

Saint Paul's Catholic High School

Art Department KS3 Overview

Why do we study Art and Design?

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

- For self-expression.
- For imaginative thinking and problem solving.
- For visual literacy.
- For skill and dexterity.
- For analytical and research skills.
- For increased perception and aesthetic awareness.
- For appreciation and understanding of your own and others' cultures.
- For creative careers.

How is Art and Design taught and what is the syllabus at Saint Paul's High School?

Mixed ability classes – work set at appropriate levels for all. Projects and lessons allow for differentiation.

- Most students will enter the key stage working towards, or at, level 4. Some pupils will be working above and below this. At the end of KS3, Pupils working in line with expectations for their age group will be level 5/6. Pupils working beyond expectations for their age group will be level 7/8. Those pupils at level 4, or below, are working towards expectations.
- Homework is set fortnightly. Each pupil has a copy of the homework timetable /checklist in the front of their sketchbooks.



My Year 7 Homework tracker

No	Date set	Homework task	Tick
1	01.09.14	Collect images to decorate your sketchbook cover	
2	15.09.14	Draw your favourite possession - add tone (challenge yourself)	
3	29.09.14	Produce an <u>ipbgone</u> design with your own apps and screen saver	
4	13.10.14	Research an artist who uses identity as a theme and say why you chose them	
Half term			
5	03.11.14	Research Peter Blake facts and imagery (10 facts 2 images minimum)	
6	17.11.14	Design a badge(s) to show your interests (like and dislikes)	
7	01.12.14	Draw your favourite space in your house	
Christmas break			
8	05.01.15	Research African masks	
9	19.01.15	Draw or make an African mask	
10	02.02.15	Draw African symbols	
Half term			
11	23.02.15	Copy an African <u>mudcloth</u>	
12	09.03.15	Produce a mask using the transfer technique	
13	23.03.15	Make a creative colour wheel	
Easter Break			
14	20.04.15	Research famous buildings from around the world	
15	04.05.15	Research James <u>Rizzi</u> (10 facts and your favourite picture)	
16	18.05.15	Draw your friends and family <u>Rizzi</u> style	
Half term			
17	08.05.15	Draw your home <u>Rizzi</u> style	
18	22.06.15	Draw a British building <u>Rizzi</u> style	
19	06.07.15	Produce a <u>Rizzi</u> style bookmark	
End of the academic Year			

How can you improve your level?		1. Know your current level and target levels 2. Use these sheets to aid your progress.													
ART MARKING POLICY															
WWW	what went well	How to layout your work in your sketchbook													
EBI	even better if														
MRI	my response is														
PIP	personal improvement plan														
VF	verbal feedback														
IP	improve presentation														
IW	incomplete work														
MDN	More detail needed	<table border="1"> <tr> <td>LEFT</td> <td>RIGHT</td> </tr> <tr> <td>Homework</td> <td></td> </tr> <tr> <td>Classwork</td> <td></td> </tr> <tr> <td>Stuck flat</td> <td></td> </tr> <tr> <td>www/ebi</td> <td></td> </tr> <tr> <td>(no foldouts)</td> <td></td> </tr> </table>		LEFT	RIGHT	Homework		Classwork		Stuck flat		www/ebi		(no foldouts)	
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Classwork															
Stuck flat															
www/ebi															
(no foldouts)															
LITERACY IN ART		Please use the keywords to write about the art and your own work. Check you are using the correct spelling.													
KEYWORDS		Each term you will complete a spelling test and the scores will be recorded below.													
Identity	African Masks	James Rizzi													
Silhouette Personal Unique Observation Identity Collage design	Symmetry Measuring Geometric Shape Transfer Mirror image symbol	Composition Cartoon Characteristic Horizontal Vertical Urban rural													
Test marks /	Test marks /	Test marks /													
Literacy Mats		SPaG Correction Codes													
		CP	Capital letter	p	punctuation										
		SP	spelling	VA	Verb agreement										
		NP	New paragraph	WO	Word order										
		//	Indicated where to add a new paragraph	WW	Wrong word										
				/\	Word missing										

This is also echoed in corridor displays, frog and on the school website. Parents will be provided with the homework timetables at parents evenings. Homework is always presented on the left hand side of the sketchbook. Failure to produce homework is recognised with a yellow sour note where the pupil takes responsibility for their lack of homework. 2 missing homeworks result in a 1 hour detention to address the missing homework.

