

Curriculum Assessment Map: Year 7 Art and Design



	Autumn Term	Spring Term	Summer Term
Topic	<ul style="list-style-type: none"> The Everyday Story Telling, the world of Van Gogh 	The world of colour Collections	Lego superheroes
Key Learning & Skills	<ul style="list-style-type: none"> Develop a knowledge of the formal elements of art relating to drawing and recording from observation. Explore and develop an understanding of 2d materials and techniques that will include dry mediums and printmaking. Contextual knowledge of artists what they do, why they do it and how. Key vocabulary associated with the foundations of art in practice Reflect on friendships, stereo types, mental health and how messages are conveyed in art. 	<ul style="list-style-type: none"> Colour theory, how colour is created, used in art and the world around us. Explore colour using a mixture of medium and materials, (pencil crayon, watercolour and poster paints.) Develop the application of materials and gain knowledge of several techniques. Collaborative art. Contextual knowledge of artists and different the different styles of work. 	<ul style="list-style-type: none"> Application of colour to create tonal change and form Application of pencil crayon, including techniques of burnishing and blending Design cycle/character design concept art Composition and the rules space and scale Story telling through the use of imagery Key words and terminology LOGO design /product and business SEMH the qualities of a superhero/personal superhero qualities
End points	<ul style="list-style-type: none"> Develop a knowledge of the formal elements in art (shape, line, tone, Form, texture Colour, Pattern) Develop observational drawing skills and become more confident— Subject specific vocabulary for the topics studied Develop oracy skills Become confident in discussing their own work and the work of other Refine and develop fine motor skills, including hand and eye co-ordination/handling of materials Knowledge of basic colour theory, Develop application of colour dry and wet based Mediums Understand how convey messages and tell stories Develop team work skills Start to understand the creative industry Be able to self-assess and refine ideas Develop imaginative ideas that tell stories Be able to develop ideas in line with the design cycle 		
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment 	<ul style="list-style-type: none"> One to one feedback and guidance Live marking/Verbal feedback Feedback grid Self and Peer Assessment
Formal (summative) Assessment	<ul style="list-style-type: none"> Base line assessment, drawing skills, colour theory, creating task, each component will be market out of 15 Students will be marked out of 15 on their accuracy to detail /use of materials /skills. 	<ul style="list-style-type: none"> Students will be marked out of 15 Knowledge of colour /application/skill accuracy to detail /use of materials and techniques/ skills. 	<ul style="list-style-type: none"> Students will be marked out of 15 Shape form /application /skill Development of ideas /use of materials and techniques/ skills.

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

Curriculum Assessment Map: Year 8 and Art and Design



	Autumn Term	Spring Term	Summer Term
Topic	My world	Weird and wonderful	Symbolism, festivals and traditions
Key Learning & Skills	<ul style="list-style-type: none"> • Pop art-self-identity project exploring the idea of pop culture as an influence. • Revisit formal elements; line shape, texture, colour, composition • Revisit drawing skills, line shape proportion scale • Contextual understanding of pop art and the artists at the fore front of the movement & contemporary artists • Historical context relating to pop art When it happened, why it happened, where it happened. • Investigation of a new material and technique (acrylic paint, poster paint) • Fine motor skills control of art tools, pencils /brushes • Key words and terminology relating to a pop art • Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> • Understanding of surrealism and the surrealist movement including, art, performance, literacy and Music. • Historical context to how and why Surrealism became a movement in line with a historical world event. • Contextual sources, artists to explore for inspiration, • Developing ideas, the creative process • Embedding techniques of wet and dry media previously used. (Pencil crayon and paint) • Composition and design working with shape/space • Analysing and refining • Exploring paper for sculpture • Key words and terminology to develop oracy • Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> • Natural forms project • Developing drawing /recording printing skills • Research collecting information relevant to a project. • Historical context to the green man what he symbolises the festivals and traditions associated to him. • develop ideas based on research, gathered information • Processing of a 3d material (clay) Ceramics. H&S, slabbing, building techniques, relief decoration and glazing • Key words and terminology relating to the topic • Employment as a stone mason, sculptor and their role within the creative industry • Comprehension skills, reading and extracting key information from a text
End points	<ul style="list-style-type: none"> • Develop practical skills, and become more accurate in the development of art outcomes. • Developed knowledge in handling materials and applying techniques to aid creative outcomes • Be able to develop, imaginative personal ideas that reflect the learning components • Be able to assess and refine ideas and outcomes • Understand the style of work and its key components • Understand the history of pop art in context to a world event. 	<ul style="list-style-type: none"> • Become confident in engaging with art practice and developing ideas. • Understand historical and contemporary context relating to art and movements in art. • Build vocabulary and oracy skills and written analysis skills • Develop and embed formal elements shape, line, form • Understand the Fundamentals of ceramic hand building (2D slab/relief) and surface decoration techniques. 	
Informal (formative) Assessment	<ul style="list-style-type: none"> • One to one feedback and guidance • questioning • Live marking/Verbal feedback • Peer /group /self -assessment using WWW/EBI • . Feedback grid using WWW/EBI 	<ul style="list-style-type: none"> • One to one feedback and guidance • questioning • Live marking/Verbal feedback • Peer /group /self -assessment using www/EBI • Feedback grid 	<ul style="list-style-type: none"> • One to one feedback and guidance • questioning • Live marking/Verbal feedback • Peer /group /self -assessment using www/EBI • Feedback grid
Formal (summative) Assessment	<ul style="list-style-type: none"> • Baseline assessment -drawing -knowledge of contextual references • Students will be marked out of 15 • Shape /detail /skill • accuracy to detail /use of materials /skills. 	<ul style="list-style-type: none"> • Students will be marked out of 15 • Development of ideas /use of materials and techniques /skills • Development of ideas /use of materials and techniques /skills 	<ul style="list-style-type: none"> • Students will be marked out of 15 • Accuracy of shapes/use of materials and techniques /skills

