



							EOY Assessment Point
							<p><b>HT6:</b> Urban art- 3D Hats completion</p> <p><u>Overarching unit intent:</u></p> <p>Further discussion and analysis of Urban Art</p> <p>Individual development of shoe nets filled with Zentangle graphics.</p> <p>Paint completed nets. Interleaving skills- Advanced colour theory from Yr8 &amp; 9 &amp; painting techniques. All skills are interleaved &amp; provide an increased level of challenge &amp; skill.</p> <p>Explore cartoon aspect of graphics and enhance own work using these skills – i.e outline &amp; lettering.</p> <p>Production of final Urban Art 3D Shoe.</p> <p>Explore packaging design and produce personal outcomes for homeworks</p> <p>Track development of progress through written evaluations and analysis using Art, craft and design language.</p>
				<p><b>HT4:</b> Urban art- Autobiography &amp; Self Expression</p>	<p><b>Assessment Point:</b> Summative or AFL</p>	<p><b>HT5:</b> Urban art- 3D Hats</p> <p><u>Overarching unit intent:</u></p> <p>Take independent designs from HT4 and Literacy skills- develop Personal response to theme and stimulus creativity knows no boundaries with doodlers. Discover how to adapt designs to fill design nets. Explore &amp; Appreciate Graphic skills and design. Design Lettering to incorporate with final design.</p> <p>Critical analysis and written evaluations of own work and response to inspiration by others – Artists, graphic designers and crafts people.</p> <p>Development of personal journey linked to Autobiography &amp; personal expression/ response to theme and feelings.</p>	<p><b>HT1 – HT6</b> <u>Key Concepts</u></p> <ul style="list-style-type: none"> <li>• Social and emotional aspects of learning</li> </ul> <p><b>Key stage 3 National Curriculum Aims</b></p> <ul style="list-style-type: none"> <li>• <i>Produce Creative work, exploring ideas &amp; record their experiences in a Sketchbook or other means.</i></li> <li>• <i>Become proficient in drawing, painting, sculpture &amp; other techniques</i></li> <li>• <i>Evaluate and critically analyse creative works using Art, craft &amp; design language</i></li> <li>• <i>Know about great artists craftspeople and designers &amp; understand the historical and cultural development of their art forms</i></li> <li>• <i>Include periods &amp; styles of movements ancient times to present day.</i></li> <li>• <i>Interleaving skills to reinforce skills and understanding</i></li> <li>• <i>Independent Learning</i></li> </ul>
	<p><b>HT2:</b> Pointillist Drawing/Painting using theme of 'Food'</p>	<p><b>Assessment Point:</b> Summative or AFL</p>	<p><b>HT3:</b> Pop Art 'Food' Painting</p> <p><u>Overarching unit intent:</u></p> <p>Explore &amp; understand the concepts of 'Pop Art' from the 1950's to the present day. Culmination of Skills from Yrs 7&amp;8 &amp; HT1&amp;2. Review, revise painting &amp; control of materials</p> <p>Interleaving - Proportion, composition, perspective &amp; observational drawing techniques. Work from direct and secondary resources to produce a composition of 'Flying Food' in the style of Contemporary painter Ron Magnes and historical artist Roy Lichtenstein. Discover how to record light and shade in a Pop Art style without gradation.</p>	<p><u>Overarching unit intent:</u></p> <p><b>Critically discuss, analyse &amp; explore Urban Art, culture and local environment. Understand how artists respond to controversial issues Exploring ideas &amp; record their experiences in a Sketchbook or other means on the theme of 'self expression'</b></p> <p><b>Create and design own Graffiti inspired doodle/ Zentangle design.</b></p> <p>Explore artists who are inspired by self expression and an Urban theme- Mulheres Barbadas,</p> <p>Refine &amp; develop ideas from Yr7, 8 &amp; 9 finalise designs in light of assessments and discussions. Review and adapt learning.</p>	<p><b>HT3 and HT4</b> (with elements of HT1 and HT2)</p> <ul style="list-style-type: none"> <li>• Recording and investigation</li> <li>• Visual elements and media</li> <li>• Reflection and understanding</li> <li>• Social and emotional aspects of learning</li> <li>• Class work</li> <li>• Independent learning</li> <li>• Critical analysis and evaluations</li> </ul> <p><b>Formative assessment of pupil progress each lesson-</b>; these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment at end of unit.</p>		
<p><b>HT1: Workshops</b> Exploring Formal Elements</p> <p><u>Overarching unit intent:</u></p> <p>Baseline assessment drawing of a sweet to assess progression from Yr8 and increased proficiency. <b>Increase knowledge &amp; experience working with a variety of materials &amp; techniques on the theme of 'Food'</b> Personal response to theme and stimulus - exploring ideas &amp; record their experiences in a Sketchbook or other means.</p> <p><b>OUTCOME:</b> Increased understanding of</p>	<p><u>Overarching unit intent:</u></p> <p>Culmination of skills from HT1. Review, revise and develop proficiency &amp; confidence in skills &amp; control of materials Production of B&amp;W &amp; colour Pointillist outcomes. Exploring Seurat, Signac – Development of Art from Impressionism to Pointillism. Independent research &amp; critically analyse modern influences- Jerry Wilkerson contemporary pointillist. work from direct and secondary resources in response to theme.</p>	<p><b>Assessment Programme</b></p> <ul style="list-style-type: none"> <li>• Recording and investigation</li> <li>• Visual elements and media</li> <li>• Reflection and understanding</li> <li>• Social and emotional aspects of learning</li> <li>• Class work</li> <li>• Independent learning</li> <li>• Critical analysis and evaluations</li> </ul> <p><b>Formative assessment of pupil progress each lesson-</b>; these will be a mixture of teacher assessments, peer assessments and self-assessments.</p>					



