

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 7: Art, Art textiles and Photography

Units	Unit 1 Shells (Art)	Unit 1 (Art textiles) Animal	Unit 2 Colour (Art)
Unit Overview	Students will learn about the formal elements of Art and develop an understanding of tone, line, shape and texture through drawing a shell working from a primary source.	Students explore pattern in the natural world and develop textiles skills through creating a design using printmaking and embroidery.	Students develop their knowledge of colour theory and how to mix Primary, secondary and tertiary colours by applying to a colour wheel.
Lesson Sequence	<p>1. Planning the shell To plan a drawing using basic shapes and lines. How to record detail working from a primary source.</p> <p>2. Shading the shell To develop tonal shading skills. To recreate detail working from a Primary source.</p> <p>3&4. Texture To record texture using a range of mark making skills.</p> <p>5. Mono printing How to create a mono-print working from a source.</p>	<p>1. Texture How to create pattern and texture using pencil and colour.</p> <p>2. Hand Stitching How can we create patterns and textures using thread.</p> <p>3. Animal design How to plan a pattern design using stitches.</p> <p>4. Animal Transfer How to transfer a design onto fabric.</p> <p>5. Applique How to apply appliques to a design.</p> <p>6. Embroidery</p>	<p>1.Colour Wheel To develop an understanding of colour theory.</p> <p>How to mix primary colours together to create secondary colours.</p> <p>2. Tertiary colours How to mix Primary and Secondary colours together to create Tertiary colours.</p> <p>How to paint effectively using poster paint.</p>

	<p>How to analyse and recreate patterns and textures.</p> <p>To improve mark making and shading skills.</p>	<p>Develop the ability to recreate your design on fabric using embroidery.</p> <p>7.Printing Develop the ability to create pattern using printing.</p> <p>8.Pattern How to create patterns using a range of hand stitching techniques.</p>	
<p>Key Domains and Concepts taught in this Unit / Term</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>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</p>

		Use of drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.	<p>titles and area(s) of study through effective and safe use of Media, materials, techniques, processes, technologies.</p> <p>Apply an understanding of relevant art, craft and design practices in the creative and cultural industries to their work.</p>
KS4 End Points	<p>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.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP6- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>	<p>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</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p>EP6- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>	<p>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.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p> <p>EP10- demonstrate safe working practices in art, craft and design.</p>

Declarative Knowledge (Students should know)	What the formal elements are and how they are used to create a piece of Artwork.	What is pattern and where to find patterns in the natural world. How artists draw inspiration from the natural world.	What are Primary, Secondary and Tertiary colours. How artists use colour in their artwork. How colours relate to emotions.
Procedural Knowledge (Students should be able to do)	Plan a drawing from a Primary source using basic shapes. How to Monoprint working from a source. Apply tone to a drawing to create form. Apply texture to a drawing using various mark making techniques.	Create a piece of work in response to an artist. Print using foam and cardboard. Use a range of embroidery techniques to create a design and texture.	Mix Primary and Secondary colours of poster paint to create Harmonious colours and Tertiary colours. Plan an abstract portrait using Geometric shapes.
Developing T3 Literacy and Numeracy	Keywords Form Line Pattern MonoPrint Shape Tone Primary source	Keywords Symmetry Line Pattern Tone Shape Colour Running stitch Threaded running stitch Back stitch Embroidery hoop	Keywords Primary Secondary Tertiary Harmonious Hues Geometric Shape
Assessment (Summative and Formative)	Project mark with a grade and percentage at the end.	Project mark with a grade and percentage at the end.	Project mark with a grade and percentage at the end.

	Tick Time reflection sheets used for self-assessment and target setting.	Tick Time reflection sheets used for self-assessment and target setting.	Tick Time reflection sheets used for self-assessment and target setting.
Links to Prior Learning	Texture and mark making.	Links with Art lessons and colour theory.	Colour theory Formal elements lesson.
Next steps in learning	Apply colour theory to their own piece based on an artist's work.	Apply stitch techniques to a more complex piece of work.	Apply colour theory to abstract portrait inspired by Delaunay.
Common Barriers to learning in this unit	Drawing from a still life.	No previous knowledge of textiles in Primary.	Primary colour theory knowledge. Mixing to create Tertiary colours.

Units	Unit 3 Delaunay (Art)	Unit 4 Knots	Unit 5 Masks
Unit Overview	Students develop their knowledge of colour theory linking colour to emotion and will study artists Sonia and Robert Delaunay. Students will develop their understanding of shape and design skills by creating an abstract portrait.	Students will develop observational drawing skills and understanding of tone through creating and drawing knot.	Students will learn about how masks are used across a range of cultures and create a relief mask out of cardboard.
Lesson Sequence	<p>1. Planning To develop an understanding of Robert Delaunay's style of art (Orphism)</p> <p>How to plan a face using geometric shapes.</p> <p>To link Art to Maths.</p>	<p>1.Planning How architects and sculptures use Intricate designs as a starting point. How to plan a drawing using basic shapes.</p> <p>2. Shading How to create form using pencil shading skills.</p> <p>3. Colour blending</p>	<p>1.Planning How to create a symmetrical mask using Paper.</p> <p>About traditional masks of the world.</p> <p>2. Cardboard How to create a symmetrical design using</p>

