

## Hobart High School Key Stage 3 Curriculum Map – Year 7

Department: ART

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment One self/peer assessment per half term	Personal Development
Autumn 1	<b>Birds and Beasts – drawing techniques and the visual elements</b>	Drawing techniques using simple shapes and grids. Tonal value including gradients and mark-making. Introduction to the 7 visual elements.	Teacher assessment – Formative DNA marking 1: Tonal drawing using gradient. <a href="#">Summative assessment 1: Drawing minibeast using accurate shape, proportion and tone.</a>	
Autumn 2	<b>Birds and Beasts – exploring colour and mark-making</b> using paint and coloured pencil	Colour theory – developing paint and/or coloured pencil techniques with an awareness of colour mixing, tonal value and gradient. Exploring shades and tints using paint. Creating accurate colour wheels and colour charts.	Teacher assessment – Formative DNA marking: Application of colour mixing with harmonious colour to a colour chart using paint.  Starter for Ten Quiz to check acquisition of knowledge	
Spring 1	<b>Birds and Beasts – exploring Matisse’s ‘Cut Outs’</b> of Birds and Beasts using collage techniques and application of colour theory.	<ul style="list-style-type: none"> <li>Developing an awareness of how colour and mark-making can convey emotion in an image. Application of colour theory and mark-making to a bird design with an awareness of how to suggest particular emotions within drawings.</li> <li>Artist research skills – research page on the paper Cut Outs of Henri Matisse. Using drawing and collage techniques to transcribe a range of Matisse’s Cut Outs.</li> </ul>	Teacher assessment – Formative DNA marking 2: Planning drawing for a ‘Cut Out’ of a bird or beast.	Diversity - Disability and aging: an artist (Matisse) overcoming disability at the end of their long life to create great Art.
Spring 2	<b>Birds and Beasts - application of collage techniques to make a Cut Out design. Application of colour theory, paint, drawing and collage techniques to plan and make a ‘fantastical’ bird or beast.</b>	<ul style="list-style-type: none"> <li>Application of collage techniques – using drawing and collage to create a bird/beast design in the style of Henri Matisse. Explaining how colour theory has been applied to their design. Planning and refining their design as the work progresses.</li> <li>Making a final outcome by applying techniques to develop a ‘fantastical’ bird or beast of their choice. Evaluating whether they have realized their intentions.</li> </ul>	Teacher assessment - Formative DNA marking 3: Drawing a plan for a Paper Cut Out in the style fo Matisse. <a href="#">Summative assessment 2: Application of drawing skills, mark-making, colour theory and collage to a ‘fantastical’ bird or beast design.</a>  Starter for Ten Quiz to check acquisition of knowledge	

<p><b>Summer 1</b></p>	<p><b>Gargoyle Clay Project</b> Clay modelling and drawing</p>	<p>Clay modelling of gargoyles/'beasts' Developing 2D and 3D designs. Research and analysis of Medieval Art and/or Leonardo Da Vinci's grotesques. Pen and ink transcriptions of Leonardo Da Vinci grotesques.</p>	<p>Teacher assessment – Formative DNA marking 4: Written evaluation of clay model (LITERACY).</p>	<p>Community – Loddon Church and Norwich Cathedral gargoyles</p>
<p><b>Summer 2</b></p>	<p><b>Surrealism Portrait Project</b> Artist focus: Martin O'Neill</p>	<p>Art Movement Research skills and artist research skills. Applying an artist's style to their own creative ideas. Combining drawing and collage to create designs that link to Surrealism.</p>	<p>Starter for Ten Quiz to check acquisition of knowledge</p>	<p>Mental Health – cognitive load and analysis of feelings.</p>

## Hobart High School Key Stage 3 Curriculum Map – Year 8

Department: Art

	Unit, Topic or Summary of work covered	Knowledge & Skills Developed	Assessment One self/peer assessment per half term	Personal Development
Autumn 1	<b>Day of the Dead mask-making project</b> – focusing on South American Culture	Cultural context and research skills in relation to South American Folk Art and Day of the Dead Masks. Drawing patterns from natural forms. 2D and 3D Mask design techniques. Mixed-media collage techniques.	Teacher assessment – DNA marking 1: Design plan for Day of the Dead mixed media mask	Diversity – South American Folk Art, Festival Art and Religious Festivals
Autumn 2		2D and 3D Mask design techniques. Mixed-media collage techniques.	Teacher assessment – Summative Assessment 1: Mask Final Outcome  Starter for Ten Quiz to check acquisition of knowledge	Diversity - South American Folk Art, Festival Art and Religious Festivals
Spring 1	<b>ARCHITECTURE Drawing Project:</b> exploring architecture and drawing techniques with reference to local architecture and the drawings of artist Stephen Wiltshire.	Drawing architecture using perspective. Exploring textural mark-making to describe architectural detail re. Loddon Church and London's 'The Gherkin'. Artist research on Stephen Wiltshire's drawings. Using secondary research to create drawings and watercolours in response to Wiltshire's work.	Teacher assessment – Formative DNA Marking 2: Line Drawing of Loddon Church Tower from secondary sources, using a range of mark-making.	Community Diversity: An artist overcoming autism and celebrating his ethnic minority background
Spring 2	ARCHITECTURE Drawing Project: adding colour and ink wash to pen drawings, designing a final outcome using a primary source photo.	Transcribing a colour drawing by artist Stephen Wiltshire. Planning and designing a final outcome in the form of a pen drawing with added colour in response to a photo of Hobart High School or students' own photos of their local area.	Teacher Assessment – Formative DNA Marking 3: Written evaluation of architecture drawing final outcome (LITERACY)  Starter for Ten Quiz to check acquisition of knowledge	Community – local buildings and heritage
Summer 1	<b>Eco Poster Design Project - Artist focus: Hundertwasser</b> Semi-abstract painting with a focus on landscape, architecture and environment	Artist research skills. Transcriptions of artist images. Painting using saturated colour. Application of semi-abstract style to a Poster design. Combining ideas and images relating to Climate Change in a Poster Design.	Teacher assessment – Formative DNA Marking 4: Presentation of Hundertwasser artist research page and image transcription	Environment

