



## 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> <b>BASELINE TESTING</b> Hand observational line drawing. Analysing Picasso's 'Lover in a Beret'. Picasso hand colour pencil outcome.</p> <p><b>COMPOSITIONAL RULES</b> The three rules of composition: Triangles, Balance and Thirds. Producing a fantasy artwork using a compositional rule.</p>	<p><b>Autumn 2: ELEMENTS</b> <b>THE VISUAL ELEMENTS</b> The visual language of art. Creating a resource to refer to throughout Key Stage 3.</p>	<p><b>Spring 1: BEARS #1</b> <b>TEXTURE</b> Exploring mark-making and contouring to represent surface qualities and form.</p> <p><b>ALBRECHT DURER</b> Analysing the work of the Renaissance artist Albrecht Durer and his use of mark-making to create texture.</p>	<p><b>Spring 2: BEARS #2</b> <b>OIL PASTEL BEARS</b> Producing an oil pastel teddy bear outcome from secondary observation.</p>	<p><b>Summer 1: STILL LIFE #1</b> <b>STONE</b> Practicing pencil rendering skills to create values of tone, tonal graduation and form.</p> <p><b>STILL LIFE DRAWING</b> Producing a monochromatic still life drawing in pencil, applying knowledge of compositional rules, observational drawing and rendering.</p>	<p><b>Summer 2: STILL LIFE #2</b> <b>CUBIST ARTIST</b> Analysing the work of a Cubist artist and their use of composition, colour and shape.</p> <p><b>PAINTED STILL LIFE</b> Producing a monochromatic still life outcome using acrylic paint.</p>
<p><b>KNOWLEDGE</b></p> <p>KS 3 Art recall once KS 3 Art recall twice KS 3 Art recall three times +</p> <p>Recall from other subjects of the curriculum</p>	<ul style="list-style-type: none"> <li>The process of recording through Primary Observational drawing.</li> <li>Features of an artwork analysis.</li> <li>The three rules of composition in imagery.</li> <li>Identifying fantasy art.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the 7 Visual elements and understand their many forms through the use of literacy (<i>synonyms, adjectives, etc.</i>)</li> </ul> <p><u>Texture</u>: Surface, real, implied, mark-making, dots, dashes, hatching etc. <u>Line</u>: Directions, types, weight. <u>Tone</u>: Dark, medium, light, value, range, graduated. <u>Space</u>: Positive, negative, contrast, composition. <u>Colour</u>: Primary, Secondary, Tertiary, dull, pastel, neon etc. <u>Shape</u>: Geometric, organic, square, triangle, pattern, etc. <u>Form</u>: 3D, volume, cube, sphere etc.</p>	<ul style="list-style-type: none"> <li>Recalling mark-making, and further exploring the use of <b>tone to create form</b> through contouring.</li> <li>Investigating creative ways of presenting information through composition and collaging 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 <b>identifying and analysing his use of the visual elements: line, texture, tone, form.</b></li> </ul>	<ul style="list-style-type: none"> <li>How to experiment with media.</li> <li>Identifying oil pastel and different techniques.</li> <li>The process of recording through Secondary Observational drawing: <b>composition, space, proportion.</b></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>Recalling the identification of Tone, and its application in pencil.</li> <li>Understanding how the values of <b>tone create form.</b></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 purposes of tone: depth, surface qualities (such as reflection) and atmosphere.</li> <li>The process of recording through Primary Observational drawing: <b>composition, space, proportion.</b></li> <li>Evaluating throughout the drawing process: Record - evaluate - modify.</li> <li>Identifying a still life and its successful features.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Cubism era and therefore the process of making a cubism outcome.</li> <li>Identifying Cubism artwork and <b>identifying the use of composition, colour and shape.</b></li> <li>Identifying acrylic paint and desaturation and tinting techniques.</li> <li>Recalling an outcome as a conclusive piece of artwork.</li> </ul>



<p><b>SKILLS</b></p>	<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>Applying a compositional rule to own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the 7 Visual elements and understand their many forms through application.</li> </ul> <p><u>Texture:</u> Using fineliner pen to explore mark-making techniques.</p> <p><u>Line:</u> Using biro pen to draw different types of line.</p> <p><u>Tone:</u> Using pencil and colour pencil to achieve a range of tones.</p> <p><u>Space:</u> Using felt tip pen to produce a simple design using positive and negative space.</p> <p><u>Colour:</u> Render primary and secondary colours, layering primary to create secondary.</p> <p><u>Shape:</u> Creating an abstract design using <u>geometric</u> and organic shapes.</p> <p><u>Form:</u> Turning a <u>shape</u> into a <u>3D form</u> using pencil tone.</p> <ul style="list-style-type: none"> <li>Identify elements used in another's work and articulate how they have been used.</li> </ul>	<ul style="list-style-type: none"> <li><b>Mark-making techniques</b> in biro pen.</li> <li>Collaging techniques: b/ground, shapes, cut outs etc - scrapbooking/ journaling.</li> <li><b>Analysing an artwork.</b></li> <li>Making relevant notes to support a written artist analysis.