

### Subject Vision

The arts play a crucial role in the cultural development of society. At Ratton, we aim to teach our students a broad and accessible curriculum with the aim of developing students into independent and creative thinkers.

During Key stage three at Ratton students will develop their creativity and ideas through use of a range of materials and techniques which will be developed at Key stage four and enable them to develop their own personal responses.

### End Points

- EP1-** engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- EP2-** develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- EP3-** become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- EP4 -** develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- EP5-** develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- EP6-** acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- EP7-** develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- EP8-** develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- EP9-** develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work
- EP10-** demonstrate safe working practices in art, craft and design

### Subject Domains of Knowledge

Learners are required to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions. Learners are required to know and understand how sources inspire the development of their ideas.

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues
- sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.

### Subject Key Concepts

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work
- refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media
- use appropriate specialist vocabulary through either visual communication or written annotation, or both, appropriate to art, craft and design
- use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies
- use drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used
- realise personal intentions in Art, Craft and Design, through the sustained application of art, craft and design processes.

## Medium Term Curriculum Plan

### Year 8: Art, Art textiles and Photography

| Units                  | Unit 1 Urban (Art)  | Unit 1 Sweets (Art textiles)  | Unit 2 Day of the Dead (Art)   |
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| <b>Unit Overview</b>   | Students will learn about the difference between vandalism and graffiti and the impact it has on society. Creating a mixed media piece on the urban environment students will develop collage skills, print making techniques and colour theory.  | Students will look at a range of artists who create work inspired by food and confectionary. Students will develop hand embroidery, machine embroidery, applique and weaving skills and techniques.   | Students will learn about the Day of the Dead festival and artist Frida Khalo. Looking at Mexican pattern and designs students will design their own sugar skull and make their own sgraffito board to carve on.   |
| <b>Lesson Sequence</b> | <p><b>1.Tag</b><br/>The meaning of vandalism.<br/>To develop an understanding of Street Art.<br/>To develop design skills.</p> <p><b>2. Skyline</b><br/>About the work of Robert Rauschenberg.<br/>To develop an understanding of shape.<br/>To create a silhouette using paper/newspaper.</p> <p><b>3. Monoprint</b></p> | <p><b>1. Lollypop</b><br/>To develop mark making skills and use of tone.</p> <p><b>2. Ice cream drawing</b><br/>To draw from a secondary source.</p> <p>To use colour and mark making to explore detail.</p> <p><b>3.Applique</b><br/>To develop the ability to applique your design of an ice cream.</p> <p><b>4.Embellishment</b></p> | <p><b>1. Design</b><br/>About the Day of the dead festival.<br/>How to create a symmetrical sugar skull design.</p> <p><b>2. Colour</b><br/>How to blend using harmonious colours.</p> <p><b>3. Sgraffitto</b><br/>How to create a sgraffito board using poster paint.</p> <p><b>4. Final design</b><br/>How to carve a symmetrical design onto a sgraffito board.</p> |

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|  | <p>How to create a monoprint working from a secondary source.</p>   | <p>To develop the ability to embellish your ice cream design</p> <p><b>5. Weave</b><br/>To develop the ability to produce a weave.</p>   | <p>How to use mark making techniques to create form.</p>  |
| <p><b>Key Domains and Concepts taught in this Unit</b></p> | <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form and space.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>Use of drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.</p> | <p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form and space.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>Use of drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.</p> | <p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>Use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies.</p> |

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|   |  |  | Apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work.   |
| <b>KS4 End Points</b>                               | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p><b>EP6-</b> acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p><b>EP10-</b> demonstrate safe working practices in art, craft and design.</p> | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p><b>EP5-</b> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p><b>EP6-</b> acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</p> <p><b>EP10-</b> demonstrate safe working practices in art, craft and design.</p> | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p><b>EP5-</b> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p><b>EP10-</b> demonstrate safe working practices in art, craft and design.</p> |
| <b>Declarative Knowledge (Students should know)</b> | What is street art and where is it usually found?  | How artists draw inspiration from everyday surroundings.   | <p>Some knowledge of the Day of the Dead festival.</p> <p>What are Primary, Secondary and harmonious colours are.</p> <p>How to create a symmetrical design.</p> <p>How artists use colour in their artwork.</p>  |

