

## KS3 Art and Design Curriculum Mapping

Year 7						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	<p>Foundation Work in Art .</p> <p><b>FORMAL ELEMENTS IN ART</b></p> <p>Students enter CHS with very varied knowledge and skills base in Art.</p> <p>The department uses the first term and a half in Yr 7 to introduce and consolidate skills across a broad range of media skills and techniques.</p> <p>This includes painting/ drawing / printing and colour theory.</p> <p>Students are also taught how to look at and analyse other Artists/ Designers and Crafts peoples work.</p>	<p>Foundation Work in Art</p> <p><b>FORMAL ELEMENTS IN ART - continued</b></p> <p>The department will continue to introduce and consolidate skills across a broad range of media skills and techniques.</p> <p>This includes painting/ drawing / printing and colour theory.</p> <p>Students are also taught how to look at and analyse other Artists/ Designers and Crafts peoples work.</p>	<p>Foundation Work in Art to Half - Term</p> <p><b>FORMAL ELEMENTS IN ART - continued</b></p> <p>The department will continue to introduce and consolidate skills across a broad range of media skills and techniques.</p> <p>This includes painting/ drawing / printing and colour theory.</p> <p>Students are also taught how to look at and analyse other Artists/ Designers and Crafts peoples work.</p>	<p><b>Cultural 3D Project</b></p> <p>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</p>	<p><b>Cultural 3D Project</b></p> <p>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</p>	<p><b>Cultural 3D Project Plus SAS Drawing Exam.</b></p> <p>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</p>
<b>Knowledge and skills (Content)</b>	<p>THEME –will be different for each group e.g. ‘Leaves’ or ‘Underwater’ or ‘Alice in Wonderland’.</p> <p><b>Drawing 2D Project - Formal Elements in Art -2D Shape/ Proportions/ Shading</b></p> <p>Although all classes will cover the same techniques, materials and processes however, the theme, images and artists may differ between classes and teachers.</p> <p>Working from organised by staff. Lessons will direct students, with an emphasis on:</p> <ul style="list-style-type: none"> <li>•This Project will lead students through a wide range of techniques and media.</li> <li>•Students will explore the Formal Elements in Art – shape, line, pattern, form, tone, texture and space.</li> <li>•Students will be introduced to observational drawing, shading, mark making, mono printing and using grids.</li> <li>•Students will be taught watercolour painting techniques and colour mixing theory.</li> </ul>	<p>THEME –will be different for each group e.g. ‘Leaves’ or ‘Underwater’ or ‘Alice in Wonderland’.</p> <p><b>Drawing 2D Project - Formal Elements in Art -2D Shape/ Proportions/ Shading</b></p> <p>Although all classes will cover the same techniques, materials and processes however, the theme, images and artists may differ between classes and teachers.</p> <p>Working from organised by staff. 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Lessons will direct students, with an emphasis on:</p> <ul style="list-style-type: none"> <li>•This Project will lead students through a wide range of techniques and media.</li> <li>•Students will explore the Formal Elements in Art – shape, line, pattern, form, tone, texture and space.</li> <li>•Students will be introduced to observational drawing, shading, mark making, mono printing and using grids.</li> <li>•Students will be taught watercolour painting techniques and colour mixing theory.</li> </ul>	<p>Students will study the Art, design and craftwork of one or more culture from around the world.</p> <p>They will record through making annotated drawings, different aspects of the selected culture/cultures</p> <p>Observing : colour, pattern, stylisation and the visual themes of that culture.</p> <p>They will use this to inform their own design ideas and creative work.</p> <p>Students will go onto be taught 3 dimensional building techniques using card and paper mache.</p> <p>Students will use these techniques to realise their ideas in 3 dimensions, while taking influences from the culture they have studied.</p> <p>Students will be taught how to annotate their work and write about Art using specialist language.</p> <p>They will be taught how to analyse their own and others work – both verbally and through written tasks. 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Including reviewing their own progress and learning.</li> </ul> <p>Lessons will direct students on good practice in use of a wide variety of media and processes.</p>	<p>Students will continue to develop their knowledge and understanding of drawing within their studies of the selected culture/ cultures.