

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 3 Long Term Planning – Art

Year 7 - INTENT: To introduce basic Art skills in drawing, using other medias, colour theory\using colour media, printing and clay.

Subject Area: Art

Year 7	Transition\Base line assessment	Project 1	Project 2	Extension
Knowledge	<p><u>'Go Big: The secondary school survival guide'</u> <u>The materials will draw out transferrable skills called 'qualities of success'.</u> Record ideas, observations and insights relevant to intentions Looking also at basic mark making in art.</p>	<p><u>Everyday Objects</u> Observational drawing Compositions Colour mixing Research and development skills</p> <p><u>Artists\Art movements studied –</u> Michel Craig-Martin Pop Art Roy Lichtenstein</p> <p><u>Demonstrates basic drawing from observation. Understand colour theory and how to use the colour wheel.</u></p>	<p><u>The Coral Reef</u> Research and development skills Designing and developing ideas Ceramics/ 3D outcome</p> <p><u>Artists\Art movements studied –</u> Yellena James Courtney Mattison</p> <p><u>Developing skills in designing in 2D to create a 3D outcome.</u></p>	<p><u>Abstract Pattern</u> Expressive Drawing Colour Theory Understanding qualities of different media Research and development skills</p> <p><u>Artists\Art movements studied –</u> Beatriz Milhaze Janet Skates Expressionism</p> <p><u>Experience a variety of media. Building knowledge of colour theory. Creating an abstract outcome.</u></p>
Skills	<p>Establishing classroom rules and expectations. Developing fine drawing skills and looking at other drawing medias.</p>	<p>How to use and manipulate drawing materials.</p> <p>Develop composition / layout of work.</p> <p>Developing understanding and use of key subject vocabulary</p> <p>Research artists and discussion</p>	<p>Develop ideas through research making a clear response to the artist.</p> <p>Creating relevant drawings and designs.</p> <p>Learn how to use appropriate tools to create outcomes in 3D.</p>	<p>Creating a wide range of mark making techniques and tools.</p> <p>Skills in timed tasks</p> <p>Developing skills in giving feedback and discussion</p> <p>Using colour theory knowledge to develop confident colour</p>

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		about their work.		schemes.
Connections to previous learning	The baseline assessment will establish a clearer picture to inform future planning for pupils. Further links will also be made to sit students who have done little art next to students from feeder schools having a strong art background.	Baseline assessment to establish current understanding and previous art experience, reference also made to establish feeder primary schools.	Links to Project 1 – pupils will show their understanding of a range of drawing and recording techniques. Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.	Pupils will create outcomes building of the use of media and colour theory in project 1. They will be working on their confidence with abstract marks and building on knowledge of mark making from project 2.
Assessment	General teacher observations will take place during this unit as an early indication of pupil personality, art experience and the dynamic of the group.	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on basic art skills	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on recording and presentation of experiments	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on the skills and knowledge developed so far, this academic year.
Homework	Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.			
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	TBC	TBC	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Shading pencils, demonstration on HB and B pencils Scale Timing	Scale in drawings and enlarging an image	Scale of work in 3D media	Timed tasks Working with a variety of shapes
Literacy	Introduction of bookmarks to the sketchbooks, why are they important.	Artist research annotations. Use of key words. Class discussion.		

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		<p>Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation</p>		
<p>CIAG</p>	<p>Video and discussion on careers in art and improving knowledge of jobs in the arts sector. Basic discussion on the jobs in art, £82 billion per year to the economy of our country, how and where is this. Group discussion on jobs in art they know. https://www.youtube.com/watch?v=wgiTX4RK528</p>	<p>Set designers – link to Harry Potter world and everyday objects. Themed Merchandise based on everyday objects. https://www.youtube.com/watch?v=c8bUr6L9AhQ</p>	<p>Ceramics and interior designers. Current affairs Photographers. Photographs of the coral reef in current news. Link to a starter on a news item and nature, linking at photography https://www.youtube.com/watch?v=mQ10xBI8XMQ https://www.youtube.com/watch?v=LY-xZv_DQro</p>	<p>https://theartcareerproject.com/7-out-of-the-box-careers-for-creatives/ Looking at a variety of creative careers</p>

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Year 8 - INTENT: To further develop Art skills in Drawing, Designing and Making. Developing confidence and knowledge of 3D Art.

