



							EOY Assessment Point
							<p>HT6: Skulls</p> <p><u>Overarching unit intent:</u></p> <p>A continuation of studies exploring artists, designers and illustrators' work.</p> <p>Students will be learning to refine their outcomes and present a final outcome in support of their sketchbook studies.</p> <p>Knowledge: Artists, illustrators and other creative practitioners. Drawing techniques. Exploring a variety of media.</p> <p>Skills Drawing Painting Coloured pencil Collage Printmaking Critical analysis and written evaluations</p>
						<p>HT5: Skulls</p> <p><u>Overarching unit intent:</u></p> <p>Exploring media and the use of the skull as imagery across time and cultures, students will examine the form and shape of the human skull and animal skulls from a variety of viewpoints. Students will be taught to investigate the subject matter critically and with precision, whilst at times adopting an expressive and creative interpretation. We will explore the work of artists across time and culture who have also used the skull as a subject matter and motif in their work.</p> <p>Knowledge: Artists, illustrators and other creative practitioners. Drawing techniques. Exploring a variety of media.</p>	<p>HT1 – HT6 Key Concepts</p> <ul style="list-style-type: none"> • Social and emotional aspects of learning <p>Key stage 3 National Curriculum Aims</p> <ul style="list-style-type: none"> • <i>Produce Creative work, exploring ideas & record their experiences in a Sketchbook or other means.</i> • <i>Become proficient in drawing, painting, sculpture & other techniques</i> • <i>Evaluate and critically analyse creative works using Art, craft & design language</i> • <i>Know about great artists craftspeople and designers & understand the historical and cultural development of their art forms</i> • <i>Include periods & styles of movements from ancient times to present day.</i> • <i>Interleaving skills to reinforce skills and understanding</i> • <i>Independent Learning</i>
						<p>HT4: Graffiti & Street Art (identity)</p> <p><u>Overarching unit intent:</u></p> <p>Exploring and responding to the work of Mulheras Barbadas and the theme 'Identity'. Students will use the artists as a starting point in exploring their own identities through this style of art</p> <p>Knowledge: Artists, illustrators and other creative practitioners who create street art. Drawing techniques. Exploring a variety of media.</p> <p>Skills Drawing Digital/ Chromebook Coloured pencil Creative thinking</p>	<p>Assessment Point: Summative or AFL</p>
						<p>HT3: Graffiti & Street Art</p> <p><u>Overarching unit intent:</u></p> <p>Exploring the contemporary and historical practice of Graffiti and street art, specifically looking at typography and lettering (Tags, Throws and Pieces) as well as learning about the artistic practice of street artists over time</p> <p>Knowledge: Artists, illustrators and other creative practitioners who create street art. Drawing techniques. Exploring a variety of media.</p> <p>Skills Drawing Digital/ Chromebook</p>	<p>Assessment Point: Summative or AFL</p>
						<p>HT2: The Hive</p> <p><u>Overarching unit intent:</u></p> <p>Development of the collaborative piece 'The Hive' where students each produce a cut and folded hexagonal prism which, when put together with other students' work, produces the hive. This work is embellished with cut out drawings, paintings and illustrations of bees/ insects.</p> <p>Students' increased understanding of composition & presentation, whilst</p>	<p>Assessment Point: Summative or AFL</p>
						<p>HT1: The Hive</p> <p><u>Overarching unit intent:</u></p> <p>Baseline assessment Students will begin this term with a baseline drawing of a bee to assess progression from Yr8. Students will then be taught a range of approaches to drawing, painting, printmaking and paper cutting as we explore this theme. Increase knowledge & experience working with a variety of materials & techniques on the theme.</p>	<p>Assessment Programme</p> <ul style="list-style-type: none"> • Recording and investigation • Visual elements and media • Reflection and understanding • Social and emotional aspects of learning <ul style="list-style-type: none"> • Class work • Independent learning • Critical analysis and evaluations <p>Formative assessment of pupil progress each lesson-; these will be a mixture of teacher</p>



<p>Drawings of bees, as well as using a wide range of media, feed into the learning experiences and refinement of student outcomes.</p> <p>Knowledge: Working in 3D format and in collaboration with their peers. History of the Manchester Bee. Learning about the importance of bees in the natural world and our ecosystem. Artists, illustrators and other creative practitioners. Drawing techniques.</p> <p>Skills Paper cutting & folding Drawing Painting Coloured pencil Collaborative approaches to learning</p>	<p>reinforcing skills and understanding.</p> <p>Emphasis is on experimentation and personal journey and development.</p>	<p>assessments, peer assessments and self-assessments. Summative assessment at the end of the unit.</p>	<p>Coloured pencil Creative thinking Stencils</p>	<p>Stencils</p>		<p>Skills Drawing Painting Coloured pencil Collage Printmaking Critical analysis and written evaluations</p>		
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Careers in Art & Design

Artist, Illustrator, Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer, Fashion & Textile Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)

Catholic Social Teaching in Art & Design

Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St James' and are underpinned by the school's core values: *Family, Faith and Excellence*.