</p> <p><b>Challenge</b> All Lessons include a ‘Super Star Challenge’. Artists will be directed to more complex images to stretch their skills when appropriate. Artist may be directed to explore class and homework tasks using alternative and more demanding media when they have mastered the basics to a high level. Artists will be encouraged to use more complex techniques e.g. using grids to record, free hand drawings. When more basic skills have been mastered.</p>	<p>language. They will be taught how to analyse their own and others work – both verbally and through written tasks. 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<b>Assessment</b>	<p>Verbal assessment in Lessons. HWK – (min fortnightly) witten feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>	<p>Verbal assessment in Lessons. HWK – (min fortnightly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>	<p>Verbal assessment in Lessons. HWK – (min fortnightly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>	<p>Verbal assessment in Lessons. HWK – (min fortnightly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>	<p>Verbal assessment in Lessons. HWK – (min fortnightly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>	<p>SAS Exam Feedback and marking on work. This will be moderated across classes and year groups. Verbal assessment in Lessons. HWK – (min fortnightly) – written feedback.</p> <p>They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.</p>
<b>Cross Curricular Links</b>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing)</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing)</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing)</p>	<p>Design Process is taught - linking with Technology. 3D and Textiles skills – link with Technology.</p> <p>Literacy skills – Researching into artists/ designers and craft people (reading and analysing)</p>

	<p>people (reading and analysing) works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>	<p>works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>	<p>people (reading and analysing) works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>	<p>works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>	<p>works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>	<p>works of Art and design.</p> <p>Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques.</p> <p>Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.</p>
<b>SMSC, British Values, Cultural Capital</b>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>	<p>Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.</p>
<b>CEIAG</b>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>	<p>Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.</p>
<b>Learning outside the classroom</b>	<p>After school – Coursework Catch up.</p> <p>•Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit</li> </ul>	<p>When possible - November Gallery Trip to London or New York.</p> <p>After school – Coursework Catch up.</p> <p>Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit to</li> </ul>	<p>After school – Coursework Catch up.</p> <p>•Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit to the Yorkshire Sculpture Park. Students have the opportunity to</li> </ul>	<p>After school – Coursework Catch up.</p> <p>•Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit to the Yorkshire Sculpture Park. Students have the opportunity to</li> </ul>	<p>After school – Coursework Catch up.</p> <p>Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit to the Yorkshire Sculpture Park. Students have the opportunity to</li> </ul>	<p>After school – Coursework Catch up.</p> <p>Students are encouraged to visit local galleries during holiday periods.</p> <ul style="list-style-type: none"> <li>Yr 7 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</li> <li>In the summer term Yr 7 students have the possibility to gain a place on a gallery visit to the Yorkshire Sculpture Park. Students have the opportunity to</li> </ul>

	<p>to the Yorkshire Sculpture Park.</p> <ul style="list-style-type: none"> <li>Students have the opportunity to enter various competitions throughout the year e.g. the <b>CHS Christmas card Competition</b>, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</li> </ul>	<p>the Yorkshire Sculpture Park.</p> <ul style="list-style-type: none"> <li>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</li> </ul>	<p>enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. <b>The Key Stage 3 CHS School Art Exhibition.</b></p>	<p>enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. <b>The Key Stage 3 CHS School Art Exhibition.</b></p>	<p>enter various competitions throughout the year e.g. the CHS Christmas card Competition, <b>The Rotary Club Photography competition.</b> The Key Stage 3 CHS School Art Exhibition.</p>	<p>enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>