Year 8	Project 1	Project 2	Extension
Knowledge	<p><u>Under the Microscope</u> Creative mark making Using various Colour media Research and development skills Printmaking</p> <p><u>Artists\Art movements studied –</u> Bruce Riley Ernst Haekel</p> <p><u>Explores varied materials and techniques, further extending colour theory and knowledge.</u></p>	<p><u>Animal Project</u> Drawing skills Scale and proportion Collage Mark Making Research and development skills Planning/design ideas</p> <p><u>Artists\Art movements studied –</u> Claire Young Heather Galler</p> <p><u>Explores use of collage and mark making. Taking inspiration from relevant artists to develop a creative outcome.</u></p>	<p><u>Mandala</u> Cultural exploration Scale and proportion Drawing skills Colour theory</p> <p><u>Artists\Art movements studied –</u> Mandala history/cultural references</p> <p><u>Explores cultural drawing, develops drawing skills with a focus on accuracy and pattern.</u></p>
Skills	<p>Creating a wide range of mark making techniques using a variety of tools. Explore printing techniques. Building skills in mark making in black pens Responding to the work of artists.</p>	<p>Research relevant artists. Explore with mark making techniques. Develop skills in collage. Develop skills in drawing. Create a collage outcome.</p>	<p>Understanding relevant sources with research. Responding to cultural imagery. Creating accurate drawings. Using knowledge of colour theory. Building skills in creating linear patterns/repeat patterns.</p>
Connections to previous learning	<p>Links to year 7 work – pupils will show their understanding of a range of drawing and recording techniques.</p> <p>Pupils will develop knowledge of composition and layout work from year 7.</p>	<p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p>	<p>Pupils will use their understanding of colour theory.</p> <p>Pupils will build on their drawing skills and research skills.</p> <p>Pupils will develop skills in responding to a culture with a creative outcome.</p>

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Assessment	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on transferable skills in printing and other medias	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on mark making and collage	Assessment Criteria / CAP A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on accuracy of drawing and use of colour theory
Homework	Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.	Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.	Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	TBC	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Scale in drawings and how to trace and transfer correctly.	Timed activities Scale Proportion	Repeat patterns and scale and proportion.
Literacy	Introduction to bookmarks. Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation		
CIAG	Fabric designers for retail companies. https://www.youtube.com/watch?v=FCarXRadOnk	Surface pattern designer- links to current project https://www.youtube.com/watch?v=lfqYi40ZVCl	https://theartcareerproject.com/7-out-of-the-box-careers-for-creatives/ Looking at a variety of creative careers

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Year 9 - INTENT: To further develop Art skills in Drawing, Designing and Making. Developing and embedding confidence in key skills and techniques. To make personal informed choices and realise own intentions.

Year 9	Project 1	Project 2	Extension
Knowledge	<p><u>Bugs and Insects</u> Drawing skills- tone, blending Printing skills Refine and Development of own designs Research and development skills Colour Theory Composition</p> <p><u>Artists\Art movements studied –</u> Vince Low Mark Powell Eugene Seguy Tom Abbiss Smith Zentangle Pattern</p> <p><u>Develop skills and understanding of drawing in other medias and using colour in drawings.</u></p>	<p><u>Positive People Project</u> Influential role models Research and development skills Drawing skills Graphics skills Typography</p> <p><u>Artists\Art movements studied –</u> Hattie Stewart Loui Jover Ben Eine</p> <p><u>Developing skills in composition, collage, graphic design and responding to artists.</u></p>	<p><u>Typography</u> Research and development skills Influenced by different styles of typography Drawing Skills Designing 3D/mixed media outcome</p> <p><u>Artists\Art movements studied –</u> Pop Art Street Art Lettering styles e.g calligraphy</p> <p><u>Develop skills in responding to different typography styles, develop own ideas and designs producing an outcome.</u></p>
Skills	<p>Research and development skills. Drawing skills with a variety of media. Design skills inspired by artists and imagery. Presentation of work for a group outcome. Teamwork and discussion.</p>	<p>Research and development skills. Collage skills. Design Skills. Building a successful composition relevant to intentions. Using typography successfully. Paint skills.</p>	<p>Research and development skills. Responding to artists and imagery. Drawing skills. Working 3D/ Mixed Media.</p>
Connections to previous learning	<p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work, realising intentions and making informed judgements about their own</p>	<p>Pupils will further develop their understanding of the wider world. They will use their understanding of composition to create their own personal designs. They will develop skills in Typography and graphic</p>	<p>Pupils will further develop their understanding of the wider world. They will use their understanding of typography to create their own personal designs. They will develop skills in creating a 3D outcome.</p>

