

Years 7 and 8 Art & Design Curriculum Plan							
Unit YEAR 7	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Elements & Principles of Design	Learners will investigate the Elements of Design and apply them to a series of practical outcomes to illustrate understanding. Learners will also develop an understanding of the Principles of Design, along with subject specific vocabulary. Learners will learn about a range of artists, genres, and styles as they progress.	Ability to manipulate a variety of 2D & 3D materials using a range of processes to create personal and imaginative artworks. Ability to discuss artworks and styles of art. Being able to identify elements and how they are used to create differing effects and audience responses.	Being able to apply knowledge learned in the classroom when outside the classroom – When viewing artworks -Being able to independently recognise the elements of design and how they contribute to successful design. When discussing artworks -Being able to independently understand and use subject specific language pertaining to the elements and principles of design. Recognition of and some understanding of the aims and the way in which artists work and the influence of society on the development of these ideas. Independent experimentation with materials and processes prompting independent personal and imaginative outcomes.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences. ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques. ♣ evaluate and analyse creative works using the language of art, craft and design. ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.	Working Significantly Above (SA): I can use a range of materials to produce highly creative and outstanding 2D and 3D outcomes. I can draw shapes and forms with exceptional accuracy and tonal detail. I can confidently and articulately discuss a range of artworks using subject specific language. I can confidently offer informed opinions about artworks, indicating an exceptional understanding of how to put artworks into historical context. Working Above (WA): I can use materials to produce excellent creative 2D and 3D outcomes. I can draw shapes and forms with excellent accuracy and tonal detail. I can confidently discuss artworks using subject specific language. I can offer informed opinions about artworks, indicating an excellent understanding of how to put artworks into historical context. Expected Standard (ES): I can use materials to produce good creative 2D and 3D outcomes. I can draw shapes and forms with reasonable accuracy and tonal detail. I can discuss artworks using some subject specific language. I can offer opinions about artworks that show a solid understanding of how to put artworks into historical context. Working Below (B): I can sometimes use materials to produce 2D and 3D outcomes. I can draw basic shapes and forms. With guidance I can discuss artworks. With guidance I can comment on artworks. Working significantly below (SB): With guidance, I can sometimes use materials to produce basic 2D and 3D outcomes. With guidance, I can sometimes draw basic shapes and forms. With guidance I can sometimes discuss artworks. With guidance, I can sometimes comment on artworks.	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
3D Paper Craft (Line – pattern – colour – tone - texture)	Investigation of cultural symbols in traditional Japanese art particularly the Koi carp. Investigation of Japanese kites and their role in Japanese culture. Investigation of the role of kites in traditional Japanese culture. Pen and ink to create Koi carp images. Manipulation of wax resist and paper to create kites inspired by Koi carp.	How to use pen and ink to create watery effects. How to use wax candles and paint to create scales and combine with paper templates to make koi carp kites.	Understanding Symbolism and recognition of the role it plays in Modern Culture. Understanding some of Japanese culture and how it influences Japanese Art. When discussing artworks -Being able to independently recognise, understand and use subject specific language pertaining to Japanese kites and some art styles. Being able to extend and develop further understanding of Japanese culture beyond the carp design.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
Printmaking (Line – Space - colour)	Simple monoprint techniques linked to images of MK public buildings. Extend into collagraphs of MK building images and use etching press to create a series of prints. Investigate local 3D artworks and artists.	Ability to create – Simple monoprints/Collagraphs and print series using an etching press.	Enhanced knowledge of local artists and 3D artworks, particularly Campbell Park Art Trail. Local Guest speaker & visit to Campbell Park. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> As above 	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.

