

# MOOR PARK HIGH SCHOOL: CURRICULUM

## Key Stage 3 Long Term Planning – Art

**Year 7 - INTENT: To introduce basic Art skills in drawing, using other medias, colour theory\using colour media, printing and clay.**

Subject Area: Art

Year 7	Transition\Base line assessment	Project 1	Project 2	Extension Project
<b>Knowledge</b>	<p><b><u>'Go Big: The secondary school survival guide'</u></b>  <b><u>The materials will draw out transferrable skills called 'qualities of success'.</u></b>            Record ideas, observations and insights relevant to intentions            Looking also at basic mark making in art.</p>	<p><b><u>Everyday Objects</u></b>            Observational drawing            Compositions            Colour mixing            Research and development skills</p> <p><b><u>Artists\Art movements studied –</u></b>            Michel Craig-Martin            Pop Art            Roy Lichtenstein</p> <p><b><u>Demonstrates basic drawing from observation. To be fully aware of what is colour theory and how to use the colour wheel.</u></b></p>	<p><b><u>The Coral Reef</u></b>            Creative mark making            Ceramics            Research and development skills</p> <p><b><u>Artists\Art movements studied –</u></b>            Vincent Scarpace            Courtney Mattison</p> <p><b><u>Developing skills in using media and techniques to create artwork.</u></b></p>	<p><b><u>Masks</u></b>            Research and development skills            Design and make            Ceramics/3D card sculpture</p> <p><b><u>Artists\Art movements studied -</u></b>            Kimmy Cantral            African Masks\Art            Lombok\Bali Masks</p>
<b>Skills</b>	<p>Establishing classroom rules and expectations.            Developing fine drawing skills and looking at other drawing medias.</p>	<p>How to use and manipulate drawing materials.            Develop composition / layout of work.            Developing understanding and use of key subject vocabulary.</p>	<p>Creating a wide range of mark making techniques and tools.            Interpreting the works of other artists.            Realising intentions using ceramics</p>	<p>Develop ideas through research, drawing and design.            Make clear links with the work of cultural artist works.            Learn how to use appropriate tools to create a range of outcomes in 3D.</p>

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<p><b>Connections to previous learning</b></p>	<p>N/A it is assumed pupils have little or no prior learning in art. The baseline assessment will establish a clearer picture to inform future planning for pupils. Further links will also be made to sit students who have done little art next to students from feeder schools having a strong art background.</p>	<p>Baseline assessment to establish current understanding and previous art experience, reference also made to establish feeder primary schools.</p>	<p>Links to Project 1 – pupils will show their understanding of a range of drawing and recording techniques.  Pupils will create a ceramic outcome based on composition and layout work from project 1.</p>	<p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p>
<p><b>Assessment</b></p>	<p>General teacher observations will take place during this unit as an early indication of pupil personality, art experience and the dynamic of the group.</p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on basic art skills</p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on recording and composition skills</p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on the skills and knowledge developed so far, this academic year.</p>
<p><b>Homework</b></p>		<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme. Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>
<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>		<p>Pupils encouraged to take part in a weekly lunchtime enrichment activity to be set according to the Trainee teachers' timetable.  <a href="https://www.michaelcraigmartin.co.uk/">https://www.michaelcraigmartin.co.uk/</a></p>	<p>Pupils encouraged to take part in a weekly lunchtime enrichment activity to be set according to the Trainee teachers' timetable. Year 7 Arts Trip to Whitworth Art Gallery and RNCM  <a href="https://yellena.com/">https://yellena.com/</a></p>	<p>Pupils encouraged to take part in a weekly lunchtime enrichment activity to be set according to the Trainee teachers' timetable. Opportunities to assist in production of school scenery for a variety of concerts and school productions.  <a href="https://kimart.com/">https://kimart.com/</a></p>
<p><b>Numeracy</b></p>	<p>Shading pencils, demonstration on HB and B pencils</p>	<p>Scale in drawings and enlarging an image</p>	<p>Transferal of image in ceramics and tessellations.</p>	<p>Scale of work in 3D media, proportions of the portraits in the masks.</p>

