



Holy Cross

CATHOLIC HIGH SCHOOL

Art Department



Enrichment and Personal Development		Links to Careers in Art	
KS3	The environment, social, moral and cultural issues. Diversity within our own culture and the creative styles, colours, patterns, architectural styles with links to other curriculum subjects, workshops and after school clubs.	KS3	Pupils will know how to research different cultures, artists, crafts and designers to gain a much better understanding and knowledge of the concepts involved to sustain a project from conception to a completed unit of work. Careers in jewellery, ceramics, fashion, model making are just a few examples of the options available.
KS4	Social influences, the work of others, to enhance their understanding of the many factors both ethical and environmental concerns. Visits to history museums, galleries, street art. All starting points from key stage 3 & 4 start with work from an artist or a culture these visits help to show their connections and understanding within their own personal responses.	KS4	Pupils will visit colleges and galleries and will be inspired by ex-pupils work and the career options at KS5 onto university/industry and within the wider field of Art, Craft & Design. This allows for progression from key stage 3 whilst providing a strong foundation for further study at AS & A level as well as vocational pathways.



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Progression of learning

KS2 Transferable Skills

At key stage 2 pupils should be developing techniques and control of materials to become increasingly aware of the different kinds of art, craft & design.

Knowledge of subject specific vocabulary Broadly accurate SPaG

Understanding of audience and purpose Conscious control of sentence structure

Summarise and present a familiar story in their own words

Art Department Year 7, 8 and 9 Curriculum Plan



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Year 7	Year 8	Year 9
Carousel 8 Weeks - Portraits	Carousel 8 Weeks - The Jungle	Carousel 8 Weeks - Identity/Pop Art
<p>Rotation one (8 weeks) Term 1—Portraits</p> <ul style="list-style-type: none"> Baseline assessment covering the four assessment objectives –the formal elements in art. Develop ideas from a design brief Research on the artist's work. Demonstrate their ability to bring together Knowledge, understanding and skills. Evidence of written annotation. Research on an artist showing connections within their own work. Experimentations using a mixture of materials and techniques. Primary/secondary studies using mixed materials. Introducing different techniques and skills. Test pieces using mixed materials. Initial ideas using mixed materials. Final designs refined. Home works to enhance the work done in class. Evaluation. 	<p>Rotation one (8 weeks) Term 1—The jungle</p> <ul style="list-style-type: none"> Develop ideas from a design brief Research on the artist's work. Demonstrate their ability to bring together Knowledge, understanding and skills. Evidence of written annotation. Research on an artist showing connections within their own work. Experimentations using a mixture of materials and techniques. Primary/secondary studies using mixed materials. Introducing different techniques and skills. Test pieces using mixed materials. Initial ideas using mixed materials. Final designs refined. Home works to enhance the work done in class. Evaluation. 	<p>Rotation one (8 weeks) Term 1– Identity/Pop Art</p> <ul style="list-style-type: none"> Develop ideas from a design brief Research on the artist's work. Demonstrate their ability to bring together Knowledge, understanding and skills. Evidence of written annotation. Research on an artist showing connections within their own work. Experimentations using a mixture of materials and techniques. Primary/secondary studies using mixed materials. Introducing different techniques and skills. Test pieces using mixed materials. Initial ideas using mixed materials. Final designs refined. Home works to enhance the work done in class. Evaluation.
<ul style="list-style-type: none"> Cultural Exposure: examples of past pupils work both key stage 3 & 4. Understanding of the formal elements within art – Final personal response a portrait showing skills and understanding using all the formal elements within their picture. *Line *Tone*Texture*Shape*Form*Colour*Pattern. 	<ul style="list-style-type: none"> Cultural Exposure: examples of past pupils work both key stage 3 & 4. Understanding of the formal elements within their work – Final personal response jungle mask or jungle cake all the formal elements will be evident within their work. *Line *Tone*Texture*Shape*Form*Colour*Pattern. 	<ul style="list-style-type: none"> Cultural Exposure: examples of past pupils work both key stage 3 & 4. Understanding of the formal elements within their work – Final personal response a collage of images using all the formal elements within their work. *Line *Tone*Texture*Shape*Form*Colour*Pattern.
<p>Assessment</p> <p>Summative: Final outcome A3 final design in the style of the artist's work.</p> <p>Detailed evaluation. Written and verbal commands for both class work and homework.</p> <p>Class displays.</p> <p>Formative: command marking, verbal feedback, refinement, final assessment with levels achieved.</p>	<p>Assessment</p> <p>Summative: Final outcome either masks/cake based on the jungle/ artist's work.</p> <p>Detailed evaluation. Written and verbal commands for classwork and homework.</p> <p>Class displays.</p> <p>Formative: command marking, verbal feedback, refinement, final assessment with levels achieved.</p>	<p>Assessment</p> <p>Summative: Final outcome collage of designs based on Identity/ Pop Art.</p> <p>Detailed evaluation. Written and verbal commands for both classwork and homework.</p> <p>Class displays.</p> <p>Formative: command marking, verbal feedback, refinement, final assessment with levels achieved.</p>
<p>Pupils, in year seven, are introduced to the natural environment studying a variety of artists to gain a better insight and understanding when producing a final personal response to the theme set. Pupils will be introduced to a number of new techniques and skills required to enhance further development and exploration which the pupils will build upon in Year 8 and Year 9.</p>	<p>Pupils, in year eight, will be expected to apply the techniques and skills learnt in year seven in this project. Pupils will effectively show reference to the artist they are to study within their own designs and show with confidence the techniques they have developed and applied to their finished end product.</p>	<p>Pupils, in year nine, will be expected to implement skills and knowledge learnt in year seven and eight to enhance this project showing a higher quality of work and understanding. The theme links into year 10's component 1 – Identity.</p>



