

Westbourne Academy Curriculum Planning Subject: Art and Design Year: 7

Timescale	Autumn/Spring	Spring/Summer	Summer
Prior Learning (from KS2/3)	Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects).	Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects). Builds upon Formal Elements (A/T Y7). Builds upon awareness of different Art Movements in KS3.	Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects). Builds upon Formal Elements (A/T Y7). Builds upon Symmetry (A/T Y7). Builds upon awareness of different Art Movements in KS3.
Unit Title	Formal elements	Mark making	Portraiture
Key knowledge (5-10 points)	<ul style="list-style-type: none"> What are the Formal Elements in Art? How to use ellipses in conjunction with symmetry. History of Still Life Paintings Introduction/building upon prior knowledge of Colour Theory. What is Cubism? What is Collage? What is an Art Movement? 	<ul style="list-style-type: none"> What is Mark making? History of Mark making in Art What is a Relief sculpture? To know about different artists styles. Understanding and appreciating the flexibility and constraints of using various media, materials, tools and techniques. 	<ul style="list-style-type: none"> What is a Portrait? What is the difference between a Portrait and a Self- Portrait? History of Portraiture What are Proportions of the face and why is Symmetry important? What is Pop Art? Introduction/building upon prior knowledge of how to use appropriate Photoshop tools to work in the style of Andy Warhol.
Key skills	<ul style="list-style-type: none"> Developing drawing skills aiming to cover the Formal Elements. Drawing ellipses and being able to draw symmetrical objects. 	<ul style="list-style-type: none"> Being experimental and using different media, materials, tools and techniques. 	<ul style="list-style-type: none"> Developing drawing skills in line, tone and shading as well as building upon skills in symmetry.

	<ul style="list-style-type: none"> • Drawing in different ways i.e. continuous line/opposite hand etc. • Analysing and describing artwork from different times and by a range of artists. Using key terminology and being able to express personal opinions. • To be able to experiment and make colours, applying them neatly. • To be able to experiment with collage techniques. • To be able to work in the style of a Cubist artist and create a fragmented still life. 	<ul style="list-style-type: none"> • To be able to work in the style of different artists. • Drawing with ink- dry and wet. • Analysing and describing artwork from different times and by a range of artists. Using key terminology and being able to express personal opinions. • Creating ideas for a Relief sculpture in the style of Frank Stella. • Making a Relief sculpture and decorating with colour, marks and using different techniques in paint. 	<ul style="list-style-type: none"> • Analysing and describing artwork from different times and by a range of artists. Using key terminology and being able to express personal opinions. • Using Adobe Photoshop and being able to work in the style of the artist Andy Warhol.
Key terminology	<p>Formal Elements, Line, Tone, Shape, Form, Pattern, Texture, Colour, Mind map, Drawing, Observation, Measuring, Ellipses, Symmetry, Shading techniques, different drawing styles, Colour Theory, Painting, History of Still Life Paintings, Art Movement, Cubism, neat application, Fragmented, Angles, Views, Collage, Ideas, Materials, Overlaying, working in the style of an artist and Final Piece.</p> <p>Develop, refine, record and present.</p>	<p>Mark making, Experiments, Biro Pen, Henry Moore, Sculpture, War Artist, Vincent Van Gogh- feelings/mental health, Indian Ink and bamboo pen drawings. History of Mark making, Art Movements, Fiona Rae-cultural influences, Painting, Shape, Collage, Techniques, Frank Stella, working in the style of an artist, Relief sculpture, Plan, Ideas, Assemble, Decorating, Build and Make.</p> <p>Develop, refine, record and present.</p>	<p>Portraiture, Self- Portraiture, Proportion, Facial Features, Symmetry, Tones, Shading Techniques, History of Portraiture, Art Movement, Pop Art, Andy Warhol, Roy Lichtenstein, Photoshop tools and Techniques, working in the style of an artist and Experimenting.</p> <p>Develop, refine, record and present.</p>
Assessment (methods to assess)	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills. • Quizzes to check memory and ability to recall important information. 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills. • Quizzes to check memory and ability to recall important information. 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills.

