



Curriculum and Assessment Overview Rotation 1



Department Name: Art

Year: 7

Unit Topic: Still life - Formal Elements

Composite Question: How are the Formal Elements used in Art?

Why this and why now? To develop and improve your own artistic style by understanding the basic building blocks for creating successful works of art and gaining a greater appreciation for the creative process.

What am I Learning?	What do I need to know?	How will I be assessed?
1 To understand and describe the elements of art, focusing on Line and Tone. You will be drawing an observational drawing of a shoe and use tonal values correctly to show different textures and tones.	<ul style="list-style-type: none"> How to create darker and lighter tones to create form How to develop drawing skills looking at the relationship between size and space in your drawings 	<p>Confidence in handling materials and implementing elements from this art style in to your own work</p> <p>Create a sketch book to record their observations and use them to review and revisit ideas to improve their art and design techniques.</p>
2 Explore how the formal elements can be used in different areas of Art by focusing on Line and Pattern through Mehndi and the art of 'Zentangles'.	<ul style="list-style-type: none"> You will analyse the work of Van Gogh and explore how he uses line through Indian ink and dipping pens. Understand how line can be used in different art forms focusing on Line and Pattern. 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.
3 Begin to understand colour theory focusing on Primary, Secondary and Tertiary colours. You will begin to mix colours using pencil crayons to experiment with colour theory.	<ul style="list-style-type: none"> To understand colour theory and how it is used in Art. Explore different mark making techniques to blend colours together. 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.
4 Using your knowledge of colour theory and recreate a piece of Art painted by Matisse. You will experiment with colours using different mark making techniques to blend colours	<ul style="list-style-type: none"> How to use paint to create warm and cool tones. Understand how to mix colours using paint 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.
5 To be able to draw a fruit from observation and apply colour in the style of Cezanne and Matisse using poster paints/ pencil crayons.	<ul style="list-style-type: none"> To record confidently using different means and methods. How to draw still life objects. 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Assessment piece</p>



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<p>6 To be able to create a paper cut out using complimentary colours in the style of Matisse.</p>	<ul style="list-style-type: none"> To explore ideas fully and develop a narrative for your own work 	<p>Create a second still-life drawing to assess your skills from this half term. Compare the work of other artists work to your own</p>
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Key Term	Definition	Key Term	Definition
Formal Elements	Line, Tone, Shape, Form, Texture, Pattern, Colour	Tone	How light or dark a colour is
Proportion	The relationship in terms of size between one shape or form when compared with another shape or for. If the forms and shapes are not in the right proportion, it will distort the harmony and balance of an artwork.	Primary Colours	Basic colours that can be mixed together to produce Secondary colours. Red, Yellow and Blue
Still Life	Inanimate objects from the natural or man-made world	Secondary Colours	a color formed by mixing two primary colors. Purple, Orange and Green
Mark Making	Different lines, dots, marks, patterns, and textures we create in an artwork	Secondary Source	Material produced by others
Primary Source	First hand evidence	Observation	Looking at something
Form	A 3D shape	Shape	A 2D shape
Composition	How each visual element/ object is arranged or organized in an art piece		



Curriculum and Assessment Overview Unit 2



Dame Elizabeth
Cadbury School

Department Name: Art

Year: 8

Unit Topic: Dream Room

Composite Question: How can I create my dream room using Surrealist ideas and perspective?

Why this and why now? This unit explores Surrealist art and spaces. You will create your own 'Dream Room' in response to Surrealist ideas and the rules of perspective and scale.

What am I Learning?	What do I need to know?	How will I be assessed?
1 What is Surrealism and it's core principles?	<ul style="list-style-type: none"> Surrealism is a 20th Century Art movement Key features include objects not normally seen together (lobster phone!) and unusually-sized objects. 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.
2 What is one point perspective and how can I use this to draw a room (including basic furniture)?	<ul style="list-style-type: none"> Perspective allows us to create depth in our artwork Converging lines must meet the vanishing point 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.
3 What is Surrealist scale and how can I use this with one point perspective to alter the appearance of a room?	<ul style="list-style-type: none"> Surrealist artists changed scale to make objects or artworks look more unusual By making things very small or very large, we can create a surreal effect 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board. Confidence in handling materials and implementing elements from this art style in to your own work.
4 What would I like to include in my surreal Dream Room final piece? Designs.	<ul style="list-style-type: none"> A design is a plan for a final piece It allows us to see what would be successful or not, so it allows us to make decisions before we make our final piece 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board. Confidence in handling materials and implementing elements from this art style in to your own work. Teacher assessed
5 How can I create my surreal Dream Room final piece using one point perspective and appropriate materials?	<ul style="list-style-type: none"> A final piece is a resolved and personal piece of work How to draw room and furniture in perspective 	Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board. Confidence in handling materials and implementing elements from



Curriculum and Assessment Overview Unit 2



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		<p>this art style in to your own work.</p> <p>Teacher assessed</p>
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Key Term	Definition	Key Term	Definition
Composition	How each visual element/ object is arranged or organized in an art piece	Tone	How light or dark a colour is
Proportion	The relationship in terms of size between one shape or form when compared with another shape or for. If the forms and shapes are not in the right proportion, it will distort the harmony and balance of an artwork.	Vanishing Point	The point on the horizon line where all converging lines will meet. The closer objects are to the vanishing point, the smaller they will appear
Perspective	Perspective gives us the impression of an objects height, width, depth and position in relation to other objects. It creates depth in our artwork	Surrealism	An art movement that focused on creating unusual scenes through obscurely placed or sized objects.
Movement	A group of artwork from a point in history where the style and objective are similar.	Secondary Source	Material produced by others
Primary Source	Objects in front of us or images that we have taken	Observation	Looking at something



Curriculum and Assessment Overview Rotation 1

Department Name: Art

Year: 9

Unit Topic: Where in the World?