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| <p><b>Procedural Knowledge (Students should be able to do)</b></p> | <p>How to create a mixed media piece inspired by Robert Rauschenberg.</p> <p>Create a silhouette of a city from paper.</p> <p>How to Monoprint working from a source.</p> <p>Apply harmonious colours to a design.</p> | <p>Create a piece of work in response to an artist.</p> <p>Use a range of embroidery techniques to embellish a design.</p> <p>Use the sewing machine to outline key details.</p> | <p>Design a symmetrical sugar skull design.</p> <p>Apply harmonious colours using colour pencil</p> <p>Create a Sgraffito board using crayons and poster paint.</p> |
| <p><b>Developing T3 Literacy and Numeracy</b></p>                  | <p><b>Keywords</b><br/>Graffiti<br/>Tag<br/>Vandalism<br/>MonoPrint</p>  | <p><b>Keywords</b><br/>Shape<br/>Form<br/>Values<br/>Weave<br/>Warp<br/>Weft<br/>Applique<br/>Template<br/>Tie Dye<br/>Twist<br/>Spiral<br/>Tone<br/>Embellishment</p>           | <p><b>Keywords</b><br/>Harmonious<br/>Complementary<br/>Symmetry<br/>Alter</p>  |
| <p><b>Assessment (Summative and Formative)</b></p>                 | <p>Project mark with a grade and percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>  | <p>Project mark with a grade and percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>                                      | <p>Project mark with a grade and percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>                         |

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| <b>Links to Prior Learning</b>                  | Colour theory.<br>Mono printing.                                 | Links with Art lessons and colour theory.  | Symmetry and colour theory from year 7 mask and Delaunay project. |
| <b>Next steps in learning</b>                   | Apply colour theory to more complex designs.                     | To create an outcome using needle felting and how to create and print a design using lino. | Apply colour theory and blending techniques to 3D design.         |
| <b>Common Barriers to learning in this unit</b> | Explaining the key differences between street art and vandalism. | Most students have had no/limited experience using a sewing machine.                       | Transferring a symmetrical design accurately.                     |

| Units                  | Unit 3/4 Hockney (Art)   | Unit 5 Nut and Bolt  | Unit 6 Robots  |
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| <b>Unit Overview</b>   | Students study the work of David Hockney and create a mixed media piece based on the Towner art gallery. Students will develop drawing and painting skills and explore mark making.  | Students develop understanding of tone and mark making using biro.   | Students develop understanding of shape, TEXTURE and form creating a sculpture of a robot using cardboard.   |
| <b>Lesson Sequence</b> | <p><b>1. Montage</b><br/>About the artistic style and technique used by David Hockney.</p> <p>To improve my cutting and placement skills.</p> <p>To create a photomontage composition.</p> <p><b>2. Planning</b><br/>To plan a drawing recording shape and detail working from a secondary source.</p> <p><b>3. Shading</b><br/>To create a 3D effect using pencil shading skills.</p> <p><b>4. Biro</b><br/>To use a range of mark making techniques to create a 3D effect.</p> <p><b>5. Colour pencil</b><br/>To recreate detail from a secondary source using pencil line and shading skills.</p> <p>How to blend and shade using colour pencils.</p> | <p><b>1. Shapes</b><br/>To convert basic shapes into 3D objects. To create a sense of form using shading skills.</p> <p><b>2. Planning</b><br/>To record detail from a Primary and secondary source.</p> <p>To use basic shapes to plan a composition.</p> <p><b>3. Biro</b><br/>To create a 3D effect using mark making skills.</p> | <p><b>1. Planning</b><br/>To develop a 3D design using shape.</p> <p><b>2. Construction</b><br/>To create a 3D structure using cardboard.</p> <p><b>3. Embellishment</b><br/>To create details and features using cardboard.</p> |

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|   | <p><b>6. Painting</b><br/>How to paint and <b>blend</b> using harmonious Colours.</p>  |   |   |
| <p><b>Key Domains and Concepts taught in this Unit / Term</b></p> | <p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media.</p> | <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media.</p> <p>Use appropriate specialist vocabulary through either visual communication or</p> | <p>The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.</p> <p>Contemporary and/or historical environments, situations or issues.</p> <p>Sources researched by the learner to find out ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements, including: colour, line, texture, tone, form.</p> <p>The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions.</p> <p>The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's work.</p> |

