



## Key Stage 3

Year group:	Topics covered:					
<p><b>YEAR 7</b> Learning the foundations of art education including visual language, exploring media and techniques, analysing artwork and producing personal outcomes.</p>	<p><b>Autumn 1: INTRO</b></p> <p><b><u>BASELINE TESTING</u></b> Hand observational line drawing. Analysing Picasso's 'Lover in a Beret'. Picasso hand colour pencil outcome.</p> <p><b><u>THE VISUAL ELEMENTS</u></b> The visual language of art. Creating a resource to refer to throughout Key Stage 3.</p>	<p><b>Autumn 2: TONE &amp; TEXTURE</b></p> <p><b><u>TONE</u></b> Practicing pencil rendering skills to create values of tone, tonal graduation and form.</p> <p><b><u>TEXTURE</u></b> Exploring mark-making and contouring to represent surface qualities and form.</p>	<p><b>Spring 1: DURER</b></p> <p><b><u>ALBRECHT DURER</u></b> Analysing the work of the Renaissance artist Albrecht Durer and his use of mark-making to create texture.</p> <p><b><u>OIL PASTEL</u></b> Exploring and manipulating black and white oil pastel to creating textural and tonal effects.</p>	<p><b>Spring 2: BEARS</b></p> <p><b><u>BEAR OUTCOME</u></b> Producing an oil pastel teddy bear outcome from secondary observation.</p>	<p><b>Summer 1: COMPOSITION</b></p> <p><b><u>COMPOSITIONAL RULES</u></b> Identifying rules of composition and producing a fantasy artwork using a compositional rule.</p>	<p><b>Summer 2: STILL LIFE</b></p> <p><b><u>STILL LIFE PHOTOGRAPHY</u></b> Exploring still life through the viewfinder and applying compositional rules.</p> <p><b><u>CUBISM</u></b> Using photography to explore Cubism concepts and techniques.</p>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>The process of recording through Primary Observational drawing.</li> <li>Features of an artwork written analysis.</li> <li>Applying analysed visual features to own ideas.</li> <li>Identify the 7 Visual elements and understand their many forms through the use of literacy (synonyms, adjectives, etc.)</li> </ul> <p><u>Shape</u>: Geometric, organic, square, triangle, pattern, etc. <u>Form</u>: 3D, volume, cube, sphere etc. <u>Tone</u>: Dark, medium, light, value, range, graduated. <u>Texture</u>: Surface, real, implied, mark-making, dots, dashes, hatching etc. <u>Composition</u>: Positive, negative, contrast, space.</p>	<ul style="list-style-type: none"> <li>Recalling the identification of Tone, and its application in pencil.</li> <li>Understanding how the values of tone create form.</li> <li>Identifying the names of these values: Light, highlight, shadow, core of shadow, reflected light, cast shadow.</li> <li>How to record tones on a reflective surface.</li> <li>The purpose of tone: depth, surface qualities (such as reflection) and atmosphere.</li> <li>The process of recording through Secondary Observational drawing: composition, space, proportion.</li> <li>Evaluating throughout the drawing process: Record - evaluate - modify.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating creative ways of presenting information through composition and mixed-media techniques.</li> <li>Recalling features of an artist analysis.</li> <li>Understanding the Renaissance and therefore the work of Albrecht Durer.</li> <li>Identifying Durer's work and identifying and analysing his use of the visual elements: line, texture, tone, form.</li> <li>How to experiment with media.</li> <li>Identifying oil pastel and different techniques.</li> </ul>	<ul style="list-style-type: none"> <li>The process of recording through Secondary Observational drawing: composition, space, proportion.</li> <li>Evaluating throughout the drawing process: Record - evaluate - modify.</li> <li>Identifying an outcome as a conclusive piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying three rules of composition in imagery: Thirds, Triangles and Balance.</li> <li>The purpose of composition: focal points, balance, aesthetics.</li> <li>Identifying fantasy art.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying a still life and its successful features.</li> <li>Recalling compositional rules and applying them to the viewfinder.</li> <li>Identifying a contact sheet and its purpose.</li> <li>Understanding the purpose of OneDrive/ Microsoft 365.</li> <li>Understanding Cubism artwork and identifying the use of composition, colour and shape.</li> <li>Recalling an outcome as a conclusive piece of artwork.</li> <li>Identifying photography as an artwork.</li> </ul>



	<p><u>Colour:</u> Primary, Secondary, Tertiary, dull, pastel, neon etc. <u>Line:</u> Directions, types, weight.</p>	<ul style="list-style-type: none"> <li>Recalling the identification of Texture and how it's implied with mark-making techniques.</li> <li>The purposes of texture:</li> <li>Recalling Tone and contouring and creating these through mark-making.</li> </ul>				
