

					<u> </u>		<u> </u>	EOY Assessment Point
							HT6: Architecture	HT1 – HT6 Key Concepts Social and
			HT3: Chinese/ Lunar New Year Overarching unit	HT4: Bugs	Visual elements and media Reflection and understanding Social and emotional aspects of learning Class work Independent learning Critical analysis and evaluations s.	HT5: Architecture Overarching unit intent:	KNOWLEDGE: Discussion and analysis	emotional aspects of learning Key stage 3 National Curriculum Aims Produce Creative
	HT2:	Assessment Point:		Overarching unit intent: To explore a range of media/ materials and to creatively investigate the theme of 'bugs' through drawing. Investigating artists, designers and craftspeople. KNOWLEDGE: Investigating the various species of bugs. Re-visiting and refining		To explore the various types of architectural structures and to explore a range of media and styles of art, craft and design. KNOWLEDGE: Discussion and analysis of different artistic approaches to architecture. To Learn to critique artists' work and form their own opinions on artwork SKILLS: Drawing, collage, printmaking and other techniques will form the basis of the exploration this half term.		
HT1: People & Portraits Overarching unit intent:	Overarching unit intent: Contextual analysis of historical and	Assessment Programme • Recording and investigation	intent: Develop an understanding and cultural significance of the Chinese lunar new year celebrations and to					sculpture & other techniques Evaluate and critically analyse creative works using Art, craft & design
Baseline assessment drawing of a portrait to assess progression from Yr7 and increase proficiency in the handling of different	contemporary Surrealist artists: Critically analyse these art forms and produce a series of outcomes based on Surrealism.	 Visual elements and media Reflection and understanding Social and emotional aspects of 	explore the visual aspects surrounding cultural and societal stimuli.					Ianguage Know about great artists craftspeople and designers & understand the historical and cultural development of their art forms Include periods & styles of movements from ancient times to present day. Interleaving skills to
materials and techniques. To develop proficiency in understanding proportion and drawing portraits from primary	KNOWLEDGE: Discussion and analysis of 'Expression and feeling'. How Art is used to evoke emotion & feeling of artists and	 Class work Independent learning Critical analysis and evaluations 	Cultural awareness and knowledge of global celebrations. Knowledge of symbolism, limited colour palettes and stylisation.	knowledge of colour theory and use of media in developing outcomes.				
observation. KNOWLEDGE: Interleaving skills- Proportion, shape, tone, gradation,	viewers In exploring Surrealism, students will understand this art movement and its impact on	Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-	SKILLS: Developing drawing and painting skills as well as compositional and presentational devices. Sgraffito techniques.	Developing drawing and painting skills. Utilising other materials and processes as students present their creative journey.	at the end of unit.	Continued development of drawing skills.		reinforce skills and understanding • Independent Learning



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texture, symmetry,	contemporary art	assessments.	Printmaking			
scale, expression &	practice.	Summative assessment	Collage.			
observational drawing		at the end of the unit.				
	SKILLS:					
Contextual analysis of	Advanced colour theory					
historical and	from Year 7. All skills					
contemporary artists.	are interleaved &					
	provide an increased					
SKILLS:	level of challenge &					
Developing/gaining	skill.					
confidence with						
drawing techniques						
120 constant at the standard						
Literacy skills- develop						
Personal response to						
theme and stimulus						
Critical analysis and						
written evaluations						
Witten evaluations						
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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*.