		<p>Artist research skills focusing on Hundertwasser's architectural designs.</p> <p>3D modelling techniques using card and tape.</p> <p>Designing abstract patterns to apply to architectural models (linking with Hundertwasser's designs).</p>		
<b>Summer 2</b>	<b>Lino print project</b> – focusing on German Expressionism	<p>German Expressionist Art Movement and artist research skills.</p> <p>Lino printing techniques exploring negative and positive space and/or using collagraph techniques.</p> <p>Design of a lino cut in the style of German Expressionism.</p>	<p>Teacher assessment – <a href="#">Summative Assessment 2: ECO poster final outcome</a>.</p> <p>Starter for Ten Quiz to check acquisition of knowledge</p>	European Culture

## Hobart High School Key Stage 3 Curriculum Map – Year 9

Department: Art

	Unit, Topic or Summary of work covered	Knowledge & Skill Developed	Assessment One self/peer assessment per half term	Personal Development
Autumn 1	<b>Portrait Drawing Project</b> – with a focus on drawing in proportion, self portraits and the ‘selfie’.	Proportion and the face. Using accurate shape, line and tone to draw the features of the face. Analysis of artist portraits – making transcriptions	Teacher assessment – DNA Marking 1: Tonal Drawing of the face	
Autumn 2	<b>Portrait Artist Chuck Close Project</b> - artist study	Artist research skills. Gridding a photograph to create a portrait drawing. Creating a variety of flesh tones. Applying tonal variation effectively.	Teacher assessment – <a href="#">Summative Assessment 1: Final Piece: Chuck Close style portrait using secondary sources</a>  Starter for Ten Quiz to check acquisition of knowledge	Diversity – an artist (Chuck Close) overcoming physical disability and face blindness to become a successful portrait painter
Spring 1	<b>Sweets and Treats Observational Drawing Project</b> – drawing and painting food and packaging	Pop Art split view observational drawing technique focusing on packaging Tonal and mark-making drawing techniques focusing on sweets and treats. Developing 3D qualities using tonal variation, to link with artist Wayne Thiebaud’s work.	Teacher assessment – DNA Marking 2: Transcription of an artist image of treats/sweets (artist focus Wayne Thiebaud).	Pop Art as a critique of consumerism
Spring 2	<b>Sweets and Treats Artist Research and Developing a Final Outcome.</b>	Artist Research Skills and transcriptions – artist focus Wayne Thiebaud. Transferring observational drawings into clay modelling. Focus on clay modelling techniques Developing a final piece using drawing/painting of clay modelling.	Teacher assessment – <a href="#">Summative Assessment 2: Final Piece in the form of a painting/drawing of sweets and treats or clay model of a cup cake.</a>  Starter for Ten Quiz to check acquisition of knowledge	Diversity – an older artist having success as a famous painter (Wayne Thiebaud aged 101)
Summer 1	<b>Drypoint etching project</b> – with a focus on mark-making and texture	Drypoint etching techniques. Artist research skills, including analysis of mark-making of artists such as Jake Muirhead, Van Gogh and Morandi.	Teacher assessment –DNA Marking 3: Planning drawing for their etching plate.	

		<p>Application of mark-making techniques to a printing plate.</p> <p>Chine colle and Papier decoupe print techniques.</p>	<p>Starter for Ten Quiz to check acquisition of knowledge</p>	
<p><b>Summer 2</b></p>	<p><b>1. Literacy Focus – writing a detailed evaluation of their art work.</b></p> <p><b>2. Drawing for Purpose Project</b> – focusing on ‘Natural Forms’</p>	<p>1. Structuring their written evaluation. Inclusion of visual elements key words. Inclusion of key concepts to explain process and technique.</p> <p>2. Observational drawing. Developing effective media trials. Transcription techniques.</p>	<p>Teacher assessment – DNA Marking 4: Written evaluation of etching final outcome.</p>	