	<ul style="list-style-type: none"> • Verbal Assessment 	<ul style="list-style-type: none"> • Verbal Assessment 	<ul style="list-style-type: none"> • Quizzes to check memory and ability to recall important information. • Verbal Assessment
<p>Links to other units in KS3/4</p>	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to Induction programme (Su/T Y9). • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to creating ideas in KS3/KS4 projects. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to Formal Elements (A/T Y7). • Links to using Photoshop (A/T Y9). • Links to Identity (Sp/T Y9). • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with <u>appropriate media, materials, techniques and processes</u> (Photoshop) A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Westbourne Academy Curriculum Planning Subject: Art and Design Year: 8

Timescale	Autumn	Autumn/Spring	Spring/Summer	Summer
Prior Learning (from KS2/3)	<p>Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects).</p> <p>Builds upon aspects of Formal Elements (A/T Y7).</p> <p>Builds upon what the word Relief means (Sp/T Y7 Mark making).</p> <p>Builds upon Facial Features and Symmetry in Portraiture (Su/T Y7).</p>	<p>Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects).</p> <p>Builds upon what the word Relief means (Sp/T Y7 mark making and A/T Y8 African Art).</p> <p>Builds upon awareness of different Art Movements in KS3.</p>	<p>Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects).</p> <p><Builds upon Animals in Art.</p> <p>Builds upon aspects of Formal Elements – form in particular (A/T Y7).</p>	<p>Prior Learning from KS2 (which will vary depending on the school and how Art is taught, either as a distinct subject or as part of projects for other subjects).</p> <p>Builds upon Colour Theory (A/T Y7).</p> <p>Builds upon awareness of different Art Movements in KS3.</p>
Unit Title	African Masks & Textiles	Animals in Art	Animals in Art (Insects)	Landscapes- Fauvism
Key knowledge (5-10 points)	<ul style="list-style-type: none"> History of Masks African Masks, Traditions/ appropriate Cultural practices. How to create design ideas with links to the theatre production of the The Lion King masks/costumes. 	<ul style="list-style-type: none"> How/why animals have been an inspiration in Art from different times, places and cultures. How animals inspire modern day art forms such as books/film/theatre etc. Who William De Morgan was, his links to the Art 	<ul style="list-style-type: none"> What is Modroc? What is a Mono print? What does the word 3D mean? What is a Craft/Craftsperson? 	<ul style="list-style-type: none"> History of Landscape Art What is Perspective? What is a Landscape? What is Fauvism? How to paint in the style of a Fauvist. How David Hockney's style is inspired by Fauvism.

	<ul style="list-style-type: none"> • Textiles created in West Africa. • What is Tie-dye? • What is Stamping/Printing? • Understanding and appreciating the flexibility and constraints of using various media, materials, tools and techniques. • Health and safety when using diverse tools and equipment. 	<p>Movements mentioned and what he created.</p> <ul style="list-style-type: none"> • What a Clay tile is with reference to the Arts and Crafts and Art Nouveau Movements and modern day practices. • Understanding and appreciating the flexibility and constraints of clay when creating a relief tile. • Health and safety when using clay and appropriate cutting tools. 		<ul style="list-style-type: none"> • How to work in the style of David Hockney.
Key skills	<ul style="list-style-type: none"> • Developing drawing skills and building upon Formal Elements such as pattern, shape, line and colour. • Analysing and describing Masks from different times/cultures. Using key terminology and being able to express personal opinions. • To experiment with colour and apply neatly. 	<ul style="list-style-type: none"> • Developing drawing skills aiming to cover the formal elements and how to build up shading techniques. • Analysing and describing artwork from different times/cultures. Using key terminology and being able to express personal opinions. • Create design ideas for a clay tile appreciating the design process and taking inspiration from different sources. 	<ul style="list-style-type: none"> • Developing drawing skills • Analysing and describing Craftwork from different contemporary Craftspeople. Using key terminology and being able to express personal opinions. • Create ideas for a 3D sculpture/insect. • Making a 3D Modroc sculpture/insect based on their design/s with 	<ul style="list-style-type: none"> • Developing drawing skills considering perspective. • Analysing and describing landscapes from different times and by a range of artists. Using key terminology and being able to express personal opinions. • To work in the style of a Fauvist and paint with bold colours and expressive marks. • To be experimental but also have control of how to apply paint effectively