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Primary observational drawing.</li> <li>Pencil skills.</li> <li>Analysing an artwork.</li> <li>Writing an artwork analysis: Background, Subject, Media, Description, Personal Opinion.</li> <li>Working 'in the style of'.</li> <li>Identify the 7 Visual elements and understand their many forms through application.</li> <li>Identify visual elements used in another's work and begin to articulate how they have been used.</li> </ul>	<ul style="list-style-type: none"> <li>Rendering in 2B pencil.</li> <li>Creating a range of tonal values.</li> <li>Using contours to render.</li> <li>Identifying and placing correct shapes of tone.</li> <li>Layering pencil.</li> <li>Mark-making techniques in pencil and biro pen.</li> <li>Grouping mark-making to create tonal values.</li> <li>Using contours in mark-making.</li> <li>Choosing appropriate mark-making techniques to represent surface quality.</li> <li>Secondary observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Mixed-media techniques: background washes, shapes, cut outs etc - scrapbooking/ journaling.</li> <li>Analysing an artwork.</li> <li>Making relevant notes to support a written artist analysis.</li> <li>Writing and presenting an analysis: Background, Subject, Description, Personal Opinion.</li> <li>Oil pastel drawing.</li> <li>Mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary observational drawing.</li> <li>Working 'in the style of'.</li> <li>Resilience in producing a sustained piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Applying a compositional rule to own ideas.</li> <li>Pencil drawing and rendering techniques.</li> <li>Using secondary resources to inspire own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Composing a pleasing still life.</li> <li>Using a digital camera.</li> <li>Uploading photographs and using Microsoft 365/OneDrive to organise files.</li> <li>Using PhotoPea.</li> <li>Analysing an artwork/ era.</li> <li>Working 'in the style of'.</li> <li>Producing a photography outcome.</li> </ul>
<b>ASSESSMENT</b>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p> <p><b>Outcome: Picasso colour pencil hand</b></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p> <p><b>Outcome: Wine glass</b></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p> <p><b>Outcome: Durer research page</b></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer-Assessment during teddy bear task</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p> <p><b>Outcome: Fantasy drawing</b></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self/Peer</li> </ul> <p><u>SUMMATIVE FOCUSED ASSESSMENT</u></p> <p><b>Outcome: Digitally manipulated photograph</b></p>



	Inspired by previous studies: <b>Record:</b> Primary observational line drawing (hand) <b>Analyse:</b> Picasso written analysis <b>Explore:</b> Pencil and colour pencil skill	<b>Record:</b> Secondary observational drawing (glass) <b>Analyse:</b> Various artworks using tonal value. <b>Explore:</b> 2B pencil skill	<b>Record:</b> Secondary observational drawing (Hare) <b>Analyse:</b> Albrecht Durer written analysis <b>Explore:</b> Mixed-media presentation	<b>Outcome: Oil pastel teddy bear study</b> <b>Record:</b> Secondary observational drawing (teddy bear) <b>Analyse:</b> Albrecht Durer's use of mark-making <b>Explore:</b> Oil Pastel	<b>Record:</b> Imagination, various fantasy imagery given and independently sourced <b>Analyse:</b> Various artworks using compositional rules <b>Explore:</b> Pencil and colour pencil skill	<b>Record:</b> Still life photography <b>Analysis:</b> The Cubism era <b>Explore:</b> Digital manipulation
<b>YEAR 8</b> Learning to investigate and refine media and techniques including Three-Dimensions. Further analysing art styles and eras.	<b>Autumn 1: INTRO</b>  <b>BASELINE TESTING</b> Hand observational tonal drawing. Analysing Matisse's 'Icarus' and other cut-out artworks. Matisse hand collage outcome.  <b>CLASSICAL and ROMANTIC</b> Describing art using ambitious vocabulary.	<b>Autumn 2: COLOUR</b>  <b>COLOUR</b> Colour theory and mixing using watercolour paint.  <b>MATISSE WATERCOLOUR STUDY</b> Applying colour knowledge through a Matisse watercolour study.	<b>Spring 1: LINE</b>  <b>LINE</b> Exploring the use of line to record observations.	<b>Spring 2: INSECTS #1</b>  <b>TOM HILL</b> Analysing the contemporary work of Tom Hill and his use of line and form.	<b>Summer 1: INSECTS #2</b>  <b>INSECTS</b> Applying colour theory and mixing in colour pencil to an insect drawing.	<b>Summer 2: INSECTS #3</b>  <b>INSECT WIRE DRAWING</b> Responding to the work of Tom Hill by creating an insect sculpture in wire.