Saint Paul's Catholic
High School
A Wesley Academy and
Engineering College

On a sour note, I forgot my homework

Completing your homework is your responsibility as a student.

Name: _____ Date: _____

Missing homework: _____

I do not have my homework today because:

I did my homework, but forgot to bring it in.

I chose not to do my homework.

I forgot to do my homework.

I did not have the appropriate materials at home.

Other. Please explain below.

Signature: _____

Yr	Autumn	Spring	Summer
7	<p>Identity</p> <p>1st term Pupils will produce a portrait which will consist of a silhouette of their head, filled with items which identify their own identity.</p> <p>2nd term Pupils will explore the work of Peter Blake to develop a self portrait depicting clues to their identity.</p>	<p>African Art</p> <p>Pupils explore African resources to produce symmetrical masks using geometrical shapes and patterns gathered in the research process. The final piece shows hot & cold colours.</p>	<p>James Rizzi</p> <p>Pupils look at how James Rizzi gives his buildings a personality and turns them into cartoons. Pupils explore famous buildings from around the world to influence their final outcome produced in the style of J.Rizzi.</p>
8	<p>Day of the Dead</p> <p>Pupils will explore the Mexican tradition of the day of the dead. Pupils will produce their own Day of the Dead decorated skull which will also have the opportunity to be developed into a 3D maquette.</p>	<p>Aboriginal Art</p> <p>Pupils explore Aboriginal artefacts, symbols, x-ray art and dot painting techniques to produce their own composition influenced by contemporary or traditional painting techniques.</p>	<p>Friedensreich Hundertwasser</p> <p>Pupils explore the motifs and style of Hundertwassers work to produce a stamp design for a country or conservation cause.</p>
9	<p>Romero Britto</p> <p>Pupils will look at the art work of pop artists Romeron Britto and Craig redman to produce a portrait of an icon of their choice decorated using patterns and colours in the style of pop art.</p>	<p>Egyptian Art</p> <p>Pupils explore hieroglyphics, Egyptian gods, crowns and symbols to produce their own mixed media piece which brings together their findings. The final piece is aged with wax and paint layers.</p>	<p>Beryl Cook</p> <p>Pupils explore the observational themes of Beryl Cook. Her obsession with pattern and fashion and larger than life caricatures of every day people captured. Pupils will develop their own responses.</p>

- Pupils undertake three projects each year.
- Formal assessment takes place at the end of the sketchbook development and summative assessment at the end of the final piece . Pupils also self assessing the art tracker and project tracking sheets where they identify strengths and areas for development and then identify three areas for improvement. This is referred to as their personal improvement plan.

Expressive & Performing Arts Faculty

ART

Pupil name	Class	R
	ART	Teacher
Project	ART	Mark
Expressive Art	To be able to express emotion through colour and form (2022)	
Visual Art	To record a range of ideas which could make someone cry.	
The Artist	To be able to challenge yourself to create your own version of the scene, using appropriate materials that incorporate observation.	
	To be able to research and produce ideas independently (PFA)	
Personal Improvement Plan (PIP)	What skills do you need to improve on and how can you achieve that?	
Contexts	To be able to record the impact of 2022 on art and how to tell a story.	
Mixed Media Art	To record ideas and develop an understanding of abstract colour and patterns.	
	To be able to combine the above skills with the set purpose technique.	
	To be able to research and produce ideas independently (PFA)	
Personal Improvement Plan (PIP)	What skills do you need to improve on and how can you achieve that?	
Observation	To demonstrate and understanding of the influence of nature in Friedensreich's work (before and after).	
Stamp Design	To research and present a water colour sketch.	
	To use the design to create a country of your choice, current country.	
	To be able to research and produce ideas independently (PFA)	
Personal Improvement Plan (PIP)	What skills do you need to improve on and how can you achieve that?	