	<ul style="list-style-type: none"> • To be able to experiment with paper, raffia string and other appropriate materials. Considering the texture of these materials. • Create design ideas for a mask appreciating the design process and taking inspiration from African Masks. • Making a Mask based on their design with adaptations where appropriate. Painting their mask and including decorative textures/materials. • To experiment with West African Textiles such as Tie-dye and Stamping/Printing. Link to pattern (a formal element). • Create a fabric strap based on West African patterns and textiles and attach to their mask. 	<ul style="list-style-type: none"> • Making a clay tile based on their design with adaptations where appropriate. Painting their clay tile neatly. 	<p>adaptations where appropriate.</p> <ul style="list-style-type: none"> • Painting and decorating their insect with a variety of materials. 	<p>and in the style of the Fauvists and David Hockney.</p> <ul style="list-style-type: none"> • To create a landscape painting in the style of David Hockney.
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Key terminology	<p>History of Masks, African Masks, Traditions, Pattern (repeat/random), Texture, Colour, Line, Shape, Designer, Design ideas, Plan, Assemble, Relief, Attach, Drawing, Painting, Neat Application, Build, Make, West Africa, Textiles, Tie-dye, Fabric, Dye, Stamping, West African Adinkra stamps, Culture, Experimenting, Design Motif, Embellishments, Decorate, Techniques, Paper, Raffia, String, Symmetry, Facial Features and Strap.</p> <p>Develop, refine, record and present.</p>	<p>Animals, Cave paintings, Beliefs, Inspiration, Modern day, Sacred, Cultures, Legend, Creatures, Fantasy/Imagination, Pets, Hunters, Hunted, Fantastic Beasts, Symbolic, Ancient Egyptians, William De Morgan, Arts and Crafts Movement, Art Nouveau Movement, Designer, Design, Plan, Ideas, Assemble, Relief, Attach, Drawing, Painting, Decorate, Build, Make, Clay, Tile, Tools, and neat application.</p> <p>Develop, refine, record and present.</p>	<p>Animals, Insects, Pattern, Mono prints, Craftspeople, Craft, 3D sculptures, Form, Drawing, Design, Plan, Ideas, Texture, Assemble, Attach, Modroc, Painting, Decorate, Build, Make, Decorate/ Decoration Tools and Application.</p> <p>Develop, refine, record and present.</p>	<p>History of Landscape Painting, Primary, Secondary, Tertiary, Colour Theory, Colour Wheel, Fauvists, David Hockney, Art Movement, Perspective, Background, Foreground, Middle ground, working in the style of an artist, Painting, Non- Naturalistic, Wild Beast, Brush work, Paint, application, Drawing and Final piece.</p> <p>Develop, refine, record and present.</p>
Assessment (methods to assess)	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess construction/painting skills. • Quizzes to check memory and ability to recall important information. • Verbal Assessment 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills. • Quizzes to check memory and ability to recall important information. • Verbal Assessment 	<ul style="list-style-type: none"> • Quizzes to check memory and ability to recall important information. • Verbal Assessment 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used in conjunction with David Hockney lessons. • Quizzes to check memory and ability to recall important information. • Verbal Assessment

<p>Links to other units in KS3/4</p>	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to designing in KS3/KS4 projects. • Links to cultural awareness- Y9 (Sp/T) Identity. • Links to Y8 unit on African music (Music department). • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. 	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to the theme of Animals Y8 (Sp/T In the Jungle). • Links to designing in KS3/KS4 projects. • Links to the Lion king (A/T Y8). • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<ul style="list-style-type: none"> • Links to the theme of Animals (Sp/T Y8 Animals in Art. • Links to being experimental and using different materials to decorate (A/T Y8 African Art). • Links to creating ideas in KS3/KS4 projects. • Links to 'Organic' KS4 GCSE project in Y10 with emphasis towards sculpture. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and 	<ul style="list-style-type: none"> • See information in Prior Learning KS2. • Links to Mark making (Sp/T) Y7. • Links to Street Art (A/T) Y9. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
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	A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
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Westbourne Academy Curriculum Planning Subject: Art and Design Year: 9