<p><b>Additional Subject Specific Information</b></p>	<p><b>Scaffolding</b> Also See 'Challenge Activities' for artists. SEND students will be offered support, including adapted task as required and advised by H Lang and their TA support to allow them to access the project work. Artists – will be supported with further one to one or small group intervention in class where necessary. They may be offered simpler images to work from and allowed to work in simpler techniques e.g. line drawing, using mono printing for recording until techniques are mastered and confidence has grown.</p>	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>Research tasks into Artists, Designers and Craft Persons who will support class tasks</li> <li>Observational Drawing tasks linked to class work.</li> <li>Competition Entries – internal and external</li> <li>Written analysis of others Artwork.</li> <li>Continuation of class tasks, practising techniques.</li> <li>Preparation work for next class task.</li> <li>One off Extension tasks – to stretch and inspire.</li> </ul>	<p><b>Photography</b> A one-off Photography lesson will be give at an appropriate point in the year for all classes. Linking to the GCSE subject and starting to develop skills in that area.</p>	<p><b>Challenge</b> All Lessons include a 'Super Star Challenge'. Artists will be directed to more complex images to stretch their skills when appropriate. Artist may be directed to explore class and homework tasks using alternative and more demanding media when they have mastered the basics to a high level. Artists will be encouraged to use more complex techniques e.g. using grids to record, free hand drawings. When more basic skills have been mastered</p>		

Year 8						
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<b>Topic(s)/ Subjects(s)</b>	Year 8 - Project 1 2D Perspective/ Depth/Form – Architecture / Environment. One and Two point perspective.	Year 8 - Project 1 2D Perspective/ Depth/Form – Architecture / Environment	Year 8 - Project 1 2D Perspective/ Depth/Form – Architecture / Environment	Year 8 - Project 2 3D Clay Project - Fantasy - Creatures, People or Places.	Year 8 - Project 2 3D Clay Project - Fantasy - Creatures, People or Places.	Year 8 - Project 2 3D Clay Project - Fantasy - Creatures, People or Places. Plus SAS Exam Task.
<b>Knowledge and skills (Content)</b>	<p>Year 8 - Project 1 2D Perspective/ Depth/Form – Architecture / Environment One- and Two-Point Perspective and creating the illusion of depth in Art.</p> <p>Although all classes will cover the same techniques, materials and processes the theme, images and artists may differ between classes and teachers.</p> <p>This Project will start with a two-week observational drawing task to remind students of the drawing skills learnt in Yr. 7 – recording, mark making, and shading skills will be revised. There will also be a recap of the Formal Elements in Art.</p> <p>Students will go on to explore one- and two-point perspective and explore how artists create depth within their work.</p> <p>Students will explore how different viewpoints can affect the shape, scale and proportions of different images/ objects.</p> <p>Students will continue to be instructed on how to develop their observational drawing skills. Building on their experiences in Year 7. Developing their use of shading, exploring new media.</p> <p>Students will be taught to research multiple artist/ designers/ craft people and select from this to inform their own work.</p> <p>Students will be taught silver card etching techniques building on their Yr. 7 Printing techniques.</p> <p>Students will be taught different collage techniques in order to further create depth within their images.</p> <p>Students will further consolidate how to annotate their work and write/discuss Art using specialist language.</p> <p>They will be taught how to analyse their own and other students work through peer assessment. This</p>	<p>Year 8 - Project 1 2D Perspective/ Depth/Form – Architecture / Environment One- and Two-Point Perspective and creating the illusion of depth in Art.</p> <p>Although all classes will cover the same techniques, materials and processes the theme, images and artists may differ between classes and teachers.</p> <p>This Project will start with a two-week observational drawing task to remind students of the drawing skills learnt in Yr. 7 – recording, mark making, and shading skills will be revised. There will also be a recap of the Formal Elements in Art.</p> <p>Students will go on to explore one- and two-point perspective and explore how artists create depth within their work.</p> <p>Students will explore how different viewpoints can affect the shape, scale and proportions of different images/ objects.</p> <p>Students will continue to be instructed on how to develop their observational drawing skills. Building on their experiences in Year 7. 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Students will study the Art, design and craftwork of Ceramic Artists to support the developments of their own work.