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	designs.	design.	
Assessment	<p>Assessment Criteria / CAP</p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis observational drawing in a variety of medias.</p> <p>And how we refine and development our own drawings.</p>	<p>Assessment Criteria / CAP</p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on composition, responding to artists and developing a personal outcome.</p>	<p>Assessment Criteria / CAP</p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on producing a range of lettering styles and a 3D/mixed media outcome.</p>
Homework	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Printed Cup Company Competition and trip for winners	TBC	Pupils encouraged to take part in a weekly after school Summer Art Club.
Numeracy	Scale and proportion in viewfinder drawings, timed tasks	Scale, composition, proportion of lettering, use of ruler, perspective	Scale, composition, proportion of lettering, use of ruler, perspective
Literacy	<p>Introduction to bookmarks.</p> <p>Artist research annotations.</p> <p>Use of key words.</p> <p>Class discussion.</p> <p>Giving feedback using criteria to support appropriate and critical comments- written and verbal.</p> <p>Questioning- verbal communication.</p> <p>Evaluation</p>		
CIAG	<p>Digital art, courses available and future job roles.</p> <p>Video and discussion of the job role.</p> <p>https://youtu.be/lcEUrZRYDNw?si=fAoGPNOsR5iww0uI</p> <p>Printed Cup Company Competition and Trip</p>	<p>https://www.youtube.com/watch?v=WPC2kBzpq_k</p> <p>A range of graphic design jobs</p>	<p>Graphic designers, game designers.</p> <p>https://www.youtube.com/watch?v=c0o6BPYKBiA</p>

Key Stage 4 Long Term Planning

Year 10 and 11 SYLLABUS: AQA Art, Craft and Design 8201 C & X

Year 10 and 11	Project 1	Project 2	project 3
Knowledge	<u>Natural Forms</u> Observational drawing AO3 Developing final compositions AO4 Colour Painting skills AO2 Research and development skills AO1 Extending towards a final outcome AO4	<u>Architecture</u> Creative collage AO2 Own photographs AO3 Using Colour media AO2 Research and development skills AO1 Developing knowledge of printmaking AO3	<u>Independent choice</u> Research and development skills AO1 Working in a range of medias AO2 Gathering own resources AO3 Refine and Development of own designs AO4
Skills	How to use and manipulate drawing and painting materials AO2 Developing understanding and use of key subject vocabulary AO1 Interpreting the works of other artists and linking to our own designs AO1\4	Creating a wide range of mark making techniques and tools AO2 Develop composition/layout of work through collage media AO3 Interpreting the works of other artists AO1 Realising intentions and compositional knowledge AO4	Develop ideas through research, drawing and design. AO4 Realising intentions using colour. AO4 Developing design skills AO4
Connections to previous learning	Pupils further develop and build upon skills learnt during KS3.	Pupils further develop and build upon skills learnt during KS3. Pupils build on understanding of AO's from Project 1.	Pupils further develop and build upon skills learnt during project 1 and 2.
Assessment	<u>Assessment Criteria / CAP</u> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on all 4 assessment objectives . This will be evidenced in a review sheet in pupils individual marking folders.	<u>Assessment Criteria / CAP</u> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on all 4 assessment objectives This will be evidenced in a review sheet in pupils individual marking folders.	<u>Assessment Criteria / CAP</u> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on all 4 assessment objectives Externally set task in the Summer term of Year 11 To be assessed in the first half of May in year 11, as per JCQ regulations all marks are to be shared with pupils before being inputted on AQA e-submissions. An external moderator will visit school in June to verify marks.

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Homework	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.
Cultural enrichment including Trips, Visits, Experiences, Extra-curricular	Pupils encouraged to take part in a weekly enrichment programme. https://www.pinterest.co.uk/mrgmhenderson/natural-form-artists/	Pupils encouraged to take part in a weekly enrichment programme. /www.nga.gov https://drawpaintacademy.com/art-websites/	Pupils encouraged to take part in a weekly enrichment programme. https://drawpaintacademy.com/art-websites/
Numeracy	Work out ratios when sculpting with clay Timed tasks Perspective Scale Measuring is involved in the layout of research / artist sheets	Scale and proportion in architectural studies Timed tasks Perspective Measuring is involved in the layout of research / artist sheets	Measuring is involved in the layout of research / artist sheets Timed tasks Perspective Scale
Literacy	Use of bookmarks and developing in depth annotation of both their own work and the work of others. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation		
CIAG	Research skills lesson: what does effective research look like? What are reliable sources? How do we synthesise/summarise information? Linked to independent projects. Underwater photographer Set designer Model maker Career video from Year 7 review – https://www.youtube.com/watch?v=wgITX4RK528	Degree show visits to MMU and Lancaster Architect Fabric designer / printer Illustrator https://youtu.be/KVurkEkja80?si=jHeuOD17NFOLsm-	Graphic designers Game designers Studio artist Illustrator