

Year 9 Art & Design Curriculum Plan (Timeline Project – Art through the Ages)							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Ancient Art	<p>Understanding the significance of art in our understanding of past civilizations and cultures. via: Investigations into geographical influences & methods used by three Ancient cultures:</p> <p>Cave Art- Europe Indigenous Art of Australia- Wandjinas Egypt – Hieroglyphics/ Scarabs/Canopic Jars/Eye of Horus. Practical responses using a range of materials and processes.</p> <ul style="list-style-type: none"> Paint Pastel Pencil Clay 	<p>Investigating art from a range of ancient cultures. Practical application of a range of materials and processes in response to ancient art styles.</p> <p>Paint Pastel Pencil Clay</p> <p>Written skills - Analytical commentary on styles and processes. Critical analysis – Drawing meaningful and informed conclusions about the purpose of artworks. Comparing & contrasting artistic styles across cultures.</p>	<p>Recognition of artistic styles from ancient cultures. Recognising the significance of art in our knowledge of past civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of historical and cultural contexts.</p>	<p>Being able apply knowledge of the correlation of art & history in a range of contexts.</p> <p>Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.</p>	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	<p>Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols.</p> <p>For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.</p>	<p>Links to history – Social & cultural record</p> <p>Links to geography – Impact on materials & processes</p> <p>Links to English- Commenting on own work & analysing art works</p> <p>Links to philosophy & Ethics- Narrative of societal development</p>
Classical Art	<p>Understanding the significance of art in our understanding of past civilizations and cultures. via: Investigations into geographical influences & methods used by Classical Greek & Roman civilizations.</p>	<p>Investigating a range of Classic Greek and Roman art & craft forms. Practical application of a range of materials and processes in response to ancient art styles. Mosaic/ Pottery/ Architecture/ Repoussage Written skills - Analytical commentary on styles and processes. Comparing & contrasting artistic styles across cultures. Understanding the significance of art in our understanding of past civilizations and cultures</p>	<p>Recognition of artistic styles from classic Greek and Roman civilizations. Recognising the significance of art in our knowledge of past civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of historical and cultural contexts.</p>	<p>Being able apply knowledge of the correlation of art & history in a range of contexts. Recognising cultural influence of Greek & Roman civilizations in Western culture.</p> <p>Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.</p>	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	<p>Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols.</p> <p>For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.</p>	<p>Links to history – Social & cultural record</p> <p>Links to geography – Impact on materials & processes</p> <p>Links to English- Commenting on own work & analysing art works</p> <p>Links to philosophy & Ethics- Narrative of societal development</p>
Islamic Art	<p>Researching & responding to Islamic Architecture & patterns Referencing: Alhambra Palace Ishtar’s Gate Influence on M.C Escher and modern architectural decorative styles.</p>	<p>Investigating Islamic Architecture and patterns – as evidenced at the Alhambra Palace & Ishtar’s Gate Impact of Religious influences. Understanding the relevance to modern decorative applications. Practical application of a range of materials and processes in response Mosaic/ Architectural drawings Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past civilizations and cultures</p>	<p>Recognition of artistic styles of the Islamic style. Recognising the significance of art in our knowledge of past civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of religious, historical and cultural contexts.</p>	<p>Being able apply knowledge of the correlation of art & history in a range of contexts.</p> <p>Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.</p>	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	<p>Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols.</p> <p>For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.</p>	<p>Links to history – Social & cultural record</p> <p>Links to geography – Impact on materials & processes</p> <p>Links to English- Commenting on own work & analysing art works</p> <p>Links to philosophy & Ethics- Narrative of societal development Links to Maths – Geometry/ Tessellations</p>
Renaissance Art	<p>Researching & responding to Da Vinci & Michelangelo.</p>	<p>Investigating the intent of the Renaissance. Contextualising religious impact. Fine motor skills/ observational skills: Pencil & Paint Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past civilizations and cultures</p>	<p>Recognition of artistic styles of the Renaissance. Recognising the significance of art in our knowledge of past & present civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of religious, historical and cultural contexts.</p>	<p>Being able apply knowledge of the correlation of art & history in a range of contexts.</p> <p>Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.</p>	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	<p>Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols.</p> <p>For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.</p>	<p>Links to history – Social & cultural record</p> <p>Links to geography – Impact on materials & processes</p> <p>Links to English- Commenting on own work & analysing art works</p> <p>Links to philosophy & Ethics- Narrative of societal development Links to Maths - Perspective</p>