Ceramics (Form - texture)	Simple pinch pots, with low relief carving embellishments. Investigate the artist: Review the Japanese philosophy of “The imperfection of Perfection.”	Ability to wedge and manipulate clay to make simple pinch pot. Use of basic tools to create low relief patterns and/or figurative embellishment. When discussing artworks -Being able to independently recognise, understand and use subject specific language pertaining to the use of clay and basic techniques such as bisque and glaze firings.	Review the Japanese philosophy of “The imperfection of Perfection.” Recognition of the purpose of clay in the Classical era.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• As above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
Drawing for Intent (Line- Tone -shape - form)	• Drawing from observation - Sweets	Observational. Colour application. Use of pencils. Fine motor skills.	Connect with artist Sarah Graham. Advertising – how it works on subliminal level. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• As above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
UNIT YEAR 8	Core		Hinterland				
	Knowledge	Skills	Knowledge	Skills	NC Coverage	Assessment	Whole Education Opportunities
Series of projects -to deveopSkills through projects that involve the main disciplines with cultural and historical links. 1.Still Life	What is a Still Life? How to arrange a Still Life. Drawing from Observation. Using acrylic paint.	Ability to arrange objects to construct a Still Life composition. Manipulation of pencil to draw from observation. Successful application of acrylic paint with brush.	History of Vanitas still life Changing historical value of Still Life paintings. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences. ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques. ♣ evaluate and analyse creative works using the language of art, craft and design. ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<p>Working Significantly Above (SA): I can use materials to produce highly creative and outstanding 2D and 3D outcomes with exceptional accuracy and detail. I can confidently recognise and apply the correct methods to materials, when creating an artwork, with exceptional results. I can confidently offer informed opinions that show an exceptional understanding about the composition of artworks. I can confidently offer informed opinions that show an exceptional understanding of how to put artworks into historical context.</p> <p>Working Above (WA): I can use materials to produce creative 2D and 3D outcomes with excellent accuracy and detail. I can recognise and apply the correct methods to materials, when creating an artwork, with excellent results. I can offer informed opinions about the composition of artworks and with an excellent use of subject specific language. I can confidently offer informed opinions about artworks that show an excellent understanding of how to put artworks into historical context.</p> <p>Expected Standard (ES): I can use materials to produce good creative 2D and 3D outcomes. I can mostly apply the correct methods for materials, with a good degree of accuracy. I can discuss artworks with good understanding of composition and use of subject specific language. I can offer opinions about artworks that show a good understanding of how to put artworks into historical context.</p> <p>Working Below (B): I can sometimes use materials to produce 2D and 3D outcomes. I can sometimes recognise methods appropriate to materials. I can sometimes comment on artworks. I can sometimes understand context.</p> <p>Working significantly below (SB): With guidance, I can sometimes use the correct methods for materials used, to produce basic 2D and 3D outcomes.</p>	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.

						With guidance, I can use methods appropriately. With guidance, I can sometimes comment on artworks.	
2.Ceramics	Create Coil pots with a decorative appearance using a range of coiled embellishments.	Manipulation of clay to create coils and use of slip to adhere them together. Use of glazes and oxides.	Understanding of clay types and methods of extraction. Understanding of how a kiln operates. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• As above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
3.Printmaking	Create an A5 Lino of students’ initials.	Manipulation of tools to create a series of two-coloured lino prints. Consideration of typography and reverse lettering.	Enhanced understanding of history of printmaking, typography and current graphic techniques. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• As above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
4.Cardboard sculptures	Create small card/paper sculptures inspired by MK Public art and architecture.	Being able to translate ideas into 3D forms which show influence of MK architecture and sculptures.	Historical/ social knowledge of MK. Interaction with local community, events and artists. Career links.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• As above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.
5.Preparing for Year 9 Drawing & Annotations	Review drawing techniques. Simple observational and non-observational techniques with attention to using tone.	Understand how to apply guidelines to achieve proportion. Know how to select the correct range of pencils to develop tonal range. Know how to apply highlights and shadows. Understand the Grid method of drawing. Be able to comment on your own art and the art of others.	Enhanced observational and fine motor skills, transferable to other subject areas.	Analytical thinking Critical thinking Lateral thinking Enabling learners to – translate imaginative ideas into tangible outcomes. Muscle memory. Enhanced vocabulary.	• As above	• AS above	Links to history – Social & cultural record. Links to English- Use of subject specific language to comment on own work & the work of others.