</li> <li><b>Writing and presenting an analysis: Background, Subject, Description, Personal Opinion.</b></li> </ul>	<ul style="list-style-type: none"> <li>Oil pastel drawing.</li> <li>Mark making.</li> <li><b>Secondary observational drawing.</b></li> <li><b>Working 'in the style of'.</b></li> <li>Resilience in producing a sustained piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pencil drawing</b> and rendering techniques.</li> <li><b>Primary observational drawing.</b></li> <li>Arranging a successful still life.</li> <li><b>Resilience in producing a sustained piece of artwork.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Analysing an artwork/ era</b></li> <li><b>Making relevant notes to support a written artist analysis.</b></li> <li>Acrylic painting</li> <li>Working 'in the style of'.</li> <li><b>Writing and presenting an artist analysis: Background, Subject, Media, Description, Personal Opinion.</b></li> <li><b>Resilience in producing a sustained piece of artwork.</b></li> </ul>
<p><b>ASSESSMENT</b></p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Self-Assessment marksheet: Fantasy composition outcome.</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Hand line drawing</li> <li><b>Analysis:</b> Picasso</li> <li><b>Explore:</b> Pencil and colour pencil skill</li> <li><b>Outcome:</b> Picasso hand</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> General use of media</li> <li><b>Outcome:</b> Visual Elements wheel</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT during hedgehog task</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Hedgehog</li> <li><b>Analysis:</b> Albrecht Durer</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment and Peer-Assessment WWW/ACT during teddy bear task</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> Oil Pastel</li> <li><b>Outcome:</b> Oil pastel teddy bear</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Self-Assessment marksheet: Still Life drawing</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> Pencil skill</li> <li><b>Record:</b> Wine glass</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>FOCUSSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Analysis:</b> The Cubism era</li> <li><b>Explore:</b> Acrylic paint</li> <li><b>Outcome:</b> Painted still life</li> </ul>
<p><b>YEAR 8</b> Learning to investigate and refine media and</p>	<p>Autumn 1: INTRO</p> <p><b>BASELINE TESTING</b> Hand observational tonal drawing.</p>	<p>Autumn 2: INSECTS#1</p> <p><b>INSECTS</b></p>	<p>Spring 1: INSECTS#2</p> <p><b>TOM HILL</b></p>	<p>Spring 2: LANDSCAPES#1</p> <p><b>POP ART</b></p>	<p>Summer 1: LANDSCAPES#2</p> <p><b>LANDSCAPES</b> Understanding how depth is created in landscapes.</p>	<p>Summer 2: LANDSCAPES#3</p> <p><b>MIXED MEDIA LANDSCAPES</b></p>



<p>techniques including Three-Dimensions. Further analysing art styles and eras.</p>	<p>Analysing Matisse's 'Icarus' and other cut-out artworks. Matisse hand collage outcome.</p> <p><b>CLASSICAL and ROMANTIC</b> Describing art using appropriate vocabulary.</p> <p><b>COLOUR</b> Colour theory and mixing using watercolour paint. Applying knowledge through a Matisse watercolour study.</p>	<p>Applying colour theory and mixing in colour pencil to an insect drawing.</p> <p><b>LINE</b> Exploring the use of line to record observations.</p>	<p>Analysing the contemporary work of Tom Hill and his use of line and form.</p> <p><b>INSECT WIRE DRAWING</b> Responding to the work of Tom Hill by creating an insect sculpture in wire.</p>	<p>Identifying and understanding the Pop Art era.</p>	<p>Drawing in one-point perspective. Recording landscapes around us.</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>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>KNOWLEDGE</b> KS 3 Art recall once KS 3 Art recall twice KS 3 Art recall three times +  Recall from other subjects of the curriculum</p>	<ul style="list-style-type: none"> <li>Recalling primary observational drawing skills.</li> <li>Recalling features of an artwork analysis.</li> <li>Art Classical and Romantic vocabulary.</li> <li>Identifying special groups of colours and how to mix them.</li> <li>Using watercolour paint.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying colour pencil and mixing skills.</li> <li>Recalling special groups of colours and how to mix them.</li> <li>Using line to record texture, shape and form. Continuous line drawing.</li> <li>Recalling primary observational drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling features of an artwork analysis and Classical and Romantic vocabulary.</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> <li>Recalling an outcome as a conclusive piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <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 Pop Art era.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the work of David Hockney.</li> <li>Identifying Hockney's use of the visual elements.</li> <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 charcoal, Watercolour.</li> <li>How to investigate techniques such as water-resist, staining and S'graffito.</li> <li>Recalling an outcome as a conclusive piece of artwork.</li> </ul>