Art Department Year 10 Curriculum Plan



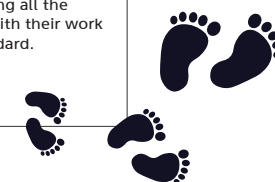
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Identity/Relationships Component 1	Identity/Relationships Component 1	Identity/Relationships Component 1	Identity/Relationships Component 1	Identity/Relationships Component 1	Identity/Relationships Component 1
<p>Task sheets to follow throughout this two- year course. Understanding their design brief – criteria. Four Assessment objectives need to be evident throughout their work.</p> <p>1. Research. Experimentation. Skills.</p> <p>Presentation of work. Experimentation - formal elements understanding and knowledge to move onto the next stages in their development.</p> <p>Techniques required - Painting, drawing, modelling, collage materials, sewing, batik. Collecting the relevant research.</p>	<p>2. Their intentions. Observational studies, Primary and Secondary. Still-life set-ups relating to their identity.</p> <p>3. Techniques/materials. Taking photograph's as a – primary source.</p> <p>Workshops. Examples to inspire and motivate. Work sheets on annotations.</p> <p>Differentiation.</p> <p>Exploring/experimenting with many different medias.</p> <p>On-going experimentation/skills developed throughout the course.</p> <p>Key words and vocabulary.</p>	<p>4. Connections and understanding Relating to their chosen culture/ artist.</p> <p>5. Secondary studies relating to their chosen artist/culture using a mixture of materials and techniques. Embedding the formal elements within their work. Colour/texture/ form/shape/ pattern/line.</p> <p>Design ideas on paper using ideas from their chosen artist/culture – adding their own personal response to the theme set.</p> <p>Evaluation.</p>	<p>6. Final designs on paper – detailed studies showing their creative and imaginative style of work based on their chosen artist or culture or both.</p> <p>Labelled diagrams showing what materials their final piece is in? 2D/3D – clay, mod roc, textile, canvas.</p> <p>7. Test pieces – showing examples and experiments working towards their final outcomes.</p> <p>Skills developed and explored.</p> <p>Presenting work – adding annotations.</p>	<p>8. Starting their final piece of work either on canvas, clay, mod roc, textile piece.</p> <p>Taking photographs as their work progresses.</p> <p>Plan and organise – time management.</p> <p>Connections and understanding to the theme set covering all the assessment objectives – final objective showing their personal response to the theme set.</p> <p>Presentation.</p> <p>Evaluation.</p>	<p>9. Completing their final outcome showing their personal response to the theme set.</p> <p>On- going photographs as the work progresses.</p> <p>Completing work sticking to the deadlines set.</p> <p>Connections & understanding to the artist/culture.</p> <p>10. Detailed evaluation covering the four assessment criteria for success.</p>
<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets. Understanding of the formal elements within their work – Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: Work relating to their chosen culture/artist. Art history Anglo American artist's Jacob Lawrence – racism issues, diversity and the benefits and strengths cultural awareness has in our community and the wider world. Evidence of formal elements.</p>	<p>Cultural Exposure: museums college visits. Artist in residence. After school classes. Evidence of all the formal elements need to be evident in their sketch books- Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: on-going visits to a variety of collages and museums. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: on-going visits to a variety of collages and museums. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: on-going visits to a variety of collages and museums. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern..</p>
<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Work sheets Understanding/knowledge collecting and using the relevant research within their work.</p>	<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Work sheets Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Work sheets Connections & understanding. Design ideas. Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Work sheets Final designs showing connections & understanding. Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Final outcome showing connections & understanding. Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Identity/Relationships using a mixture of materials. Completed final outcome.</p>
<p>Pupils will be able to use the skills and techniques showing their knowledge and understanding from KS3 to apply a more in depth study relating to the reasarch collected.</p>	<p>Pupils will be able to enhance and develop primary and secondary studies during a much longer time span.</p>	<p>Pupils will be exploring and experimenting using all materials available to a much higher standard.</p>	<p>Pupils will be able to apply a greater understanding using key words when annotating their design ideas.</p>	<p>Pupils will be able to use a vase amount of materials to start their final designs showing a much higher standard of work.</p>	<p>Pupils will be able to show their personal response using all the assment objectives with their work to a professional standard.</p>

