

# Year: 7

# Subject: Art & Design

<p><b>Overview of the year:</b>                  This year students will begin by studying the formal elements to create the groundwork to their art education. They will start by drawing personal still life objects and move on to study self-portraiture and how to capture a likeness. We also look at how art can express personality and emotion. In Spring term our students will explore mythical creatures in 3D, building up their imaginative and modelling skills. In summer term we will look at how artist from many cultures use pattern and colour and the science of colour theory.</p>	<p><b>Ways to consolidate and extend your learning in Art:</b>                  Visit museums and art galleries in central London and our local area. Particularly useful places to visit are:</p> <ul style="list-style-type: none"> <li>• Tate Britain and Tate Modern</li> <li>• The National Gallery</li> </ul> <p>Encouraging your child to enjoy visual culture and to be aware of how what they're looking at (whether it's a Simpsons cartoon or the Last Supper by Michelangelo) sits in a wider cultural context. Art and Design covers: fashion, films, photography, painting, manga, drawing, cartoons, children's book illustration, the Italian Renaissance, horror films, t-shirt designs, Asterix books, fine art painting, furniture design, graphic design, ancient Egyptian wall paintings, religious art, Islamic calligraphy, logo design, native Australian dot painting... and much, much more.</p> <p><b>Assessment:</b> Students are assessed on four areas; Making, Ideas, Knowledge and Evaluation, known as MIKE. They are graded as Emerging, Secure or Confident in each assessment area, this means we can feedback more precisely. A MIKE score of 4 to 12 is generated. As a guide a MIKE of 8 in year 7 means a student is on target for a B if they chose art at GCSE. 10 or higher would be an A. Below 5 indicates a D or lower.</p>
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Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	What are the formal elements and how are they used in drawing?	Investigating formal elements and drawing using a wide range of techniques and mark making tools.	Formal elements: line, shape, tone, shade and composition. Drawing skills responding to a series of still life set ups and personal objects brought in for visual exploration.	Making, Evaluating
2	How do we create a self-portrait showing student's mood, likeness and personality?	An individual self-portrait created from photographic reference by each student using pencil and paint. Use of detail tone and shade to create mood.	This unit will engage students with notions of self-representation in art and build on the mark making skills learnt in the previous unit by teaching students about accuracy in drawing.	Making, Ideas, Evaluating
3	Mythical Beasts. How do we research, plan and design an imaginary creature?	3D driven project creating and making animals from myth and imagination. Research and planning stage.	This unit will teach students about chimera and other weird beings from a variety of cultures; Greek, Hindu and Egyptian and encourage the students to develop their own magical creatures.	Ideas, Knowledge, Evaluating
4	Mythical Beasts. How do we make our beasts in a variety of 3D materials?	Experimenting with materials to understand the limitations of processes. Making and painting the beasts created last half term.	Mythical beasts part two will focus on making using a variety of techniques and materials, principally the use of papier maché as a modelling tool.	Making, Ideas, Evaluating

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5	Pattern. How do create dazzling combinations of colour and shape?	Skills based project looking at colour theory and pattern making. Learning about artists and cultures who use colour and pattern.	Examining practical colour theory, mixing and blending colours, learning the difference between primary, secondary and tertiary colours.	Making, Knowledge, Evaluating
6	Pattern. How do we the colour skills and pattern knowledge of the previous half term?	Scaling up pattern ideas and work investigating how artists use pattern and colour into finished pieces. Group work producing a joint outcome.	Making and turning ideas into reality are the key skills for this unit. Highly effective manipulation of colour theory. Tiling skills and knowledge of repeat pattern and geometry.	Making, Ideas, Evaluating

# Year: 8

# Subject: Art & Design

<p><b>Overview of the year:</b></p> <p>This year students will be studying the built environment, and designing and making their own architectural feature. They will be looking at paint and printing as processes, learning the science of colour mixing and a variety of printing processes such as poly printing, lino cuts and etching. As well as exploring their own artistic creativity students will extend their ability to analyse and contextualise art &amp; design by producing written pieces of work on a building or architect of their choice.</p>	<p><b>Ways to consolidate and extend your learning in Art:</b></p> <p>Visit museums and art galleries in central London and our local area. Particularly useful places to visit are:</p> <ul style="list-style-type: none"> <li>• Tate Britain and Tate Modern, The National Gallery, The Saatchi Gallery</li> </ul> <p>Encouraging your child to enjoy visual culture and to be aware of how what they're looking at, whether it's a Simpsons cartoon or the Last Supper by Michelangelo, sits in a wider cultural context. Art and Design covers: fashion, films, photography, painting, manga, drawing, Tom and Jerry, children's book illustration, the Italian Renaissance, horror films, t-shirt designs, Asterix books, fine art painting, furniture design, graphic design, ancient Egyptian wall paintings, religious art, Islamic calligraphy, logo design, native Australian dot painting... and much, much more.</p> <p><b>Assessment:</b> Students are assessed on four areas; Develop, Experiment, Ideas and Presentation. They are graded as Emerging, Secure or Confident in each assessment area, this means we can tailor feedback more precisely. A student who is on average Secure throughout the course is on target to be a level 5 student at GCSE. A student who is consistently scoring Confident is on target to be a level 7 or higher at GCSE.</p>
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Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	How can two point perspective help us to design and plan 3D structures? Three week mini project.	Learning two point perspective, bringing perspective drawings alive with detail, tone and shading.	The skills learnt in this mini unit are essential for the designing and making part of the unit. Thinking in 3D is greatly helped by learning 2 point perspective skills.	Develop, Experiment and Ideas.
1	Architecture - Designing and Planning.	Research into the work of important modern architects, followed by planning and net making for students' own building designs.	Skill and knowledge is built up by a series of exercises designing in 3D and looking at the work of leading architects.	Ideas, Experiment and Presentation.
2	Architecture – Doorways.	Using the planning from the previous unit students will use clay to make a 3D building.	Cutting, folding, construction, mixing and applying paint. Learning about the suitability of materials.	Ideas, Presentation.
3	Colour theory and colour mixing.	Skills based project investigating paint application, and complimentary colours. Learning different painting techniques.	Practical colour theory, mixing and blending colours, learning how different artists apply paint and use different techniques, linking those techniques to style and purpose.	Develop, Experiment and Ideas.
4	Responses to Joseph Albers. Practical application of learnt theory.	Skills based project investigating composition and the difference between abstract and figurative art.	Painting and techniques used by figurative and abstract artists. The development of figurative or representational art into conceptual and abstract	Develop, Ideas and Experiment.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 3

