technology to develop final poster design - A02, A04.
- Artist research - A03. A01 (literacy, keywords, Tier 1,2 vocabulary.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and imagery surrounding street art and urban environment.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. 2 Key pieces of artwork assessed per term. Mid Point Assessment.

## VOCABULARY

**Subject specific**  
Environment, Global, Climate, Nature, Conditions, Habitat, Elements, Ecology.

**Tier 2 Vocabulary**  
Sympathetic, Irreplaceable, Environmentalist, Conservationist, Temperate, Atmospheric.

**Artists that link to theme:**  
Andy Goldsworthy, Mary Mattingly, Olafur Eliason.

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
- Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming, Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.
- Inference reading between the lines.

THRESHOLD CONCEPTS: TC1, TC2, TC3, TC4, TC5, TC6, TC7

## WHAT

Students will explore how close up Imagery from the natural world can inspire creative outcomes. The scheme will allow students to investigate visual imagery surrounding close up features of the natural world, zooming in on textures and patterns explored analysing colour. Possible outcomes: Students will produce drawn studies inspired by the natural world. They will explore the visual work by creating a mini sketchbook. An artist research page based on a Ester Curini and Shirley Macarthur. They will develop a range of media and techniques which will focus on textural qualities and pattern.

**Skills Explored:**

- Drawing and Painting - A02
- Experimentation with media - A02
- Use of media to record animal features and patterns - A02, A04.
- Artist research - A03. AO1 (literacy, keywords, Tier 1,2 vocabulary.
- Students will gain an appreciation of how art informs their own creative process.
- Students will develop a range of drawing styles with the focus on observation drawing and recording from secondary source material.
- Students will analyse and evaluate and express opinions about their own and others work.
- Students will respond to visual images in a creative way and make informed choices about their own artwork.
- Students will gain an appreciation of the natural world and environment around them.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking.

## VOCABULARY

**Core Vocabulary:**  
**Subject specific**  
Environment, natural, zoomed pattern, detail, Tier 2 Vocabulary  
Diversity, magnified, intricate, representational, uniqueness.

**Artists linked to theme:**  
Ester Curini, Shirley Macarthur, Christopher Marley, Tim Jeffs.

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
- Prediction - focus on key words and images.
  - Comprehension - including reading strategies for retrieval Skimming , Scanning.
- Summarising - including topic sentences and key ideas.
- Decoding including phonics.

# HALF TERM 2: CULTURAL INFLUENCES

THRESHOLD CONCEPTS TC1, TC2, TC3, TC4, TC5, TC6, TC7

## WHAT

Students will gain an understanding of tribal art through the decorative tribal patterning found in Mauri body art and decoration. They will gain an appreciation of the culture and symbolism found within tribal art and its significance in modern day body decoration. Students will investigate the patterned tribal qualities to inspire their own decorative tribal outcomes.

**Skills Explored:**

- Drawing and Painting - A02
- Experimentation with media - A02
- Use of media to create mechanised or science influenced outcome - A02, A04.
- Artist research - A03. AO1 (literacy, keywords, Tier 1,2 vocabulary.
- Students will gain an appreciation of how tribal art and patterning informs their own creative process. AO1, A03.
- Students will develop a range of drawing styles with the focus on observation drawing and recording from secondary source material. A03
- Students will analyse and evaluate and express opinions about their own and others work.A01
- Students will respond to visual images in a creative way and make informed choices about their own artwork. A03
- Students will gain an appreciation of the traditions of Mauri body decoration and gain an understanding of the meanings and symbolism within the artwork. AO1
- Students will produce a final outcome inspired by Mauri art and patterning. A04.

## WHY

- Introduce students to the work of artists and designers. Discuss the connections of the artwork and produce independent annotation and analysis of the artists studied.
- Support students with guided exploration, using a range of media, techniques and processes. Encourage students to experiment with media to define their own style of working.
- students to assimilate ideas through the drawing process. Promote diverse outcomes ensuring students understand that there is no right or wrong choice in producing a creative outcome.
- To foster an environment that allows students to embrace mistakes as part of the creative process. Creativity is enhanced through mistakes. Allow time for student self reflection.
- To foster the creative spirit of the individual through engaging and exciting learning experiences.
- Allow students to embrace the creative process.
- To foster a love for creativity.

## HOW

**ASSESSMENT**

Work produced by students will be assessed through whole class feedback, formative feedback, quizzes to check understanding, peer assessment and live marking. 2 Key pieces of artwork assessed per term. End point Assessment.

## VOCABULARY

**Core Vocabulary:**  
**Subject specific**  
Body Decoration, Tattoo, Tribal, Ceremony, Ethnic, Native, Symbolic, Tribespeople.

**Tier 2 Vocabulary**  
Spiritual, scarification, Symbolism, Ancestral, Colonialism, Indigenous.

**Artists which link to theme:**  
Tribal art, Mauri tradition, body art and decoration.

## READING SKILLS

- Fluency - through reading aloud
- Vocabulary - tier 2 and 3 words, etymology.
  - Prior knowledge including interleaving.
- Prediction - focus on key words and images.
- Comprehension - including reading strategies for retrieval Skimming , Scanning.
  - Summarising - including topic sentences and key ideas.
- Decoding including phonics.