Timescale	Autumn/Spring	Spring/Summer	Summer
Prior Learning (from KS2/3)	Building upon Prior Learning in KS3: Y 8 (Su/T) Landscape – Perspective lesson Y 7 (Su/T) Portraiture - Adobe Photoshop	Building upon Prior Learning in KS3: Y7 (A/T) Formal Elements- drawing skills and pattern. Y7 (Su/T) Portraiture Y7 and Y8 Colour Theory and Painting	Building upon Prior Learning in KS3: Y 7 (A/T) Formal Elements - drawing skills
Unit Title	Street Art	Identity	Induction programme to KS4
Key knowledge (5-10 points)	<ul style="list-style-type: none"> • What is Graffiti/Street Art? • History of Architecture from Ancient times to the present day • Learning about some contemporary street artists/artists • Adobe Photoshop tools • What is a tag? 	<ul style="list-style-type: none"> • What does the word Identity mean? • Formal Elements when drawing • Awareness of how to use acrylic paint effectively with a focus on skin tones. • Learning about different contemporary artists whose work can be associated with the theme of Identity. • How to use Pinterest as a research tool. • How contemporary artists use social media/technology to showcase their work. • How body art can be a form of self-expression. 	<ul style="list-style-type: none"> • What is expected of the KS4 GCSE art course? • Developing awareness of the GCSE Assessment Objectives and how to achieve highly across them. • Development of annotation skills and applying personal comments to work. • Varied drawing techniques and formal elements when drawing, including mono-print drawings. • Awareness of media possibilities, backgrounds and page layouts. • Development of individuality – choosing an additional relevant artist of choice. • Learning about great and present day contemporary artists.
Key skills	<ul style="list-style-type: none"> • Developing drawing skills • Creating a personal tag and ideas for a final piece. 	<ul style="list-style-type: none"> • Developing drawing skills • Analysing and describing artwork by a variety of contemporary artists. 	<ul style="list-style-type: none"> • Developing drawing skills • Drawing techniques • Print making techniques

	<ul style="list-style-type: none"> • Using Adobe Photoshop and being able to work in the style of the artist Tommy Kane. • Analysing and describing artwork from different times and by a range of contemporary artists. Using key terminology and being able to express personal opinions. • Using effectively a range of media, materials and techniques such as watercolour, collage and printing. 	<p>Using key terminology and being able to express personal opinions.</p> <ul style="list-style-type: none"> • Using effectively a range of media including watercolour and acrylic paint. • Being able to paint skin tones effectively and learn how to create different colours, tints, tones and shades. • To experiment with pattern and decoration when exploring the theme of body art/Maori art/Zentangles. • To be able to work in the style of a range of artists. • To create a final piece that explores the theme of identity and showcases their skills. 	<ul style="list-style-type: none"> • Analysing and describing artwork from different times and by a range of contemporary artists. Using key terminology and being able to express personal opinions. • Using effectively a range of media, materials and techniques such as drawing inks, watercolour, collage and printing. • Development of taking own relevant photos. • Awareness of media possibilities, backgrounds and page layouts.
Key terminology	Graffiti, Street Art, Architecture (including styles of Architecture such as Art Deco), Present day, Ancient times, Drawing, Tone, Shading techniques, Detail, Ellipses, Symmetry, Layout/Composition, Design, Printing, working in the style of an artist, Watercolour, Illustration, Adobe Photoshop, Analysing, Describing and Evaluating.	Identity, Contemporary Artists, Body Art, Skin tones, Tints, Tones, Shades, Acrylic paint, Maori, Anatomy, Celebrity, Self-expression, Facial features, Symmetry, Portrait, Pinterest, Techniques, Application, Painting, Pattern and Decoration.	Observation, Detail, Drawing, Tone, Shading techniques, Texture, Detail, Shape, Ellipses, Symmetry, Layout, Composition, Shadows, Zoom, Formal Elements, Design, Printing, working in the style of an artist, Watercolour, Illustration, View finder, Analysing, Describing and Evaluating.

	Develop, refine, record and present.	Develop, refine, record and present.	Develop, refine, record and present.
Assessment (methods to assess)	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills in the Final piece. • Quizzes to check memory and ability to recall important information. • Verbal Assessment 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills. • Quizzes to check memory and ability to recall important information. • Verbal Assessment 	<ul style="list-style-type: none"> • Marking policy 1 green sticker per term, to be used to assess drawing skills and use of media when drawing from primary sources. • Quizzes to check memory and ability to recall important information. • Verbal Assessment
Links to other units in KS3/4	<ul style="list-style-type: none"> • See information in Prior Learning KS3. • Links to creating ideas in KS3/KS4 projects. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	<ul style="list-style-type: none"> • See information in Prior Learning KS3. • Links to creating ideas in KS3/KS4 projects. • Links to cultural awareness- (Y8 A/T African Art). • Links to using Pinterest at KS4. • Links to Photography c/work project- Identity. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises 	<ul style="list-style-type: none"> • See information in Prior Learning KS3. • Links to creating ideas in KS3/KS4 projects. • Links to KS4: Assessment Objectives A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions. A04: Present a personal and meaningful response that realises understanding of visual language.

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