<b>KNOWLEDGE</b>	<i>Recalling:</i> <ul style="list-style-type: none"> <li>Primary observational drawing skills.</li> <li>Application of tonal values and mark-making implied textures.</li> <li>Features of an artwork analysis.</li> <li>Understanding the Context of an artist</li> <li>Identifying and applying Art Classical and Romantic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying important groups of colours and how to mix them.</li> <li>Identifying and using painting equipment.</li> <li>Using watercolour paint.</li> <li>The purpose of colour: Emotion, expression, symbolism</li> </ul> <i>Recalling:</i> <ul style="list-style-type: none"> <li>Secondary observational drawing.</li> <li>Using watercolour paints.</li> </ul>	<ul style="list-style-type: none"> <li>Using line to record texture, shape and form.</li> <li>Identifying and applying continuous line drawing.</li> <li>The purpose of line: outlining, texture, emotion, movement</li> </ul> <i>Recalling:</i> <ul style="list-style-type: none"> <li>Primary observational drawing skills.</li> </ul>	<i>Recalling:</i> <ul style="list-style-type: none"> <li>Features of an artwork analysis and Classical and Romantic vocabulary.</li> <li>Identifying Tom Hill's works and how he uses line and form to create movement.</li> <li>Using a fineliner pen to create interest through line, marking-making and contrast.</li> </ul>	<i>Recalling:</i> <ul style="list-style-type: none"> <li>Important groups of colours and how to mix them.</li> <li>The purpose of desaturation and its application.</li> <li>Secondary observational drawing.</li> <li>Identifying colour pencil and mixing skills.</li> </ul>	<i>Recalling:</i> <ul style="list-style-type: none"> <li>An outcome as a conclusive piece of artwork.</li> <li>Continuous line and the work of Tom Hill.</li> <li>Identifying wire as an art medium.</li> <li>Learning wire skills and techniques.</li> <li>Identifying 3D making equipment and using it safely.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Primary observational drawing.</li> <li>2B pencil skills.</li> <li>Analysing an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Watercolour painting.</li> <li>Mixing and matching colours.</li> </ul>	<ul style="list-style-type: none"> <li>Recording techniques using line.</li> <li>Primary observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Analysing an artwork.</li> <li>Writing and presenting an artist analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Layering colour pencil.</li> <li>Colour matching.</li> <li>Desaturation.</li> </ul>	<ul style="list-style-type: none"> <li>Wire drawing and shaping techniques using pliers.</li> </ul>



	<ul style="list-style-type: none"> <li>Writing an artwork analysis.</li> <li>Working 'in the style of'.</li> <li>Applying new vocabulary to develop artwork analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary observational drawing.</li> </ul>		<ul style="list-style-type: none"> <li>Using Classical and Romantic vocabulary.</li> <li>Fineliner pen techniques</li> </ul>	<ul style="list-style-type: none"> <li>Secondary observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Resilience in producing a sustained piece of artwork.</li> </ul>
<b>ASSESSMENT</b>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self-Assessment during Classical/ Romantic task.</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b> Matisse cut-out hand</p> <p>Inspired by previous studies: <b>Record:</b> Primary observational tonal drawing (hand) <b>Analyse:</b> Matisse written analysis <b>Explore:</b> Colour paper collage</p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self-Assessment on painting skills</li> <li>Peer-assessment during Colour theory test.</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b> Matisse watercolour study</p> <p><b>Record:</b> Secondary observational drawing (outlines and painted shapes). <b>Analyse:</b> The paintings of Matisse <b>Explore:</b> Watercolour paint.</p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during analysis task.</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b></p> <p><b>Record:</b> <b>Analyse:</b> <b>Explore:</b></p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during analysis task.</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b> Tom Hill research page</p> <p><b>Record:</b> Secondary observational drawing (choice of Tom Hill sculpture using continuous line). <b>Analyse:</b> Tom Hill written analysis <b>Explore:</b> Fineliner pen</p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b> Colour pencil insect</p> <p><b>Record:</b> Secondary observational drawing (chosen insect outlines and colour shapes) <b>Analyse:</b> Various artworks using colour pencil. <b>Explore:</b> Colour pencil.</p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Self-Assessment</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome:</b> Wire insect sculpture</p> <p><b>Record:</b> Secondary observational drawing (chosen insect outlines and shapes) <b>Analyse:</b> Tom Hill resources and continuous line wire art. <b>Explore:</b> Wire, mesh, beads</p>