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<p><b>Literacy</b></p>	<p>Introduction of bookmarks to the sketchpads, why are they important.</p>	<p>How do we annotate our work, to write in our own words. Discuss the importance of this in art, making your own opinions.</p>	<p>Whitworth art gallery, how to look at art work and form own opinions, formal group discussion work.</p>	<p>Group in class discussion of art work, what is a debate, who is correct? Use of language in a debate.</p>
<p><b>CIAG</b></p>	<p><b>Video and discussion on careers in art and improving knowledge of jobs in the arts sector</b></p> <p>Basic discussion on the jobs in art, £82 billion per year to the economy of our country, how and where is this.</p> <p>Group discussion on jobs in art they know.</p> <p><a href="https://www.youtube.com/watch?v=wgiTX4RK528">https://www.youtube.com/watch?v=wgiTX4RK528</a></p>	<p>Set designers – link to Harry Potter world and everyday objects. Themed Merchandise based on everyday objects.</p> <p><a href="https://www.youtube.com/watch?v=c8bUr6L9AhQ">https://www.youtube.com/watch?v=c8bUr6L9AhQ</a></p>	<p><b>Whitworth Art Gallery\museum visit and visit to RNCM for all pupils in Year 7</b></p> <p>Current affairs Photographers. Photographs of the coral reef in current news. Link to a starter on a news item and nature, linking at photography</p> <p><a href="https://www.youtube.com/watch?v=mQ10xBI8XMQ">https://www.youtube.com/watch?v=mQ10xBI8XMQ</a></p> <p><a href="https://www.youtube.com/watch?v=LY-xZv_DQro">https://www.youtube.com/watch?v=LY-xZv_DQro</a></p>	<p>Mask designers for the Stage and Theater.</p> <p><a href="https://www.youtube.com/watch?v=60F1Jlv-dss">https://www.youtube.com/watch?v=60F1Jlv-dss</a></p>

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**Year 8 - INTENT: To further develop Art skills in Drawing, Designing and Making. Developing confidence and knowledge of 3D Art.**

Year 8	Project 1	Project 2	Extension Project
<b>Knowledge</b>	<p><b><u>Super Sweets</u></b> Observational drawing Compositions Trace and Transfer skills Research and development skills</p> <p><b><u>Artists\Art movements studied –</u></b> Sarah Graham Beatrice Milhaze William Morris</p> <p><b><u>Understands how to create a composition\ tessellation based on own drawings from observation</u></b></p>	<p><b><u>Under the Microscope</u></b> Creative mark making Using various Colour media Research and development skills</p> <p><b><u>Artists\Art movements studied –</u></b> Photo realism Ernst Haekel</p> <p><b><u>Explores varied materials and techniques, further extending colour theory and knowledge</u></b></p>	<p><b><u>Under the Microscope – Printing extension</u></b> Research and development skills Printmaking Scale and proportion Transfer design to another media</p> <p><b><u>Artists\Art movements studied –</u></b> Bruce Riley</p>