# ST JAMES'

CATHOLIC HIGH SCHOOL

<p><b>Composition &amp; presentation, whilst reinforcing skills and understanding.</b></p> <p><b>Emphasis is on experimentation and personal journey and development.</b></p> <p><b>Exploring formal elements of: line – Hatching, cross-hatching, gestural</b></p> <p><b>Tone- Gradation through shading and Pointillist techniques.</b></p> <p><b>Contextual links &amp; critically analyse Pointillist artists both Historical and contemporary</b></p> <p><b>CAREERS</b></p> <p>Freelance artist Graphic design Illustrator Photographer Architect</p>	<p>Interleaving of advanced colour theory</p> <p>Literacy link - Key words and written evaluations.</p> <p><b>CAREERS</b></p> <p>Graphic design Curator Teacher Art Therapy Art Historian Advertising</p>	<p>Summative assessment at end of unit.</p>	<p><b>Explore mark-making skills using sequin waste for dots and even stripes to create mid-tones.</b></p> <p><b>Contextual analysis of artists &amp; use to inspire own imaginative work.</b></p> <p><b>Record critical analysis and written evaluations, whilst further developing their Art vocabulary.</b></p> <p><b>CAREERS</b></p> <p>Packaging design Advertising Graphic design Photographer Fine artist</p>	<p>Cross- Curricular approach across 3 subjects in Faculty to challenge, motivate, inspire and stretch imagination &amp; experience.</p> <p><b>Contextual analysis of artists historical &amp; contemporary.</b></p> <p><b>Critical analysis and written evaluations</b></p> <p><b>CAREERS</b></p> <p>Architecture Teacher Curator Textile design Packaging design Interior/ exterior design Freelance artist.</p>		<p><b>CAREERS</b></p> <p>Fashion design Art therapy Costume design</p>	<p><b>CAREERS</b></p> <p>Sculptor Fashion Design Milliner Graphic Design Packaging</p>	
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