<p><b>SKILLS</b></p>	<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.</li> <li>Working 'in the style of'.</li> <li>Watercolour painting.</li> <li>Mixing and matching colours.</li> </ul>	<ul style="list-style-type: none"> <li>Layering colour pencil.</li> <li>Colour matching.</li> <li>Desaturation.</li> <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> <li>Wire drawing and shaping techniques using pliers.</li> <li>Resilience in producing a sustained piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <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>Drawing in one-point perspective.</li> <li>Articulating how Hockney has used the visual elements.</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'graffito.</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>
<p><b>ASSESSMENT</b></p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT during Classical/ Romantic task.</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT during shell task and colour pencil insect task.</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during analysis task.</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during analysis task.</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT during media experimentation.</li> </ul>



	<ul style="list-style-type: none"> <li>Peer-assessment during Colour theory task.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Hand tone drawing</li> <li><b>Analysis:</b> Matisse analysis</li> <li><b>Explore:</b> Pencil and Collage</li> <li><b>Outcome:</b> Matisse hand</li> </ul>	<p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> Colour pencil insect</li> <li><b>Record:</b> Shell line mini-project outcome.</li> </ul>	<p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Analysis:</b> Tom Hill analysis</li> <li><b>Outcome:</b> Wire insect sculpture.</li> </ul>	<p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Analysis:</b> Pop Art era analysis</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment marksheet: One-Point perspective.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> One-point perspective landscape drawing.</li> </ul>	<p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> Investigating and exploring.</li> <li><b>Outcome:</b> Mixed media landscape (Watercolour-resist, collage and oil pastel).</li> </ul>
<p><b>YEAR 9</b></p> <p>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>	<p>Autumn 1: INTRO</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>CONTEXT &amp; CONTENT</b> Highlighting the meaning behind an artwork and how it relates to the artist's life. Frida Kahlo study.</p>	<p>Autumn 2: PORTRAITS#1</p> <p><b>THE HALF WAY RULE</b> Learning the half way rule. Recording facial features.</p> <p><b>PORTRAIT DRAWING</b> Self-portrait drawing.</p>	<p>Spring 1: PORTRAITS#2</p> <p><b>DISTORTED FACES</b> Studying a range of artists (teacher chosen) that approach portraiture in an unusual, meaningful way.</p> <p>Producing ideas and developing an outcome in their chosen artist's style.</p>	<p>Spring 2: BIRDS#1</p> <p><b>OBSERVATIONAL STUDIES</b> Recalling mark-making techniques and studying various features of birds. Exploring ink mixed-media techniques. Full bird outcome using Ink, pens and pencils.</p>	<p>Summer 1: BIRDS#2</p> <p><b>MEDIA and OUTCOMES</b> Exploring a range of media and techniques to produce a range of bird-themed outcomes. <b>Lino Printing:</b> Black print over colour in the style of Angie Lewin. <b>Chalk and Charcoal:</b> Large-scaled final bird outcome in the style of Nicola Hicks using chalk and charcoal.</p>	<p>Summer 2: BIRDS#3</p> <p><b>MEDIA and OUTCOMES</b> <b>Collage:</b> Nancy Standlee inspired paper ripping technique.</p> <p><b>FINAL OUTCOME</b> Creating a final abstract bird outcome in the style of Niki De Saint Phalle using chosen media and techniques explored.</p>
<p><b>KNOWLEDGE</b></p> <p>KS 3 Art recall once KS 3 Art recall twice KS 3 Art recall three times +</p> <p>Recall from other subjects of the curriculum</p>	<ul style="list-style-type: none"> <li>Recalling primary observational drawing skills.</li> <li>Recalling features of an artwork analysis.</li> <li>Understanding the Context (background) of the artist and how it reflects in the Content (subject) of their art.</li> <li>Evaluating their strengths in media.</li> </ul>	<ul style="list-style-type: none"> <li>The Half-way rule.</li> <li>Identifying facial features and their parts.</li> <li>Rules for drawing facial features.</li> <li>Recalling rules to produce a realistic self-portrait.</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>Writing and presenting a self-guided artwork analysis.</li> <li>Recalling features of an artwork analysis, Classical and Romantic vocabulary and linking Content to Context.</li> <li>Independently identifying and selecting appropriate contextual resources.</li> <li>Recalling secondary observational drawing skills.</li> <li>Evaluating their strengths in media.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling mark-making and tone.</li> <li>Recalling secondary observational drawing skills.</li> <li>Identifying ink mixed-media techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling chalk and charcoal skills.</li> <li>Identifying lino printing.</li> <li>Identifying the artwork and techniques of Angie Lewin and Nicola Hicks.