</p> <p>2. They will record and make observation of images provided by their teacher and also selected on their own to support their ideas for their own ceramic work. This will include exploring a variety of themed images and making recordings of - colour, pattern, texture, stylisation and close up details of that theme.</p> <p>3. They will use these recordings to inform their own design ideas and creative Clay work.</p> <p>4. Students will go on to be taught the basic Clay building techniques of slab building, coil building and pinch pots. They will be taught about firing and glazing processes. They will examine how these can be used to realise their own design ideas.</p> <p>5. Students will use these techniques to realise their ideas in 3 dimensions, while taking influences from the culture they have studied.</p> <p>6. They will be taught how to analyse their own and others work using specialist language– both verbally and through written tasks. Including reviewing their own and others progress and learning through peer assessment tasks.</p> <p>7. Students will photograph and write an evaluation of their finished clay piece.</p>	<p>Year 8 - Project 2 3D Clay Project - Fantasy - Creatures, People or Places. Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</p> <p>1. Students will study the Art, design and craftwork of Ceramic Artists to support the developments of their own work.</p> <p>2. They will record and make observation of images provided by their teacher and also selected on their own to support their ideas for their own ceramic work. This will include exploring a variety of themed images and making recordings of - colour, pattern, texture, stylisation and close up details of that theme.</p> <p>3. They will use these recordings to inform their own design ideas and creative Clay work.</p> <p>4. Students will go on to be taught the basic Clay building techniques of slab building, coil building and pinch pots. They will be taught about firing and glazing processes. They will examine how these can be used to realise their own design ideas.</p> <p>5. Students will use these techniques to realise their ideas in 3 dimensions, while taking influences from the culture they have studied.</p> <p>6. They will be taught how to analyse their own and others work using specialist language– both verbally and through written tasks. Including reviewing their own and others progress and learning through peer assessment tasks.</p>	<p>Year 8 - Project 2 3D Clay Project - Fantasy - Creatures, People or Places. 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Students will use these techniques to realise their ideas in 3 dimensions, while taking influences from the culture they have studied.</p> <p>6. They will be taught how to analyse their own and others work using specialist language– both verbally and through written tasks. Including reviewing their own and others progress and learning through peer assessment tasks.</p> <p>7. Students will photograph and write an evaluation of their finished clay piece.</p>

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<b>Assessment</b>	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.	Verbal assessment in Lessons. HWK – (min fortnightly) written feedback.  They will be encouraged to respond to feedback – which will be given both verbally and in a written format on HWK. Teacher Led Peer assessment will be used in class.  SAS Exam is marked and moderated across classes and year groups.
<b>Cross Curricular Links</b>	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.	Design Process is taught - linking with Technology. 3D and Design skills – link with Technology. Literacy skills – Researching into artists/ designers and craft people (reading and analysing) works of Art and design. Numeracy Skill in measuring, using grids to enlarge/ transfer images, Tiling, rotation and half drop overlaying through printing techniques. Research into History of Art/ Design/Craft – looking at established Art movements and the context that art is created within links to History.
<b>SMSC, British Values, Cultural Capital</b>	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.	Learning about the Development of Art through History (both British and International), and personal appreciation of artist's work selected by staff and students. that is of interest for project work.
<b>CEIAG</b>	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable.	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.	Students are given information about the range of Art Careers on offer. Individual advice is given to students on possible career interests as applicable. Students are given information on the skills Art teaches that employers value.

			Students are given information on the skills Art teaches that employers value.			
