



							EOY Assessment Point
							<b>HT1 – HT6</b> <b><u>Key Concepts</u></b> <ul style="list-style-type: none"> <li>Social and emotional aspects of learning</li> </ul> <b>Key stage 3 National Curriculum Aims</b> <ul style="list-style-type: none"> <li>Produce Creative work, exploring ideas &amp; record their experiences in a Sketchbook or other means.</li> <li>Become proficient in drawing, painting, sculpture &amp; other techniques</li> <li>Evaluate and critically analyse creative works using Art, craft &amp; design language</li> <li>Know about great artists craftspeople and designers &amp; understand the historical and cultural development of their art forms</li> <li>Include periods &amp; styles of movements from ancient times to present day.</li> <li>Interleaving skills to reinforce skills and understanding</li> <li>Independent Learning</li> </ul>
						<b>HT6: Architecture</b> <b><u>Overarching unit intent:</u></b> To use the theme of architecture to explore the creative potential in paper cutting. This method of working will develop the handling and refinement of skills in art, craft and design.  <b>KNOWLEDGE:</b> Discussion and analysis of different artistic approaches to architecture. To Learn to critique artists' work and form their own opinions on artwork  <b>SKILLS:-</b> Kirigami: Paper cutting and folding	
						<b>HT5: Architecture</b> <b><u>Overarching unit intent:</u></b> To explore the various types of architectural structures and to explore a range of media and styles of art, craft and design.  <b>KNOWLEDGE:</b> Discussion and analysis of different artistic approaches to architecture. To Learn to critique artists' work and form their own opinions on artwork  <b>SKILLS:</b> Drawing, collage, printmaking and other techniques will form the basis of the exploration this half term.  Continued development of drawing skills.	
				<b>HT4: Chinese/ Lunar New Year</b> <b><u>Overarching unit intent:</u></b> Development of skills from HT1. Development of 3D paper construction of paper lanterns designed by students.  <b>KNOWLEDGE:</b> Cultural awareness and knowledge of global celebrations. Knowledge of symbolism, limited colour palettes and stylisation.  <b>SKILLS:</b> Developing drawing and painting skills as well as compositional and presentational devices.	<b>Assessment Point: Summative or AFL</b>  <b>HT3 and HT4 (with elements of HT1 and HT2)</b> <ul style="list-style-type: none"> <li>Recording and investigation</li> <li>Visual elements and media</li> <li>Reflection and understanding</li> <li>Social and emotional aspects of learning</li> <li>Class work</li> <li>Independent learning</li> <li>Critical analysis and evaluations</li> </ul> <b>Formative assessment of pupil progress each lesson-</b> ; these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment at the end of unit.		
	<b>HT2: Surrealism</b> <b><u>Overarching unit intent:</u></b> Contextual analysis of historical and contemporary Surrealist artists: Critically analyse these art forms and produce a series of outcomes based on Surrealism.  <b>KNOWLEDGE:</b> Discussion and analysis of 'Expression and feeling'. How Art is used to evoke emotion & feeling of artists and viewers In exploring Surrealism, students will understand this art movement and its	<b>Assessment Point: Summative or AFL</b>  <b>Assessment Programme</b> <ul style="list-style-type: none"> <li>Recording and investigation</li> <li>Visual elements and media</li> <li>Reflection and understanding</li> <li>Social and emotional aspects of learning</li> <li>Class work</li> <li>Independent learning</li> <li>Critical analysis and evaluations</li> </ul> <b>Formative assessment of pupil progress each lesson-</b> ; these will be a mixture of teacher	<b>HT3: Chinese/ Lunar New Year</b> <b><u>Overarching unit intent:</u></b> Develop an understanding and cultural significance of the Chinese lunar new year celebrations and to explore the visual aspects surrounding cultural and societal stimuli.  <b>KNOWLEDGE:</b> Cultural awareness and knowledge of global celebrations. Knowledge of symbolism, limited colour palettes and stylisation.  <b>SKILLS:</b> Developing drawing and painting skills as well as				
<b>HT1: People &amp; Portraits</b> <b><u>Overarching unit intent:</u></b> Baseline assessment drawing of a portrait to assess progression from Yr7 and increase proficiency in the handling of different materials and techniques.  To develop proficiency in understanding proportion and drawing portraits from primary observation.  <b>KNOWLEDGE:</b>							



<p>Interleaving skills- Proportion, shape, tone, gradation, texture, symmetry, scale, expression &amp; observational drawing</p> <p>Contextual analysis of historical and contemporary artists.</p> <p><b>SKILLS:</b> Developing/gaining confidence with drawing techniques</p> <p>Literacy skills- develop Personal response to theme and stimulus</p> <p>Critical analysis and written evaluations</p>	<p>impact on contemporary art practice.</p> <p><b>SKILLS:</b> Advanced colour theory from Year 7. All skills are interleaved &amp; provide an increased level of challenge &amp; skill.</p>	<p>assessments, peer assessments and self-assessments. Summative assessment at the end of the unit.</p>	<p>compositional and presentational devices. Sgraffito techniques. Printmaking Collage.</p>					
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**Careers in Art & Design**

Artist, Illustrator, Set Designer, Graphic Designer, Art Historian, Sculptor, Animator, Games Designer, Fashion & Textile Designer, Art Teacher, Photographer, Curator, Art Director, Art Therapist, Jewellery Designer, Interior Designer, web Designer, Concept Artist, Ceramicist, Tattoo Artist (and more!)

**Catholic Social Teaching in Art & Design**

Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation. Dignity, solidarity, the common good, the option for the poor, peace, creation and environment and the dignity of work and participation are all promoted within Art lessons at St James' and are underpinned by the school's core values: *Family, Faith and Excellence*.