<b>YEAR 9</b> Further discovering and understanding a range of artwork and its meaning. Independently selecting an approach to an outcome and mastering a chosen medium or technique.	<p><b>Autumn 1: INTRO</b></p> <p><b>BASELINE TESTING</b> Hand observational colour pencil drawing. Analysing Dali's 'The Persistence of Memory' and other surreal paintings. Dali hand colour pencil outcome.</p> <p><b>POP ART</b> Identifying and understanding the Pop Art era.</p>	<p><b>Autumn 2: LANDSCAPES#1</b></p> <p><b>DAVID HOCKNEY</b> Analysing the landscape work of the Pop artist David Hockney and his use of perspective, texture and pattern.</p>	<p><b>Spring 1: LANDSCAPES#2</b></p> <p><b>LANDSCAPES</b> Understanding how depth is created in landscapes. Drawing in one-point perspective. Recording landscapes around us.</p>	<p><b>Spring 2: LANDSCAPES#3</b></p> <p><b>MIXED MEDIA LANDSCAPES</b> Exploring in a range of media to represent colour and texture. Producing a mixed media landscape outcome in the style of David Hockney, inspired by primary observations.</p>	<p><b>Summer 1: PORTRAITS#1</b></p> <p><b>THE HALFWAY RULE</b> Learning the halfway rule. Recording facial features.</p>	<p><b>Summer 2: PORTRAITS#2</b></p> <p><b>PORTRAIT OUTCOME</b> Portrait drawing of self, family member or friend using 2B pencil, or choosing an alternative artist resource and medium/ technique.</p>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Recalling primary observational drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the work of David Hockney.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying one-point perspective, its purpose and its rules</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Mixed media and exploring oil pastel, Chalk and</li> </ul>	<ul style="list-style-type: none"> <li>The Half-way rule.</li> <li>Identifying facial features and their parts.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling rules to produce a realistic self-portrait.</li> </ul>



	<ul style="list-style-type: none"> <li>Recalling features of an artwork analysis.</li> <li>Understanding the Context of the artist and how it reflects in the Content of their art.</li> <li>Recalling features of an artwork analysis and Classical and Romantic vocabulary.</li> <li>Identifying an Art 'era'.</li> <li>Understanding the influencing factors that created the Surrealism and Pop Art era.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying Hockney's use of the visual elements.</li> </ul>		<ul style="list-style-type: none"> <li>charcoal, Watercolour.</li> <li>How to investigate techniques such as water-resist, staining and S'graffitto.</li> <li>Recalling an outcome as a conclusive piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Rules for drawing facial features.</li> <li>Recalling primary and secondary observational drawing skills.</li> <li>Recalling mark-making and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Independently identifying and selecting appropriate contextual resources.</li> <li>Recalling secondary observational drawing skills.</li> <li>Evaluating their strengths in media.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Primary observational drawing.</li> <li>Colour pencil skills.</li> <li>Analysing an artwork.</li> <li>Writing an artwork analysis.</li> <li>Working 'in the style of'.</li> <li>Identifying how an artist has used the visual elements to communicate.</li> <li>Analysing an artwork.</li> <li>Observing similarities and differences between artworks and artists.</li> <li>Writing and presenting an analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Articulating how Hockney has used the visual elements.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing in one-point perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Investigating techniques in a range of media.</li> <li>Mark-making with oil pastel: layering, multi layering and s'graffitto.</li> <li>Staining with paint: rough blending, wet on wet, coffee staining and sprinkles, and salt.</li> <li>Resilience in producing a sustained piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Applying the Half Way Rule to draw a portrait.</li> <li>Applying various rules to draw facial features.</li> <li>Pencil skills.</li> </ul>	<ul style="list-style-type: none"> <li>Independently choosing artists to analyse.</li> <li>Identifying and applying media of choice.</li> <li>Working 'in the style of'.</li> <li>Resilience in producing a sustained piece of artwork.</li> </ul>