	<p>2. Painting How to use paint effectively in the style of Robert Delaunay.</p> <p>How to blend harmonious colours.</p>	<p>How to develop shading skills using harmonious colours.</p>	<p>Cardboard.</p> <p>3.Paint How to mix and apply paint evenly.</p> <p>4. Decoration How to embellish and create texture using cardboard and string.</p>
<p>Key Domains and Concepts taught in this Unit / Term</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</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>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>

	<p>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 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>The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learner's 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>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>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>
--	--	--	--

		Use drawing skills for different needs and purposes, appropriate to the titles and area(s) of study used.	
KS4 End Points	<p>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.</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products.</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.</p>	<p>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</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>EP4 - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>EP7- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p>	<p>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</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>EP4 - develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills</p> <p>EP5- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence</p> <p>EP6- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent</p> <p>EP7- develop knowledge and understanding of art, craft and design in</p>

			<p>historical and contemporary contexts, societies and cultures</p> <p>EP10- demonstrate safe working practices in art, craft and design</p>
<p>Declarative Knowledge (Students should know)</p>	<p>What are Primary, Secondary and Tertiary colours.</p> <p>What are geometric shapes.</p> <p>How colour is used to express emotions.</p>	<p>How to plan a drawing using basic shapes.</p> <p>Colour theory</p> <p>The difference between and Primary and secondary source.</p>	<p>An understanding of pattern</p> <p>What is symmetry and how to create a symmetrical design.</p> <p>Designs of masks from different cultures.</p>
<p>Procedural Knowledge (Students should be able to do)</p>	<p>Create a piece of work in response to an artist.</p> <p>Create an abstract portrait using geometric shapes.</p> <p>Mix Primary and secondary colours to create a range of harmonious colours and hues.</p>	<p>Create a piece of work in response to an artist.</p> <p>Create form by shading using colour pencils.</p> <p>Blend harmonious colours using colour pencil.</p> <p>Draw detail working from a primary source.</p>	<p>Develop an understanding of how masks are used in different cultures around the world.</p> <p>How to create 2D relief outcome using cardboard.</p>
<p>Developing T3 Literacy and Numeracy</p>	<p>Key words</p> <p>Orphism</p> <p>Symmetry</p> <p>Picasso</p> <p>Abstract</p>	<p>Keywords</p> <p>Primary source</p> <p>Harmonious</p> <p>Form</p> <p>Sculpture</p>	<p>Keywords</p> <p>Symmetrical</p> <p>Layer</p> <p>Shape</p> <p>Texture</p>

			Relief Earth tones Jagged
Assessment (Summative and Formative)	Project mark with a grade and percentage at the end. Tick Time reflection sheets used for self-assessment and target setting.	Project mark with a grade and percentage at the end. Tick Time reflection sheets used for self-assessment and target setting.	Project mark with a grade and percentage at the end. Tick Time reflection sheets used for self-assessment and target setting.
Links to Prior Learning	Shape	Drawing shape working from a primary source.	Colour theory.
Next steps in learning	Apply colour theory to colour pencil study.	Apply observational drawing skills to a larger scale piece of work.	Apply knowledge of relief to a 3D design.
Common Barriers to learning in this unit	Planning geometric shapes. Mixing paint consistently.	Drawing from Life.	Cutting out cardboard independently. Creating a symmetrical outcome.

Units	Unit 6 Aboriginal
Unit Overview	Students will learn about aboriginal art and artists and develop understanding and use of pattern and colour.
Lesson Sequence	<p>1. History About Aboriginal art and its purpose. How to use symbols to tell a story.</p> <p>2. Painting How to apply paint to create patterns.</p> <p>3. Animal design How to create a design using line, patterns and dots.</p>
Key Domains and Concepts taught in this Unit / Term	<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</p>

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.

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

Art, Art textiles and Photography Year 7

	<p>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>KS4 End Points</p>	<p>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</p> <p>EP2- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <p>EP3- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>EP4 - develop critical understanding through investigative, analytical,</p>

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

Declarative Knowledge (Students should know)	An understanding of pattern Colour theory An understanding of Aboriginal art and culture.
Procedural Knowledge (Students should be able to do)	Develop an understanding of the Aboriginal art and culture. Write a story using symbols. Add pattern to a drawing using mark making techniques.
Developing T3 Literacy and Numeracy	Keywords Texture Pattern Symbols
Assessment (Summative and Formative)	Project marked with a percentage at the end. Tick Time reflection sheets used for self-assessment and target setting.
Links to Prior Learning	Colour theory. Building on pattern knowledge from textile project.
Next steps in learning	Apply knowledge of pattern to a complex design.
Common Barriers to learning in this unit	Confidence in creating own design.



Art, Art textiles and Photography **Year 7**