Year
11



Art Department Year 11 Curriculum Plan



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Natural Forms Component 1	Natural Forms Component 1	Natural Forms Component 1 & Component 2 Exam	Natural Forms Component 1 & Component 2 Exam	Natural Forms Component 1 & Component 2 Exam	Natural Forms Component 1
<p>Task sheets to follow throughout this component Understanding their design brief – criteria. 4 Assessment objectives need to be evident throughout their work. 1. Research. Experimentation. Skills. Presentation of work. Experimentation – re-cap on the formal elements understanding and knowledge to move onto the next stages in their development. Techniques required - Painting, drawing, modelling, collage materials, sewing, batik. Collecting the relevant research.</p>	<p>2. Their intentions. Observational studies, Primary and Secondary. Still-life set-ups relating to their chosen natural form to study. 3. Techniques/materials. Taking photograph's as a – primary source. Workshops. Examples to inspire and motivate. Work sheets on annotations. Differentiation. Exploring/experimenting with many different medias. On-going experimentation/skills developed throughout the course. Key words and vocabulary.</p>	<p>Same criteria as component 1. But shorter time span. 4. Connections and understanding Relating to their chosen culture/artist. 5. Secondary studies relating to their chosen artist/culture using a mixture of materials and techniques. Embedding the formal elements within their work. Colour/texture/form/shape/pattern/line. Design ideas on paper using ideas from their chosen artist/culture – adding their own personal response to the theme set. Exam question. Choosing the right question to answer? Power point on exam questions and artists to study. Time management – working on both units of work. After school classes a must. Collecting the relevant research to start the exam question.</p>	<p>6. Final designs on paper – detailed studies showing their creative and imaginative style of work based on their chosen artist or culture or both. Labelled diagrams showing what materials their final piece is in? 2D/3D – clay, mod roc, textile, canvas. 7. Test pieces – showing examples and experiments working towards their final outcomes. Skills developed and explored. Presenting work – adding annotations.</p>	<p>10- hour Practical Exam over two days to complete their final outcome & all other work from the exam question. 8. Starting their final piece of work either on canvas, clay, mod roc, textile piece. Taking photographs as their work progresses. Plan and organise – time management. Connections and understanding to the theme set covering all the assessment objectives – final objective showing their personal response to the theme set. Presentation. Evaluation.</p>	<p>Natural Forms Component 1 9. Completing their final outcome showing their personal response to the theme set. On- going photographs as the work progresses. Completing work sticking to the deadlines set. Connections & understanding to the artist/culture. 10. Detailed evaluation covering the four assessment criteria for success.</p>
<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets. Evidence of all the formal elements need to be evident in their sketch books- Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets Evidence of all the formal elements need to be evident in their sketch books- Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Cultural Exposure: Studying different cultures/artist's in more depth. Power points & Discussions. Work sheets. Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>	<p>Evidence of all the formal elements need to be evident in their sketch books - Line, Tone, Texture, Shape, Form, Colour and Pattern.</p>
<p>Assessment Summative outcomes based on their chosen natural forms using a mixture of materials. Work sheets Understanding/knowledge collecting and using the relevant research within their work.</p>	<p>Assessment Summative outcomes based on their chosen natural form to study using a mixture of materials. Work sheets Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Natural Forms & Exam using a mixture of materials. Work sheets Connections & understanding. Design ideas. Drawing skills, Presentation. Annotations. Materials used. Skills developed.</p>	<p>Assessment Summative outcomes based on their Natural Forms & Exam using a mixture of materials. Work sheets Final designs showing connections & understanding. Drawing skills, Presentation. Annotations. Materials used. Skills.</p>	<p>Assessment Summative outcomes based on their chosen Natural Form & Exam question using a mixture of materials. Final outcome showing connections & understanding. Drawing skills, Presentation. Annotations. Materials used. Skills.</p>	<p>Assessment Formative: final written assessment and level achieved for both components. Four assessment objectives need to be covered in-depth. Final marks for all course work and their GCSE exam.</p>
<p>Pupils will be able to apply their component knowledge learnt in Year 10 creative and imaginative styles relating to their chosen theme.</p>	<p>Pupils will be able to apply their component knowledge learnt during Year 10 to their NEA. Identify processes in their design work.</p>	<p>Pupils will be able to apply their component knowledge learnt in Year 10. Record relevant to intentions as work progress.</p>	<p>Pupils will be able to apply their component knowledge learnt in Year 10. Record relevant to intentions as work progress. Refine work by exploring, experimenting with appropriate media, materials and techniques.</p>	<p>Pupils will link together all knowledge and skills developed over the GCSE course.</p>	<p>Pupils will complete their final design using all their skills acquired over the two years. This will be build upon at KS5 Art and Design Course at college</p>