Control the target Improved target Control the target

1 = Cause for concern 2 = Needs to improve 3 = Good 4 = Excellent

Saint Paul's Catholic High School

My Art Tracker

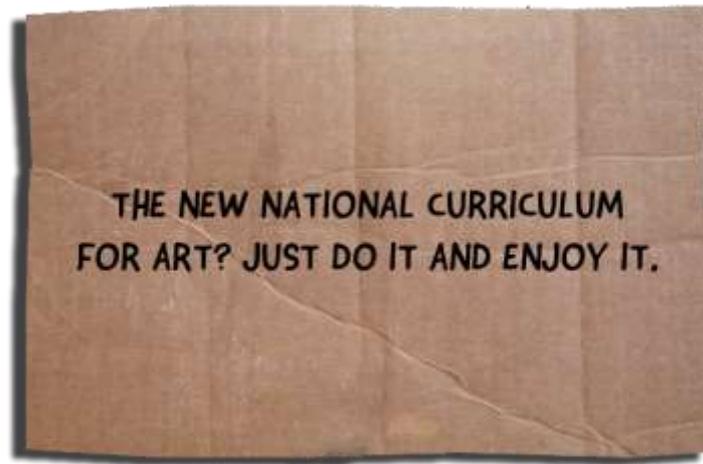
My target for this year

Date	Topic	Level achieved	Target	Evidence	Next steps
24.11.2017	Day of the Dead	50	60	Completed book page of 2 days of the dead (sketches & paintings)	improve my control of materials Add further detail
	EXAMPLE				Review all work to completed

*Working together with class teacher, we learn to become more creative!

- On-going assessment allows us to set challenging work and targets for pupils in class and via assessment data sent home.

How does this relate to the National Curriculum



The national curriculum states that pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Exploring and developing ideas

1) Pupils should be taught to:

- a) record from first-hand observation, experience and imagination, and explore ideas
- b) ask and answer questions about the starting points for their work, and develop their ideas.

Investigating and making art, craft and design

• 2) Pupils should be taught to:

- a) investigate the possibilities of a range of materials and processes
- b) try out tools and techniques and apply these to materials and processes, including drawing

• Knowledge and understanding

4) Pupils should be taught about:

- a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space

Evaluating and developing work

• 3) Pupils should be taught to:

- a) review what they and others have done and say what they think and feel about it

What are the level descriptors?

Art and design: Attainment target level descriptions

Level 1	Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.
Level 2	Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.
Level 3	Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.
Level 4	Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions. They compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. They adapt and improve their work to realise their own intentions.
Level 5	Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. They analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. They adapt and refine their work to reflect their own view of its purpose and meaning.
Level 6	Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes. They interpret visual and tactile qualities to communicate ideas and meanings, and realise their intentions. They analyse and comment on how ideas and meanings are conveyed in their own and others' work. They explain how their understanding of the context affects their views and practice.
Level 7	Pupils explore ideas and assess visual and other information, analysing codes and conventions used in different genres, styles and traditions. They select, organise and present information in visual and other ways, taking account of purpose and audience. They extend their understanding of materials and processes and interpret visual and tactile qualities. They show increasing independence in the way in which they develop ideas and meanings and realise their intentions. They analyse and comment on the contexts of their own and others' work. They explain how their own ideas, experiences and values affect their views and practice.
Level 8	Pupils explore ideas and evaluate relevant visual and other information, analysing how codes and conventions are used to represent ideas, beliefs and values in different genres, styles and traditions. They research, document and present information in visual and other ways appropriate to their purpose and audience. They exploit the potential of materials and processes to develop ideas and meanings, realise their intentions and sustain their investigations. They evaluate the contexts of their own and others' work, articulating similarities and differences in their views and practice. They further develop their ideas and their work in the light of insights gained from others.

Exceptional performance

Pupils explore ideas, critically evaluate relevant visual and other information and make connections between representations in different genres, styles and traditions. They initiate research, and document and interpret information in visual and other ways appropriate to their purpose and audience. They exploit the characteristics of materials and processes to develop ideas and meanings and realise their intentions. They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They identify why ideas and meanings in others' work are subject to different interpretations, using their understanding to extend their thinking and practical work. They communicate their own ideas, insights and views.

How can parents/guardians help their child to achieve in Art?

Encourage your child to draw from life.

- Encourage them to spend time looking, by pointing out visual and tactile qualities and observing/discussing details.
- Encourage them to look for different tones.
- Equip them with good sketching pencils.
- Have a 'collage' box and lots of colour pencils, pastels and possibly paint.
- Use 'how to books' for inspiration for projects when homework is not set.
- Visit galleries and museums and talk together about the art, craft or design. If you can not get to museums, remember art and design is all around you – from the graphics on your cereal box, to the architecture of your town.
- Enjoy being creative together!