<b>Learning outside the classroom</b>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>After school – Coursework Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 8 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Autumn term Yr 8 students all have the possibility to visit a gallery and discuss artists work in either Liverpool or Manchester.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>
<b>Additional Subject Specific Information</b>		<p><b>Challenge Activities</b> All Lessons include a ‘Super Star Challenge’. Artists will be directed to more complex images to stretch their skills. Artist may be directed to explore class and homework tasks using alternative and more demanding media. Artists will be encouraged to use more complex techniques e.g. using grids to record, multi coloured etching, higher level recording skills, further detail in construction tasks, applying perspective to real objects as they master their skills.</p>	<p><b>Scaffolding</b> See ‘Challenge Activities’ for artists. SEND students will be offered support, including adapted task as required and advised by H Lang and their TA support. Perspective tasks and construction tasks will be simplified if necessary to start off. Artists – will be supported with further one to one or small group intervention in class. They may be offered simpler images to work from and allowed to work in simpler techniques e.g. line drawing and using mono printing or light box tracing for recording while they master the skills and improve confidence.</p>	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Research tasks into Artists, Designers and Craft Persons who will support class tasks</li> <li>• Observational Drawing tasks linked to class work.</li> <li>• Competition Entries – internal and external</li> <li>• Written analysis of others Artwork.</li> <li>• Continuation of class tasks, practicing techniques.</li> <li>• Preparation work for next class task (flip learning).</li> <li>• One off Extension tasks – to stretch and inspire.</li> </ul>	<p><b>Photography</b> As part of Year 8 – students will be given the opportunity to explore Photography through a one-off lesson– this might include photo manipulation using Photoshop or camera skills and will be built into either their portrait project or their animals project.</p>	

Year 9						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
<b>Topic(s)/ Subjects(s)</b>	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils.	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils.	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils.	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals  Plus SAS Drawing Exam Task.
<b>Knowledge and skills (Content)</b>	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils. <b>Although all classes will cover the same techniques, materials and processes the theme, images and artists may differ between classes and teachers.</b> • This Project will start with a two-week observational drawing task to remind students	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils. <b>Although all classes will cover the same techniques, materials and processes the theme, images and artists may differ between classes and teachers.</b> • This Project will start with a two-week observational drawing task to remind students	Project 1 2D – Painting Mixed Media Project- Identity (portraiture). Line/Texture/ Pattern Drawing/Painting/ Collage/Printing/ Resist Work/ Stencils. <b>Although all classes will cover the same techniques, materials and processes the theme, images and artists may differ between classes and teachers.</b> • This Project will start with a two-week observational drawing task to remind students	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals <b>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</b> 1. Students will study the Art, design and craftwork of sculptural Artists to support the developments of their own work. This might be in wire, plaster mod rock and or card. 2. They will record and	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals <b>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</b> 1. Students will study the Art, design and craftwork of sculptural Artists to support the developments of their own work. This might be in wire, plaster mod rock and or card. 2. They will record and make observation of images provided by	Year 9 - Project 2 3D Wire/ Card/ Mod Rock - Project - Animals <b>Although all classes will cover the same techniques, materials and processes the cultural theme, images and artists may differ between classes and teachers.</b> 1. Students will study the Art, design and craftwork of sculptural Artists to support the developments of their own work. This might be in wire, plaster mod rock and or card. 2. They will record and



	<p>of the drawing skills learnt in Yr 8. Recording depth through tone and considering perspective and shading skills will be revised.</p> <ul style="list-style-type: none"> <li>• <b>They will also be given a reminder sheet on the Formal Elements in Art – through a hand out sheet for their folders.</b></li> <li>• This project will be organised to introduce the style of approach for GCSE Art and give students increased choice over images and Artists to influence their project work.</li> <li>• Students will continue to be instructed on how to develop their observational drawing skills. Building on their experiences in Year 8. They will Develop their knowledge and use of shading, texture, pattern and line, while exploring a new multi-media approach.</li> <li>• Further development of skills in observational drawing will flow throughout the project, while portraiture is introduced as part of the Identity theme.</li> <li>• Students will be taught to research multiple artist/ designers/ craft people and select from this to inform their own work.</li> <li>• As part of the project students will be taught etching printing techniques on silver card building on their Yr 7 and 8 Printing techniques.