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<p><b>Skills</b></p>	<p>How to use and manipulate drawing materials. Develop composition / layout of work. To know how to trace and transfer own images to other medias Developing understanding and use of key subject vocabulary.</p>	<p>Creating a wide range of mark making techniques and tools. Further developing colour media work Building skills in Mark making in black pens Interpreting the works of other artists. Realising intentions and compositional knowledge</p>	<p>Develop ideas through research, drawing and design. Realising intentions using printmaking. Learn how to use appropriate tools to create a range of outcomes in printmaking.</p>
<p><b>Connections to previous learning</b></p>	<p>A Baseline assessment will be undertaken during the first 2\3 lessons to establish current understanding and previous art experience from year 7</p>	<p>Links to Project 1 and year 7 work – pupils will show their understanding of a range of drawing and recording techniques.  Pupils will develop knowledge of composition and layout work from year 7</p>	<p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p>
<p><b>Assessment</b></p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on drawing and composition work</p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on mark making and using other medias</p>	<p><b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on transferable skills in printing and other medias</p>
<p><b>Homework</b></p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.  Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.  Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.  Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>
<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.  <a href="https://byardart.co.uk/artists/sarah-graham/">https://byardart.co.uk/artists/sarah-graham/</a></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.  Opportunities to assist in production of school scenery for a variety of concerts and school productions.  <a href="http://karenkamenetzky.com/">http://karenkamenetzky.com/</a></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.  Opportunities to assist in production of school scenery for a variety of concerts and school productions.  <a href="https://artthescience.com/blog/2016/07/26/creators-david-goodsell/">https://artthescience.com/blog/2016/07/26/creators-david-goodsell/</a></p>

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<b>Numeracy</b>	Scale in drawings and how to trace and transfer correctly.	Repeat patterns and scale and proportion.	Reversal of image in printmaking and tessellations
<b>Literacy</b>	Introduction of bookmarks to the sketchpads, why are they important.	Developing more in-depth annotation, using subject specific language.	Developing language on techniques and processes, having pupil demonstrate printing to each other.
<b>CIAG</b>	<p><b>Linking Advertising and Graphic design, what is the role of an advertiser and examples of graphic design around everyday life.</b></p> <p>Advertising \Graphic designers  <a href="https://www.youtube.com/watch?v=mB9fbXZOLtU">https://www.youtube.com/watch?v=mB9fbXZOLtU</a>            Sarah Graham videos  <a href="https://www.youtube.com/watch?v=0btzeK8e1vg">https://www.youtube.com/watch?v=0btzeK8e1vg</a>            Kaiser C album cover design</p>	<p><b>Medical Illustration careers linking to current topic of study. Video and discussion of the job role.</b></p> <p>Medical illustrators  <a href="https://www.youtube.com/watch?v=0rCh5XtQgbA">https://www.youtube.com/watch?v=0rCh5XtQgbA</a></p>	<p>Fabric designers for retail companies.  <a href="https://www.youtube.com/watch?v=FCarXRadOnk">https://www.youtube.com/watch?v=FCarXRadOnk</a></p>

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**Year 9 - INTENT: To further develop Art skills in Drawing, Designing and Making. Developing and embedding confidence in key skills and techniques. To make personal informed choices and realise own intentions.**

Year 9	Project 1	Project 2	Extension Project
<p><b>Knowledge</b></p>	<p><u>Self-portraits\Julien Opie</u> Observational drawing Scale and Proportion Developing final Self Portraits Colour Painting skills Research and development skills</p> <p><u>Artists\Art movements studied –</u> Johannes Vermeer Frida Kahlo Pablo Picasso Julien Opie\Pop art</p> <p><u>Develops skills towards a self-portrait study and communicates using subject specific language and has an understanding as to why artists have painted\developed various portraits over time</u></p>	<p><u>Graffiti Art</u> Research and development skills Tonal colour in other medias Perspective and proportion Refine and Development of own designs</p> <p><u>Artists\Art movements studied –</u> Jon Burgerman Graffiti Art</p> <p><u>Develop skills and understanding of tag designs influenced by contemporary Graffiti artists</u></p>	<p><u>Extension work with clay or printmaking</u> Research and development skills</p> <p><u>Artists\Art movements studied –</u> Banksy Keith Haring</p>