Composite Question: How have different artists and cultures influenced art throughout history?

Why this and why now? You will be using all the contextual and practical skills gained throughout Years 7 and 8 to gain an appreciation and understanding of art from different time periods, cultures and movements. You will then create an artwork in the style of the theme covered.

What am I Learning?	What do I need to know?	How will I be assessed?
1 What is the Arts and Crafts movement and its origins? Who was William Morris?	<ul style="list-style-type: none"> ✓ Arts and Crafts was a design movement initiated by William Morris in 1861 which aimed to improve the quality of design and make it available to the widest possible audience. ✓ Arts and Crafts artists wanted to fight against the loss of traditional skills and creativity ✓ 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Comprehension task based on contextual information.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p>
2 How to make a piece of work inspired by William Morris and the Arts and Crafts movement	<ul style="list-style-type: none"> ✓ What are the key characteristics of William Morris' work? ✓ What is the trace and transfer method? ✓ How can colour and pattern be applied to show influence from this movement? 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p> <p>Teacher assessed - formative</p>
3 In week 5 you will learn about graffiti in 1980s New York. You will then begin to create your own graffiti design.	<ul style="list-style-type: none"> ✓ Graffiti comes from the Italian word 'Graffito' which means 'to scratch'. ✓ Graffiti became more mainstream during the 1980s due to the influence of hip hop music and break-dancing in New York. ✓ People began to add illustrations to their graffiti to make their work look the most exciting, as there was competition about who were the best street artists 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Comprehension task based on contextual information.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p>



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<p>4 In week 6 you will learn how to apply and blend colour effectively to your design as well as how to add extra details to make your graffiti work look more stylistic.</p>	<ul style="list-style-type: none"> ✓ Graffiti characteristics include: Vibrant colours, bold outlines and a graphic style. Added highlights and shadows ✓ How to blend two colours together ✓ Analogous colours are the easiest to blend as they are next/near to each other on the colour wheel (eg green and blue) 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p> <p>Teacher assessed</p>
<p>5 What is anime and its origins?</p>	<ul style="list-style-type: none"> ✓ Animation created in Japan ✓ Colourful images and action-packed plots ✓ Style we are familiar with started in 1956, but only became popular in Japan in 1961 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p>
<p>6 How to make a piece of work inspired by anime</p>	<ul style="list-style-type: none"> ✓ What are key characteristics of anime? ✓ How to draw a portrait in the style of anime ✓ What features/ characteristics/ colours could be used to convey certain moods or emotions? 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements from this art style in to your own work.</p>

Key Term	Definition	Key Term	Definition
Motif	a decorative image or design, especially a repeated one forming a pattern.	Tone	The lightness or darkness of something
Embellish	To decorate	Mainstream	Popular/more common
Geometric	A geometric pattern or arrangement is made up of shapes such as squares, triangles, or circles	Elements	Parts (of something)
Implementing	Adding in/using	Analogous	Colours that are similar to each other



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Dame Elizabeth
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Curriculum and Assessment Overview

Department Name: Art

Year: 10

Unit Topic: Skill Builder

Composite Question: How can I develop my Artistic skills?

Why this and why now? You will be building upon your knowledge of all the contextual and practical skills gained throughout KS3 to develop and improve your artistic ability. Autumn term will focus on developing your skills and ideas.

What am I Learning?	What do I need to know?	How will I be assessed?
1 Understand the objectives of GCSE Art and Design and the expectations of the course and coursework.	<ul style="list-style-type: none"> To understand how the course works and how you will be assessed A01: Artist Research A02: Experiment A03: Record A04: Final Piece 	Ability to identify AOs throughout GCSE
2 How to create tone and apply to observational study	<ul style="list-style-type: none"> How to hold pencil correctly How to create a range of tones How to blend tones together How to apply multiple tones to create form 	<p>Formative – Verbal feedback evidenced</p> <p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements in to your own work.</p>
3 How to use coloured pencils and apply to observational study	<ul style="list-style-type: none"> How to create a range of tones How to layer coloured pencils together How to apply multiple colours/tones together to create form 	<p>Summative – Written feedback</p> <p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements in to your own work.</p>
4 How to use watercolours and apply to observational study	<ul style="list-style-type: none"> How to create a range of watercolour consistencies How to mix watercolours together successfully (clean mixing) How to layer watercolours together to create differing effects 	<p>Summative – Written feedback</p> <p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements in to your own work.</p>



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5 Different methods of print making and how to create a series of successful prints	<ul style="list-style-type: none"> • What is print making? • Identify lino, reduction and screen printing • Make effective backgrounds ready for printing • How to carve a design into lino safely and effectively • How to apply ink properly • How to create a series of clean prints 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p> <p>Confidence in handling materials and implementing elements in to your own work.</p>
6 Throughout project – how to conduct effective artist research and implements artist’s ideas into our own work	<ul style="list-style-type: none"> • How to collect factual information • How to identify artists influences • How to analyse artwork • How to implement artist’s ideas into their own work 	<p>Self and peer assessment as well as verbal teacher feedback – all against the success criteria on the board.</p>

Key Term	Definition	Key Term	Definition
AO1	Developing ideas through investigations, demonstrating critical understanding of sources	AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
AO3	Record ideas, observations and insights relevant to intentions as work progresses	AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Natural Forms	An object found in nature that has not been changed or altered.	Tone	How light or dark a colour is
Mark Making	Different lines, dots, marks, patterns, and textures we create in an artwork	Secondary Source	Material produced by others



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Curriculum and Assessment Overview

Primary Source	First hand evidence		
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