</li> <li>• Students will be taught mixed media processes including stencilling, collage, resist work and painting techniques and use this to explore line texture and pattern in their work.</li> <li>• Students will further consolidate how to annotate their work and write/discuss Art using specialist language using annotation similar to GCSE requirements.</li> <li>• They will be taught how to analyse their own and other students work through peer assessment. This will including reviewing their own progress and learning while setting</li> </ul>	<p>of the drawing skills learnt in Yr 8. Recording depth through tone and considering perspective and shading skills will be revised.</p> <ul style="list-style-type: none"> <li>• They will also be given a reminder sheet on the Formal Elements in Art – through a hand out sheet for their folders.</li> <li>• This project will be organised to introduce the style of approach for GCSE Art and give students increased choice over images and Artists to influence their project work.</li> <li>• Students will continue to be instructed on how to develop their observational drawing skills. Building on their experiences in Year 8. 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This will including reviewing their own progress and learning while setting personal targets –(building on</li> </ul>	<p>make observation of images provided by their teacher as well as images selected on their own, to support their ideas for their own 3D sculptural work. This will include exploring a variety of themed images and making recordings of - colour, pattern, texture, form, stylisation and close-up details for that theme.</p> <ol style="list-style-type: none"> <li>3. They will use these recordings to inform their own design ideas and creative work in relation to their 3D sculpture.</li> <li>4. Students will go on to be taught techniques for building and forming three dimensionally using wire/card and/or mod rock to realise their ideas. This will include cutting, forming and joining skills. Safe use of knives, hot glue guns, mod rock and /or plaster, and possibly soldering wire will be covered within the project.</li> <li>5. After practicing these techniques students will apply these skills realise their ideas in 3 dimensions, while taking influences from the artists/ designers or craft people they have studied.</li> <li>6. They will be taught how to analyse their own and others work using specialist language– both verbally and through written tasks. Including reviewing their own and others progress and learning through peer assessment tasks.</li> <li>7. Students will photograph and write an evaluation of their finished sculptural piece.</li> </ol>	<p>their teacher as well as images selected on their own, to support their ideas for their own 3D sculptural work. This will include exploring a variety of themed images and making recordings of - colour, pattern, texture, form, stylisation and close-up details for that theme.</p> <ol style="list-style-type: none"> <li>3. They will use these recordings to inform their own design ideas and creative work in relation to their 3D sculpture.</li> <li>4. 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<p><b>the classroom</b></p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>	<p>Catch up. •Students are encouraged to visit local galleries during holiday periods.</p> <p>Yr 9 Students have the opportunity to participate in a series of after school workshops which introduce a range of skills and techniques which extend class lessons.</p> <p>In the Spring Term interested and talented Students have the opportunity to participate in 'The Big Arts Day' a half day activity that give students the opportunity to work more intensely on a GCSE style Art Project. Which will introduce new skills/ techniques.</p> <p>Students have the opportunity to enter various competitions throughout the year e.g. the CHS Christmas card Competition, The Rotary Club Photography competition. The Key Stage 3 CHS School Art Exhibition.</p>
<p><b>Additional Subject Specific Information</b></p>		<p><b>Challenge Activities</b> All Lessons include a 'Super Star Challenge'. Artists will be directed to more complex images to stretch their skills. Artist may be directed to explore class and homework tasks using alternative and more demanding media. Artists will be encouraged to use more complex techniques e.g. using grids to record, multi coloured etching, higher level recording skills, further detail in construction tasks, applying perspective to real objects as they master their skills.</p>	<p><b>Scaffolding</b> See 'Challenge Activities' for artists. SEND students will be offered support, including adapted task as required and advised by H Lang and their TA support. Perspective tasks and construction tasks will be simplified if necessary to start off. Artists – will be supported with further one to one or small group intervention in class. They may be offered simpler images to work from and allowed to work in simpler techniques e.g. line drawing and using mono printing or light box tracing for recording while they master the skills and improve confidence.</p>	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>• Research tasks into Artists, Designers and Craft Persons who will support class tasks</li> <li>• Observational Drawing tasks linked to class work.</li> <li>• Competition Entries – internal and external</li> <li>• Written analysis of others Artwork.</li> <li>• Continuation of class tasks, practicing techniques.</li> <li>• Preparation work for next class task (flip learning).</li> <li>• One off Extension tasks – to stretch and inspire.</li> </ul>	<p><b>Photography</b> As part of Year 9 – students will be given the opportunity to explore Photography through a one-off lesson– this might include photo manipulation using Photoshop or camera skills and will be built into either their portrait project or their animals project.</p>	