Impressionism	Significance in the development of Modern Art – Investigating Van Gogh Monet Mary Cassatt	Investigating the intent of Impressionism and why it developed. Contextualising social impact. Fine motor skills/ observational skills: Pencil & Paint Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past civilizations and cultures	Recognition of artistic styles of Impressionism. Recognising the significance of art in our knowledge of past 7 present civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of social, historical and cultural contexts.	Being able apply knowledge of the correlation of art & history in a range of contexts. Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development
Cubism	Investigating & responding to Picasso & the impact he had on the development of Modern Art.	Investigating the intent of Cubism. Contextualising impact on development of Modern Art. Fine motor skills/ observational skills: Pencil & Paint Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past & present civilizations and cultures	Recognition of artistic styles of Cubism and the impact of Picasso’s work on the development of Modern Art. Recognising the significance of art in our knowledge of past & present civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of social, historical and cultural contexts.	Being able apply knowledge of the correlation of art & history in a range of contexts. Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development
Modern Art	Investigating & responding to a range of artists & artworks that have been influential in the development of Contemporary art, styles and genres.	Investigating the development of Modern Art and it’s diversity of styles & genres. Fine motor skills/ observational skills: Pencil & Paint Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past & present civilizations and cultures	Recognition of artistic styles of Modern art and how they have evolved. Recognising the significance of art in our knowledge of past & present civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of social, historical and cultural contexts.	Being able apply knowledge of the correlation of art & history in a range of contexts. Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered. GCSE style assessment by teacher.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development
Contemporary Art	Looking at a range of contemporary artists & art works relevant to Milton Keynes & United Kingdom Produce a final outcome.	Investigating the diversity of Contemporary art styles& genres. Fine motor skills/ observational skills: Pencil & Paint Written skills - Analytical commentary on styles and processes. Understanding the significance of art in our understanding of past & present civilizations and cultures Being able to create a personalised response.	Recognition of the diversity of artistic styles within Contemporary genre Recognising the significance of art in our knowledge of past & present civilizations and cultures. Broad understanding of the chronological development of art. Understanding the purpose art in a variety of social, historical and cultural contexts.	Being able apply knowledge of the correlation of art & history in a range of contexts. Critical analysis – Drawing meaningful and informed conclusions about the purpose of crafts & artworks.	GCSE Art & Design Referencing Art, Craft & Design endorsement Broadly referencing National Curriculum Assessment Objectives for internal assessment.	Students regularly engage in peer and self -assessment, using a range of DIRT approaches, to evaluate practical tasks. Written tasks are reviewed by teacher following Hazeley protocols. For PR points, set tasks are assessed holistically using the National Curriculum Assessment Objectives for Art & Design. End of topic – learner evaluation of knowledge & skills covered.	Links to history – Social & cultural record Links to geography – Impact on materials & processes Links to English- Commenting on own work & analysing art works Links to philosophy & Ethics- Narrative of societal development

Year 8 Art & Design Curriculum Plan (Timeline Project – Art through the Ages)							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
The Elements & Principles of Art	How to combine the elements with the principles to make successful art	<ul style="list-style-type: none">Understanding the significance of key individuals within a religious context (Martin Luther)Comparison skills	<ul style="list-style-type: none">Importance of chronology and impact of changing timesLinks to major historical times – Crusades, American expansion, modern Church growth	<ul style="list-style-type: none">Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion	<ul style="list-style-type: none">3RI1	<ul style="list-style-type: none">Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)Formative written activities, focusing on PEEAL paragraphsPeer, self and whole class marking / DIRT	<ul style="list-style-type: none">Links to history with date mappingLinks to maths – using negative numbers to explain historical dates BCE and CELinks with maths using graphs, charts and data to represent Christian growthGeography links with mapping of religious growth across the world