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<b>Skills</b>	<p>How to use and manipulate drawing and painting materials.</p> <p>Developing understanding and use of key subject vocabulary.</p> <p>Interpreting the works of other artists and linking to our own designs</p>	<p>Develop ideas through research, drawing and design.</p> <p>Realising intentions using colour.</p> <p>Creating own Tag\logo, developing design skills</p>	<p>Creating a wide range of mark making techniques and tools.</p> <p>Develop composition/layout of work through other medias.</p> <p>Interpreting the works of other artists.AO1</p> <p>Realising intentions and compositional knowledge</p>
<b>Connections to previous learning</b>	<p>Baseline assessment to establish current understanding and previous art experience from year 7 and 8</p>	<p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work, realising intentions and making informed judgements about their own designs.</p>	<p>Pupils will develop knowledge of composition and layout work from year 7 and 8</p>
<b>Assessment</b>	<p><b>Assessment Criteria / CAP</b></p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on Observational drawing focusing on Scale and Proportion</p>	<p><b>Assessment Criteria / CAP</b></p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on tonal colour in other medias And how we refine and development our own designs</p>	<p><b>Assessment Criteria / CAP</b></p> <p>A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on research and development skills towards a final outcome.</p>
<b>Homework</b>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>	<p>Pupils will be set a series of imaginative and creative studies relevant to the current project\theme.</p> <p>Pupils have 1 week to complete these homework studies, with a target of 1 homework being set every 2 weeks. All work to be recorded in accordance with the school policy.</p>



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<p><b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.</p> <p><a href="https://therp.co.uk/">https://therp.co.uk/</a></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.</p> <p>Opportunities to assist in production of school scenery for a variety of concerts and school productions.</p> <p><a href="http://globalstreetart.com/">http://globalstreetart.com/</a></p>	<p>Pupils encouraged to take part in a weekly enrichment activity to be set according to the Trainee teachers' timetable.</p> <p>Pupils who have opted for Art will be encouraged to assist in visits to Local primary schools and Primary super learning days.</p> <p><a href="http://www.hockney.com/home">http://www.hockney.com/home</a></p>
<p><b>Numeracy</b></p>	<p>Scale in drawings and how to use the grid system for drawing and enlarging images.</p>	<p>One-point perspective in lettering.</p>	<p>Scale and proportion in other medias</p>
<p><b>Literacy</b></p>	<p>Formal talk in relation to portrait drawing. Develop in-depth subject specific language.</p>	<p>Written annotation on formal elements of art, linking to contemporary art and current working artists.</p>	<p>Discussion with local feeder primary schools, developing language in the classroom.</p>
<p><b>CIAG</b></p>	<p><b>Illustration and the role of Artists and Illustrators in the production of Album covers and promotional materials.</b></p> <p>Portrait photographers</p> <p><a href="https://www.youtube.com/watch?v=uM_seXpHirY">https://www.youtube.com/watch?v=uM_seXpHirY</a></p> <p><a href="https://www.youtube.com/watch?v=qMM1bm87eEA">https://www.youtube.com/watch?v=qMM1bm87eEA</a></p>	<p><b>Digital art, courses available and future job roles.</b></p> <p><b>Video and discussion of the job role.</b></p> <p>Graphic designers, game designers.</p> <p><a href="https://www.youtube.com/watch?v=c0o6BPYKBiA">https://www.youtube.com/watch?v=c0o6BPYKBiA</a></p>	<p>Careers in art</p> <p><a href="https://www.youtube.com/watch?v=XGgCEnsCR_s">https://www.youtube.com/watch?v=XGgCEnsCR_s</a></p> <p><a href="https://www.youtube.com/watch?v=ArnhltrVuFM">https://www.youtube.com/watch?v=ArnhltrVuFM</a></p>