</li> <li>Recalling primary and secondary observational drawing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the artwork and techniques of Nancy Standlee.</li> <li>Recalling features of an artwork analysis, Classical and Romantic vocabulary and linking Content to Context.</li> <li>Evaluating their strengths in media.</li> <li>Recalling an outcome as a conclusive piece of artwork.</li> </ul>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>Primary observational drawing.</li> <li>Colour pencil skills.</li> <li>Analysing an artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Applying the Half Way Rule to draw a portrait.</li> </ul>	<ul style="list-style-type: none"> <li>Independently choosing artists to analyse.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling and applying mark-making techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Lino printing.</li> <li>Primary and secondary observational drawing.</li> </ul>	<ul style="list-style-type: none"> <li>Working 'in the style of'.</li> <li>Recalling and refining collaging techniques.</li> </ul>



	<ul style="list-style-type: none"> <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>Identifying and applying media of choice.</li> </ul>	<ul style="list-style-type: none"> <li>Applying various rules to draw facial features.</li> <li>Pencil skills.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Secondary observational drawing.</li> <li>Applying and layering to create mixed-media outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Recalling and applying chalk and charcoal techniques.</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>Analysing an artwork.</li> <li>Writing and presenting an artwork analysis.</li> <li>Identifying and applying media of choice.</li> <li>Resilience in producing a sustained piece of artwork.</li> <li>Secondary observational drawing.</li> </ul>
ASSESSMENT	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Self-Assessment marksheet: Frida Kahlo study.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Hand colour pencil drawing</li> <li><b>Analysis:</b> Dali analysis</li> <li><b>Explore:</b> Colour pencil and their choice.</li> <li><b>Outcome:</b> Dali surreal hand</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal 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>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Full portrait</li> <li><b>Explore:</b> Pencil skill</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during analysis task.</li> <li>Self-Assessment WWW/ACT during distorted outcome task.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Explore:</b> Chosen medium and technique.</li> <li><b>Analysis:</b> Portrait artists.</li> <li><b>Outcome:</b> Portrait in chosen media</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Peer-Assessment WWW/ACT during observational drawing tasks.</li> <li>Self-Assessment WWW/ACT Mixed-Media bird outcome.</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Self-Assessment marksheet: Mixed-media bird outcome.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Observational studies of bird features.</li> <li><b>Explore:</b> Ink, pencil and pen techniques.</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT chalk and charcoal bird outcome.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Record:</b> Charcoal and chalk bird outcome</li> <li><b>Explore:</b> Lino printing</li> </ul>	<p><b>FORMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Verbal teacher feedback throughout</li> <li>Self-Assessment WWW/ACT Nancy Standlee collage and final outcome.</li> </ul> <p><b>SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>Self-Assessment marksheet: Nancy Standlee collage.</li> </ul> <p><b>FOCUSED SUMMATIVE ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><b>Analysis:</b> Niki De Saint Phalle.</li> <li><b>Outcome:</b> Final piece inspired by Niki De Saint Phalle</li> </ul>

<b>Assessment:</b>	<p><b>How Will I be assessed at Key Stage 3?</b></p> <p><b>SUMMATIVE</b></p> <p>During each project, students will become familiar with the assessment objectives 'Record', 'Artist', 'Media' and 'Outcome', which are similar to those used at GCSE. Each objective refers to the student's ability to: 'Record'- Draw from their observations, 'Artist'- Analyse an artwork and its artist, era, or culture, 'Media' - exploring media and investigating techniques, and 'Outcome' - Combining their observations, analysing and exploration to create a personal outcome. So students understand and clearly keep track of how these objectives can be used to assess Art, assessment points have been identified in each project that represent each assessment objective. When students receive a result from an assessment point, they note it into a Tracker at the front of their sketchbooks.</p> <p><i>As Art is a holistic subject, any one task can usually meet two or more of the assessment objectives which the teacher will always consider when awarding an overall grade for a project or during the school's monitoring process.</i></p> <p>When a student receives a result it will be taken 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.</p>
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