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Curriculum Assessment Map: Year 9 and Art and Design



	Autumn Term	Spring Term	Summer Term
Topic	Sweets and treats	Moments in time	Bugs beetles and butterflies
Key Learning & Skills	<ul style="list-style-type: none"> Analyse and research artists contemporary and historical Comprehension skills, reading and extracting key information from a text . Create composition still life using a number of approaches (primary source,) Use a camera macro lens Revisit the formal elements, shape, line, tone, texture and colour, composition. Explore a number of wet and dry materials embedding knowledge of their quality and technique. Work to a brief and develop ideas for a ceramic bowl design using the observational studies of sweets. 3d material (clay) Ceramics. H&S, hand building techniques, relief decoration and glazing Develop a project exploring several outcomes 	<ul style="list-style-type: none"> Research skills analysing events or moments that have a significant impact on society. Develop an understanding of activism and how artists convey messages through art Presentation skills through oracy and visual skills Independence skills creating and developing a personal response. Revisit knowledge and learning related to materials and techniques. Analyse and refine work mastering refinement skills, manipulation of tools and materials Comprehension skills, reading and extracting key information from a text 	<ul style="list-style-type: none"> Revisit formal elements (line. texture, tone, colour, shape, form, pattern. Revisit materials, techniques embedding knowledge and developing accuracy to desired outcome. Revisit colour theory How to manipulate oil pastel and the qualities it has a medium. The technique of mono print, block printing, reduction print Analysis of artists work, historical and contemporary artists. Pattern compositions repeat, tessellation Refine fine motor skills in the manipulation of tools and materials
End points	<ul style="list-style-type: none"> Develop contextual knowledge of artists, craft, and design Understand composition, space and layout. Develop ideas based on research and sources Develop visual skills, understand what looks visually effective Expand key vocabulary and terminology. Understand the career of artists and designers working to briefs and commissions Developed fine motor skills in the handling of tools and materials. Able to develop ideas, make decisions and take risks 		
Informal (formative) Assessment	<ul style="list-style-type: none"> One to one feedback and guidance questioning Live marking/Verbal feedback Peer /group /self -assessment using WWW/EBI . Feedback grid using WWW/EBI 	<ul style="list-style-type: none"> One to one feedback and guidance questioning Live marking/Verbal feedback Peer /group /self -assessment using WWW/EBI . Feedback grid using WWW/EBI 	<ul style="list-style-type: none"> One to one feedback and guidance questioning Live marking/Verbal feedback Peer /group /self -assessment using WWW/EBI . Feedback grid using WWW/EBI
Formal (summative) Assessment	<ul style="list-style-type: none"> Baseline assessment revisiting drawing -observational skills /use of the formal elements Drawing skills /application of detail /skills composition, Materials and techniques /skills <ul style="list-style-type: none"> Marked out of 15 on each assessment 	<ul style="list-style-type: none"> Development of ideas /composition/skills Responding to a theme/Manipulation of materials /skill Marked out of 15 on each assessment 	<ul style="list-style-type: none"> Drawing skills /the use of materials /skills Developing ideas /composition /skill Marked out of 15 on each assessment

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