Classical	<ul style="list-style-type: none">Greek & Roman	<ul style="list-style-type: none">Timeline and chronology work – using dates from the BCE and BC systemsComparing dates across religionsCritical analysis – weighing up significance of events and drawing meaningful conclusionsWritten skills – including PEEAL paragraphs	<ul style="list-style-type: none">Combatting terrorism through educationOttoman Empire existence and impact	<ul style="list-style-type: none">Historical understanding and contextual impacts – the skills of date placement and seeing a journey from start to completion		<ul style="list-style-type: none">Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2)Formative written activities, focusing on PEEAL paragraphsPeer, self and whole class marking / DIRT	<ul style="list-style-type: none">Links to history with date mappingLinks to maths – using negative numbers to explain historical dates BCE and CELinks with maths using graphs, charts and data to represent Islamic growthGeography links with mapping of religious growth across the world

Islamic	<ul style="list-style-type: none"> • Branches of Philosophy • Philosophy of Mind • AI and the role of the machine • Sources of morality • Epistemology • Aesthetics • Theology and ‘discovering God’ 	<ul style="list-style-type: none"> • Critical thinking and ways of processing information • Formal argument and structure of writing 	<ul style="list-style-type: none"> • How philosophical thought can help develop the person 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) • Formative written activities, focusing on PEEAL paragraphs • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • Links to DT and science through the development of AI and the future of this • Links to art and questions of what makes something beautiful
Renaissance	<ul style="list-style-type: none"> • AQA GCSE Specification A (God, Trinity, The Bible, Problem of Evil, Free Will, Devil, Creation, Jesus Incarnation / Ascension / Resurrection, Sin and Salvation, Judgement, Heaven, Hell and Purgatory) 	<ul style="list-style-type: none"> • Comparative skills between Christian denominations – what do each believe and why • Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue • Evidence support and using quotations to develop points • Evaluation – how to weigh up what makes an argument effective • Written skills – using sentence prompts and key words to highlight skills and change of direction in writing • Analysis – ability to deconstruct an argument • Empathy – viewing the world and choices from others’ shoes • Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> • What makes a belief valid? • How to support and defend your own beliefs when faced with competing beliefs? • Impact of beliefs on actions and way of living live, both for Christians but also on a personal level • Competing beliefs – where do you draw the line between one view and another 	<ul style="list-style-type: none"> • Empathy • Self-reflection • Prioritising 		<ul style="list-style-type: none"> • Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) • Formative written activities, focusing on PEEAL paragraphs • Fortnightly exam practice using either a 4, 5 or 12 mark exam question • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • Links to science – comparing the development of life from the Bible to the Big Bang • SMSC – consideration of values and rights when it comes to judgement
Impressionism	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Comparative skills between Islamic schools of thought – what do each believe and why • Skills of explanation – focusing on developing the ‘why’ and the ‘how’ of each issue • Evidence support and using quotations to develop points • Evaluation – how to weigh up what makes an argument effective • Written skills – using sentence prompts and key words to highlight skills and change of direction in writing • Analysis – ability to deconstruct an argument • Empathy – viewing the world and choices from others’ shoes • Sympathy – considering the feeling of others and how best to support 	<ul style="list-style-type: none"> • Personal worship – key people in your life and showing respect to what you believe in • Value of family and closeness during festivals • What makes you belong and how do you find a sense of identity within your own communities 	<ul style="list-style-type: none"> • Soft Skills – value, respect, engagement, concern • Empathy 	<ul style="list-style-type: none"> • 3RO1 • 3RA1 • 3RA2 	<ul style="list-style-type: none"> • Formal end of topic assessment containing a GCSE style approach with a 1, 2, 4, 5 and 12 mark exam question, focusing on skills of knowledge and evaluation (AO1 and AO2) • Formative written activities, focusing on PEEAL paragraphs • Fortnightly exam practice using either a 4, 5 or 12 mark exam question • Peer, self and whole class marking / DIRT 	<ul style="list-style-type: none"> • SMSC – consideration of personal choice and response to prayer and worship • DofE – role of community service • History – historical examples of religious persecution