



BY THE END OF KEY STAGE 3

Pupils should be able to develop their creative ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be able to:

To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

To use a range of techniques and media, including painting

To increase their proficiency in the handling of different materials

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Write about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

TERM 1

TERM 2

TERM 3

YEAR 7 ART

Basic Art skills:

Mark-making;
observational drawing;
colour mixing;
experimenting with
media & colour.

Still-life –

Research the work of cubist artists Georges Braque and Pablo Picasso, exploring composition in the style of Michael Craig-Martin

Religious art –

Looking at the values of the CTK WAY, this includes: researching: developing ideas; selection of appropriate media & colour range. The students then create ceramic tiles in response to the task that is set. Looking at art from other cultures.

Assessments:

Development of ideas through critical understanding
Refining work through experimentation of media
Recording of ideas, with a focus on literacy
Personal response.

YEAR 8 ART

Developing Art skills:

Introduction to one and two-point perspective through use of technical drawing skills and use of vanishing points

Architecture –

Looking at architecture and the world around us, exploring the work of Lowry and De Chirico, exploring their local landscape and architecture and their use of perspective in art

Drawing for purpose -
Drawing from nature developing skills using a range of media and presentation of ideas.

Assessments:

Developing ideas through critical understanding
Refining work through experimenting with media
Recording ideas with a focus on literacy
Personal response.

YEAR 9 ART

Embedding Art skills:

Students are required to look and understand:

Still-Life –

Investigating the work of Giorgio Morandi

focussing on form, tone and symmetry using previous learning.

Landscape –

Drawing inspiration from Impressionists and surrealist students will continue to develop painting skills and use their understanding of depth and perspective in their work.

Portraiture –

Observational drawing. There will also be an investigation into portrait photography & photo editing techniques as well as using a range of media and contextual studies.

Assessments:

Developing ideas through critical understanding
refining work through experimenting with media recording ideas with a focus on literacy
personal response.

YEAR 10

Introduction to assessment objectives through short projects and drawing tasks
Going through the process of a short project and drawing tasks so students gain understanding about what is required at GCSE and how the marking process works.

Project 1 – Personal Identity

Investigating the work of an artist and developing recorded ideas in a range of media
Show an ability to develop ideas through investigation and critical understanding (AO1)
Show an ability to skilfully record ideas and observations and intentions (AO3)

Introducing further artists, designers or craftspeople, continuing to develop their abilities to record ideas in a range of creative ways. Begin to experiment with a range of ideas and techniques allowing the work to organically develop towards a final outcome
Show an ability to develop ideas through investigation and critical understanding (AO1)
Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes (AO2)
Show an ability to skilfully record ideas and observations and intentions (AO3)

Producing a personal outcome based on initial studies, developing contextual awareness and experimenting with a range of media and ideas
Ability to present a personal response that realises their intentions (AO4)

Project 2 – clay design

Students will develop 3 pages of studies exploring a ceramic artist, a selected theme and the development of their own three-dimensional response.
(AO1, 2 & 3)

YEAR 11

Project 2 (continued from year 10) – clay manufacture

A range of hand-building techniques will be demonstrated before the students select which is most appropriate for their final piece
Ability to present a personal response that realises their intentions (AO4)

Project 2 – clay decoration

Having made their final piece students will decorate work using most appropriate methods
Ability to present a personal response that realises their intentions (AO4)

Externally set assignment

Students will receive their question paper at the beginning of January and work through assessment objectives 1-3
Show an ability to develop ideas through investigation and critical understanding (AO1)
Refine ideas convincingly through experimenting with appropriate media, materials, techniques and processes
Show an ability to skilfully record ideas and observations and intentions (AO3)
Ability to present a personal response that realises their intentions (AO4)

Enrichment phase -

Completing, improving, further developing and annotating previous work based on formative assessment to develop weaker areas and core skills

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Study Leave

Across Creative Arts at KS3 there is an Enrichment phase at the end of the school year, this is driven by embedding or re-visiting key skills and key knowledge that students may need further instruction in, this also builds into the next school term, in terms of building core skills & the golden thread.

Cultural Capital: sustainability, food miles, the environment, social, moral & cultural issues, recycling, industry, cultural influences & awareness. Importance of historical awareness in modern society. Extra-curricular: stem club, art club, dance club & drama clubs as well as the CTK choir.



Enrichment & personal development

Careers Education

YEAR 7	DT & ART Sustainability, the environment, in house plastic recycling system. Social, moral & cultural issues embedded into ks3 curriculum. Stem club with year 8 & 9 with BAE competition. In addition, regular art clubs held in lunchtimes & after school to enrich curriculum & encourage students to develop creatively.	YEAR 7	DT & ART Research into job roles: DT & Art and Design jobs in industry. Pupils look at different jobs in manufacturing & design industries, understand importance of jobs in stem subjects. Students have the ability to design and make their own products from conception to completion. Regular links made to industry and industry requirements. Exposure to new & emerging technologies that provide future job opportunities.
YEAR 8		YEAR 8	
YEAR 9		YEAR 9	
Literacy & Numeracy	Students are required to read, understand and process information. In all areas of the Creative Arts subjects students are expected to read & understand instructions, process information and carry out basic literacy & numeracy tasks in lessons when required.	Catholic Ethos	Students are encouraged to display all the different aspects of the CTK WAY, working hard, being kind & conscious, following instructions in a respectful way, carrying out tasks to the best of their ability and encouraged to be the best person they can be.