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|                              | <p>Use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies</p>   | <p>written annotation, or both, appropriate to art, craft and design.</p> <p>Use visual language critically as appropriate to their own creative intentions and chosen titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies.</p> <p>Use drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.</p> | <p>Develop their ideas through investigations informed by selecting and critically analysing sources.</p> <p>Apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work.</p> <p>Refine their art, craft and design ideas as work progresses through recording, researching, selecting, editing and presenting artefact(s)/product(s)/personal outcome(s) record their ideas, observations, insights and independent judgements, in ways that are appropriate to the Art, Craft and Design title, such as recording through drawing and creating images with mixed media</p> <p>Use appropriate specialist vocabulary through either visual communication or written annotation, or both, appropriate to art, craft and design.</p> |
| <p><b>KS4 End Points</b></p> | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas,</p> | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p><b>EP2-</b> develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p>  | <p><b>EP1-</b> engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <p><b>EP2-</b> develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p>  |

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|  | <p>processes, media, materials and techniques.</p> <p><b>EP2-</b> develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.</p> <p><b>EP5-</b> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> | <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p><b>EP4 -</b> develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p><b>EP5-</b> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p><b>EP7-</b> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> | <p><b>EP3-</b> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p><b>EP4 -</b> develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p><b>EP5-</b> develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p><b>EP6-</b> acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p><b>EP7-</b> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p><b>EP8-</b> develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries</p> <p><b>EP9-</b> develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work</p> <p><b>EP10-</b> demonstrate safe working practices in art, craft and design</p> |
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| <b>Declarative Knowledge (Students should know)</b>         | <p>What Photography is and what perspective is.</p> <p>What are Primary, Secondary and harmonious colours.</p>                   | <p>How to plan a drawing using basic shapes.</p> <p>Mark making techniques.</p> <p>The difference between a 2D and 3D shape.</p>                      | <p>The difference between a 2D and 3D shape.</p> <p>What is the difference between 2D art and 3D art.</p>                             |
| <b>Procedural Knowledge (Students should be able to do)</b> | <p>Create a piece of work in response to an artist.</p> <p>To use tone and colour blending techniques to create a 3D effect.</p> | <p>Turn 2D shapes into 3D shapes.</p> <p>Record detail working from a Primary source.</p> <p>Apply mark making techniques to create a 3D outcome.</p> | <p>Create a 3D sculpture of a Robot.</p> <p>Create texture using cardboard.</p> <p>Be able to embellish a design using cardboard.</p> |
| <b>Developing T3 Literacy and Numeracy</b>                  | <p><b>Key words</b></p> <p>Montage<br/>Perspective<br/>Harmonious<br/>Complementary<br/>Polaroid<br/>Blending</p>                | <p><b>Keywords</b></p> <p>Line<br/>Tone<br/>Three dimensional<br/>Hatching<br/>Stippling<br/>Cross hatching</p>                                       | <p><b>Keywords</b></p> <p>3D<br/>Embellish<br/>Structure<br/>sculpture</p>  |
| <b>Assessment (Summative and Formative)</b>                 | <p>Project mark with percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>  | <p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>                     | <p>Project mark with a percentage at the end.</p> <p>Tick Time reflection sheets used for self-assessment and target setting.</p>     |
| <b>Links to Prior Learning</b>                              | <p>Colour Theory<br/>Drawing from secondary source<br/>Apply tone.</p>   | <p>Using marking techniques to create a 3D effect.</p>  | <p>Relief techniques from mask project.</p>   |
| <b>Next steps in learning</b>                               | <p>Develop recording skills working from primary and secondary source.</p>   | <p>Students will create a 3D robot.</p>   | <p>Developing print making skills.</p>  |

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| <b>Common Barriers to learning in this unit</b> | Scaling up a drawing.<br>Drawing a 3D SHAPE. | Drawing from a Primary source. | Putting together a stable 3D structure. |
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