



							EOY Assessment Point
							HT6: Storybook Characters
							Overarching unit intent: Create and design own 'imaginative' storybook character
							HT5: Proportion and Figures
							Overarching unit intent: Principles of Figure drawing, including proportion, shape, form, scale, tone. Explore different genres and books.
							Link to artists historical and contemporary – L.S.Lowry and Quentin Blake
							Developing/gaining confidence with drawing techniques
							Literacy skills- develop own imaginative storybook character and story about them- consider plot, setting, social and emotional links
							Interleaving skills- Proportion, colour, tone
							CAREERS Book illustrator Graphic designer Fine artist Film/theatre design
							Fine artist Anatomical illustrator Fashion Designer Life Model
							HT4: Cross-Curricular project Art, Drama & Music- Sci Fi Cont
							Assessment Point: Summative or AFL
							HT3 and HT4 (with elements of HT1 and HT2)
							<ul style="list-style-type: none"> Recording and investigation Visual elements and media Reflection and understanding Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluations
							Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self- assessments. Summative assessment at end of unit.
							Overarching unit intent: Pupils take own 2D design and develop a 3D outcome
							Plasticine/ clay/ Paper manipulation, improving dexterity
							Understanding of dimensions
							Exploration of Sculpture and crafts across time and place.
							Explore colouring with paper as an alternative to paint.
							Production of final 3D imaginative Alien
							Interleaving skills- Proportion, colour, tone
							HT3: 3D Sculpture – ALIENS (supernatural)
							Overarching unit intent: Developing drawing skills, variety of materials
							Interleaving skills- Proportion, colour, tone
							Imaginative response to theme and stimulus
							Cross- Curricular approach across 3 subjects in Faculty to challenge, motivate, inspire and stretch imagination.
							Contextual analysis of artists
							Critical analysis and written evaluations
							HT2: Production of 3D painted NAI influenced bird. Development of visual and written language
							Assessment Point: Summative or AFL
							Overarching unit intent: Cubination of Skills from HT1 Review and revise proportion, Enlarge scale in production of final bird
							Production of 3D Crow/Raven Link to Native American Indian Bird Beliefs
							Exploration NAI pattern, symmetry, spacial awareness Interleaving of painting skills
							Assessment Programme
							<ul style="list-style-type: none"> Recording and investigation Visual elements and media Reflection and understanding Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluations
							Formative assessment of pupil progress each
							HT1: Develop proficiency in drawing and painting through introduction to Native American Indian Art
							Overarching unit intent: Baseline assessment drawing of a bird to assess ability and plan for differentiation within lessons. NATIVE AMERICAN BIRDS KNOWLEDGE: Relating to culture, heritage, time in History, traditions, beliefs. Early civilisation
							<p>HT1 – HT6</p> <p>Key Disciplinary Knowledge</p> <p>Key Concepts</p> <p>Key stage 3 National Curriculum Aims</p> <ul style="list-style-type: none"> Produce Creative work, exploring ideas & record their experiences in a Sketchbook Become proficient in drawing, painting, sculpture & other techniques Evaluate and critically analyse creative works using Art, craft & design language Know about great artists craftspeople and designers & understand the historical and cultural development of their art forms Include periods & styles of movements ancient times to present day.



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CATHOLIC HIGH SCHOOL

<p>compared with Tribes in America today. Indigenous peoples of America.</p> <p>SKILLS: Proportion, drawing, basic painting and colour theory</p> <p>FORMAL ELEMENTS: Line, Proportion, pattern, tone, space, colour</p> <p>CAREERS</p> <p>Museum curator Archaeologist Art Historian Textile designer</p>	<p>Independent analysis of Native American Art and their own outcomes.</p> <p>Literacy link - Key words and written evaluations.</p> <p>Completion of birds –</p> <p>Final pieces will be celebrated in a display for whole school production "Addams Family" in February.</p> <p>CAREERS</p> <p>Fine Artist Sculptor Theatre Props designer Illustrator</p>	<p>lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment at end of unit.</p>	<p>CAREERS</p> <p>Games designer Book illustrator Animator Freelance cartoonist Sculptor Media</p>					
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