## Key Stage 4 Long Term Planning

### Year 10 and 11 SYLLABUS: AQA Art, Craft and Design 8201 C & X

Year 10 and 11	Project 1	Option 2	Option 3
<b>Knowledge</b>	<u><b>Natural Forms</b></u> Observational drawing <b>AO3</b> Developing final compositions <b>AO4</b> Colour Painting skills <b>AO2</b> Research and development skills <b>AO1</b> Extending towards a final 3D outcome <b>AO4</b>	<u><b>Architecture</b></u> Creative collage <b>AO2</b> Own photographs <b>AO3</b> Using Colour media <b>AO2</b> Research and development skills <b>AO1</b> Developing knowledge of printmaking <b>AO3</b>	<u><b>Independent choice</b></u> Research and development skills <b>AO1</b> Working in a range of medias <b>AO2</b> Gathering own resources <b>AO3</b> Refine and Development of own designs <b>AO4</b>
<b>Skills</b>	How to use and manipulate drawing and painting materials. <b>AO2</b>	Creating a wide range of mark making techniques and tools. <b>AO2</b>	Develop ideas through research, drawing and design. <b>AO4</b>

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	Developing understanding and use of key subject vocabulary. <b>AO1</b> Interpreting the works of other artists and linking to our own designs <b>AO1\4</b>	Develop composition/layout of work through collage media. <b>AO3</b> Interpreting the works of other artists. <b>AO1</b> Realising intentions and compositional knowledge <b>AO4</b>	Realising intentions using colour. <b>AO4</b> Creating own Tag\logo, developing design skills <b>AO4</b>
<b>Connections to previous learning</b>	Pupils further develop and build upon skills learnt during KS3.	Pupils further develop and build upon skills learnt during KS3.	Pupils further develop and build upon skills learnt during project 1 and 2.
<b>Assessment</b>	<b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on <b>all 4 assessment objectives</b> . This will be evidenced in a photo review sheet in pupils individual marking folders.	<b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on <b>all 4 assessment objectives</b> This will be evidenced in a photo review sheet in pupils individual marking folders.	<b>Assessment Criteria / CAP</b> A holistic assessment will be based upon the portfolio of work produced so far with an emphasis on <b>all 4 assessment objectives</b>  <b>Externally set task in the Summer term of Year 11</b> <b>To be assessed in the first half of May in year 11, as per JCQ regulations all marks are to be shared with pupils before being inputted on AQA e-subs submissions. An external moderator will visit school in June to verify marks.</b>
<b>Homework</b>	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.	Pupils will be set homework on a weekly or two weekly basis linking in to current portfolio work.
<b>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</b>	Pupils encouraged to take part in a weekly enrichment programme.  <a href="https://www.pinterest.co.uk/mrgmhenderson/natural-form-artists/">https://www.pinterest.co.uk/mrgmhenderson/natural-form-artists/</a>	Pupils encouraged to take part in a weekly enrichment programme.  <a href="http://www.nga.gov">/www.nga.gov</a>  <a href="https://drawpaintacademy.com/art-websites/">https://drawpaintacademy.com/art-websites/</a>	Pupils encouraged to take part in a weekly enrichment programme.  <a href="https://drawpaintacademy.com/art-websites/">https://drawpaintacademy.com/art-websites/</a>
<b>Numeracy</b>	Work out ratios when sculpting with clay.	Scale and proportion in architectural studies	Measuring is involved in the layout of research / artist sheets.
<b>Literacy</b>	Use of bookmarks and developing in depth annotation of both their own work and the work of others.	To be able to make informed choices and discuss them with clarity and knowledge.	To combine formal, subject specific language in greater depth, to relate personally to the project and develop individual discussions about their own work.

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<p><b>CIAG</b></p>	<p><b>Research skills lesson: what does effective research look like? What are reliable sources? How do we synthesise/summarise information? Linked to independent projects.</b></p> <p>Underwater photographer Set designer Model maker</p> <p>Career video from Year 7 review – <a href="https://www.youtube.com/watch?v=wgiTX4RK528">https://www.youtube.com/watch?v=wgiTX4RK528</a></p>	<p><b>Degree show visits to MMU and Lancaster</b></p> <p>Architect Fabric designer / printer Illustrator</p>	<p>Graphic designers Game designers Studio artist Illustrator</p>
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