<b>ASSESSMENT</b>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: Dali colour pencil hand</b></p> <p>Inspired by previous studies:</p> <ul style="list-style-type: none"> <li><b>Record:</b> Primary observational colour pencil drawing (hand)</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: Pop Art and Hockney research presentation</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> A choice of Pop Art drawing</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: One-point perspective landscape drawing</b></p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: Mixed-Media landscape</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Secondary observational</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: Facial Features assessment sheet</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Secondary observational drawing (facial features)</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Live teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT while applying portrait rules.</li> <li>Self-Assessment WWW/ACT during self-portrait task</li> </ul> <p><b>SUMMATIVE FOCUSED ASSESSMENT</b></p> <p><b>Outcome: Self-Portrait</b></p>



	<ul style="list-style-type: none"> <li>• <b>Analyse:</b> Dali written analysis</li> <li>• <b>Explore:</b> Colour pencil skill</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse:</b> Pop Art/ Hockney written analysis</li> <li>• <b>Explore:</b> Mixed-media/ media choice presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Record:</b> Secondary observational drawing (landscape)</li> <li>• <b>Analyse:</b> David Hockney landscape drawings.</li> <li>• <b>Explore:</b> Charcoal and chalk.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing (landscape photographs)</li> <li>• <b>Analyse:</b> Hockney landscape paintings</li> <li>• <b>Explore:</b> Mixed media (Watercolour-resist, collage and oil pastel).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse:</b> Various artworks using pencil tonal values.</li> <li>• <b>Explore:</b> 2B pencil.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Record:</b> Secondary observational drawing (portrait)</li> <li>• <b>Analyse:</b> Chosen artist inspiration</li> <li>• <b>Explore:</b> Chosen medium/technique</li> </ul>
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<b>Assessment:</b>	<p><b>How Will I be assessed at Key Stage 3?</b></p> <p><b><u>FORMATIVE</u></b> Live verbal feedback is used each lesson and is our main form of formative assessment. It allows teachers to immediately feedback giving students the opportunity to make the quickest progress. This is vital in immediately supporting weaker students, encouraging resilience in students, improving confidence and challenging the more able. The 'Path to Progress' is shared with students before a sustained task so they can independently gauge their current performance and understand how to improve. Often students reflect on their progress through self or peer assessment using 'WWW' and identifying 'ACTS'.</p> <p>In order to make progress in Art, certain knowledge and skills are built upon over the key stage, like a spiral curriculum, allowing students to recall, embed and build upon them. Specific knowledge and skills include analysing artwork and extending written responses, and skills and techniques in certain media.</p> <p><b><u>SUMMATIVE</u></b> Throughout the academic year students will experience six Focused Assessment points which allow them to pause and reflect on knowledge and skills learnt so far and practice executing them in an outcome. When a student receives a grade from a Focussed Assessment, it will be taken from a stage from the 'Path to Progress', a success criteria format that is shared with them before and during the task. There are three stages on the Path to Progress: 'Starting Point', 'Path' and 'Destination' that increase in skill level each year during KS 3. Students note their grades into an assessment tracker at the front of their sketchbooks.</p> <p>During the baseline testing unit, then subsequently throughout the academic year, students will become familiar with the assessment strands 'Record', 'Analyse', 'Explore' and 'Outcome', which are similar to the assessment objectives used at GCSE. Each strand refers to the student's ability to: RECORD: Draw from their observations, ANALYSE: Investigating an artwork and its artist, era, or culture, EXPLORE: Experimenting with media and techniques, and OUTCOME: Combining their observations, analysing and exploration to create a personal outcome. The assessment strands help emphasise the holistic nature of the subject, where to academically succeed in Art there must be achievement in all four areas. While students receive six grades a year through our Focussed Assessments, feedback will be given through 'ACTS' that are themed through the assessment strands allowing specific reflection on areas which are strengths and those that require improvement.</p>
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