			art is one of the most important developments of twentieth century art.	
5	Natural forms and printing skills.	Development of compositional ideas, mono printing & poly printing techniques and uses.	Printing techniques inspired by a series of observational studies of natural forms. The ability to develop observational work into different media and processes is a key skill.	Ideas, Experiment and Presentation.
6	Personal response using a variety of printing techniques.	Students will learn about the printing techniques: etching and collagraphs. They will use different colours & multiple plates.	This unit will teach students about printing techniques inspired by a series of observational studies of man-made shapes and structures. The ability to develop observational work into different media and processes is a key skill.	Ideas, Presentation.

# Year: 9

# Subject: Art & Design

<p><b>Overview of the year:</b></p> <p>This year students will look at clothing and how we use objects and make them our own. Still life work will drive the students' investigations and 3D outcomes. In the next term, artist research will focus on street artists who change for good or ill our urban environments. Students will design and make their own stencil designs. In the final project before GCSE, students will take control of their work and produce art in a variety of materials inspired by the work they have produced in KS3.</p>	<p><b>Ways to consolidate and extend your learning in Art:</b></p> <p>Visit museums and art galleries in central London and our local area. Particularly useful places to visit are:</p> <ul style="list-style-type: none"> <li>• Tate Britain and Tate Modern</li> <li>• The National Gallery</li> </ul> <p>Encouraging your child to enjoy visual culture and to be aware of how what they're looking at, whether it's a Simpsons cartoon or the Last Supper by Michelangelo, sits in a wider cultural context. Art and Design covers: fashion, films, photography, painting, manga, drawing, Tom and Jerry, children's book illustration, the Italian Renaissance, horror films, t-shirt designs, Asterix books, fine art painting, furniture design, graphic design, ancient Egyptian wall paintings, religious art, Islamic calligraphy, logo design, native Australian dot painting... and much, much more.</p> <p><b>Assessment:</b> the art department is no longer using National Curriculum levels. Students are assessed on four areas; Making, Ideas, Knowledge and Evaluation, known as MIKE. They are graded as Emerging, Secure or Confident in each assessment area, this means we can feedback more precisely. A MIKE score of 4 to 12 is generated. As a guide a MIKE of 8 in year 9 means a student is on target for a B if they chose art at GCSE. 10 or higher would be an A. Below 5 a D or lower.</p>
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Half term	Objectives/ enquiry questions	Content	Skills	Assessment
1	Adbusters. How do the messages and techniques of advertising affect our lives?	A project that uses the visual language of advertising and graphic design to decode the messages of marketing and business	The skills covered in this unit will be design skills, typography and use of computers and digital photography for image manipulation. Artists such as Andy Warhol and Barbara Kruger will be examined in depth.	Develop, Experiment and Ideas.
2	Walk in Someone Else's Shoes (Research and Planning)	A cross-curricular project looking at the plight of refugees and those affected by war.	Drawing, researching, investigating current affairs issues and looking at artists who have responding to similar issues.	Ideas, Experiment and Presentation.
3 and 4	Walk in Someone Else's Shoes (Making and Resolving)	This part focuses on making 3D outcomes inspired by the previous half term's research work.	This work will engage the students in deeper thinking about how and why art responds to current affairs, historical events and the lives of others. Skills will include 3D designing and making, colour mixing and surface decoration.	Ideas, Presentation.
5	Self-image (Research and planning)	Revisiting self-portraiture from year seven, looking at how the students have changed physically and mentally.	Researching the work of artists who have looked at self-promotion and self-image. Also, the rise of new technology (YouTube, mobile	Develop, Experiment and Ideas.

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		There will be an emphasis on aspiration and the future.	phones etc) and the impact they have had on how humans see themselves. Practical skills include photography, photograms, drawing, collage and photo-montage.	
6	Self-image (making)	Students will choose from a variety of materials and processes to produce their own outcome based on self-image.	Making and turning ideas into reality are the key skills for this unit. Highly effective manipulation of the chosen technique and materials. Students choose from: collage, paint, pencil, photography, etc. Artist references: Frida Khalo, Tracey Emin, Peter Blake.	Develop, Ideas and Experiment.