

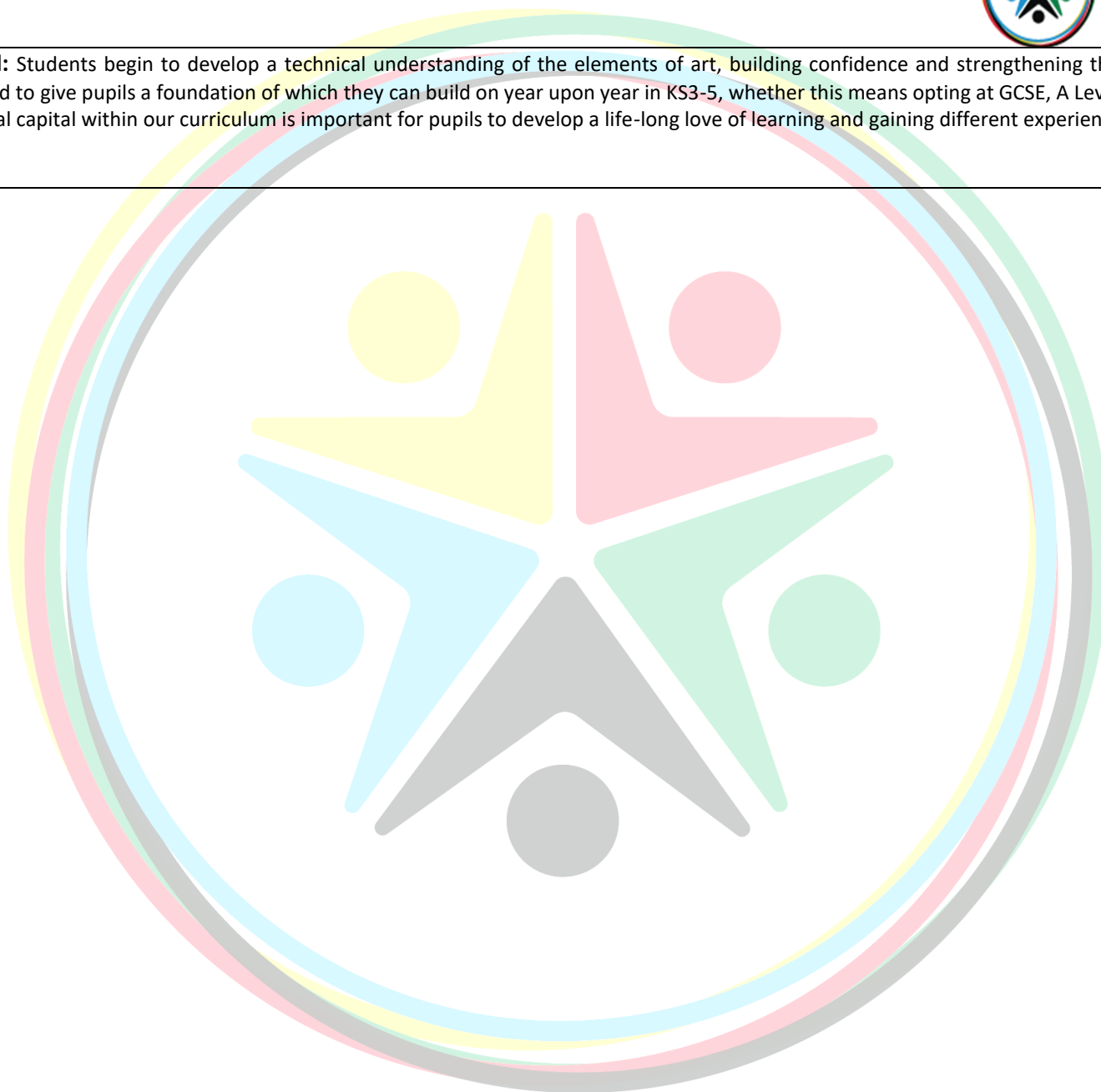
Year 7: Our curriculum intent is:

The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure all pupils are inspired to be creative, develop their practical skills whilst reaching their academic potential in each subject. We also aim for pupils to realise the importance of our subjects in the real world and how these subjects can enhance pupils' education to the highest degree. As an enthusiastic and professional team, ADT aim to provide pupils with engaging lessons, experiences and opportunities which will deepen the pupils understanding of the subjects' theoretical content as well as the 'hands-on' skills. In Key Stage 3, our curriculum is structured so pupils can build on skills and knowledge year by year, frequently with cross links to other subjects and topics with all projects strongly linked to the relevant GCSE specification and beyond.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Elements of Art Introduction to line, form, value and texture.	Elements of Art Introduction to colour theory, pattern, shape and space.	African Masks Research and design a mask.	African Masks Create an African inspired mask.	Abstract Landscape Create layered landscapes using range of media.	Abstract Landscape Create layered landscapes using range of media.
Subject Specific Skills	Analysing the work of an artist Art Vocabulary Using different media (watercolour, colour pencil, pencil...) Fine motor skills Evaluation skills Peer Assessment Self-assessment	3D manipulation Relationships between colours Composition skills (Also, skills learnt in Term 1 are built upon)	Analysis skills Cultural awareness Artist research skills Design skills	3D manipulation Fine motor skills Crafting skills Painting skills Colour mixing Layering through cardboard relief Evaluation skills	Composition skills Learning about Art movements (in particular Abstract Art) Colour Theory (monochrome) Painting skills	Drawing skills with texture Collaging skills Reflective practise.
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Art, Craft and Design Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4.					
Cross-curricular Skills	Maths – learning about 2D and 3D shapes. Literacy – Art vocabulary and analysing artists. History – Researching into artists from the past and present. Teamwork	Maths – learning about 2D and 3D shapes. Literacy – Art vocabulary and analysing artists. History – Researching into artists from the past and present. Teamwork	Geography – different locations in Africa and the culture. History – Researching in artists from the past and present. Also looking into traditions and how African Art has evolved over time. Literacy – Analysing and evaluating.	Geography – different locations in Africa and the culture. History – Researching in artists from the past and present. Also looking into traditions and how African Art has evolved over time. Literacy – Analysing and evaluating.	Problem solving working with foreground and background. Literacy – Using art vocabulary to help when analysing artists.	Problem solving working with foreground and background. Literacy – Using art vocabulary to help when analysing artists.



Post 16 and beyond: Students begin to develop a technical understanding of the elements of art, building confidence and strengthening their practical skills. Our year 7 curriculum is developed to give pupils a foundation of which they can build on year upon year in KS3-5, whether this means opting at GCSE, A Level or further pathway. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning and gaining different experiences.



Year 8: Our curriculum intent is:

The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure all pupils are inspired to be creative, develop their practical skills whilst reaching their academic potential in each subject. We also aim for pupils to realise the importance of our subjects in the real world and how these subjects can enhance pupils' education to the highest degree. As an enthusiastic and professional team, ADT aim to provide pupils with engaging lessons, experiences and opportunities which will deepen the pupils understanding of the subjects' theoretical content as well as the 'hands-on' skills. In Key Stage 3, our curriculum is structured so pupils can build on skills and knowledge year by year, frequently with cross links to other subjects and topics with all projects strongly linked to the relevant GCSE specification and beyond.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Portraits Introduction to the grid method, practice portraits and using artist influences in own work.	Portraits Introduction to the grid method, practice portraits and using artist influences in own work.	Culture Learn about Aboriginal and Mexican cultures through tradition art styles	Culture Learn about Japanese and Indian cultures through tradition art styles	Op Art Create a range of illusions through Op Art skills	Op Art Create a range of illusions through Op Art skills. Planning and completion combining skills and techniques learnt to create a final piece.
Subject Specific Skills	Analysing the work of an artist Creating artist responses Art Vocabulary Using different media (watercolour, colour pencil, pencil, oil pastel) Learning about art movements Fine motor skills Peer Assessment Self-assessment	Practising own creative ideas Relationships between artist styles Tonal skills Composition skills Evaluation skills Peer Assessment Self-Assessment	Analysis skills Cultural awareness 3D Modroc skills Painting skills Research skills Symmetry skills Design skills Peer Assessment Self-Assessment	3D manipulation Fine motor skills Crafting skills Painting skills Colour blending Composition skills Evaluation skills Peer Assessment Self-Assessment	Composition skills Learning about new artists Colour Theory (monochrome) 3D tonal skills Geometry skills Precision Peer Assessment Self-Assessment	Fine art skills Development practise 3D tonal skills Geometry skills Precision Peer Assessment Self-Assessment
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Art, Design & Technology Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4.					

Cross-curricular Skills	Maths – Grid method Literacy – Art vocabulary and analysing artists. History – Researching into artists from the past and present.	Maths – Grid method Literacy – Art vocabulary and analysing artists. History – Researching into artists from the past and present.	Geography – cultures and festivals around the world. R.S – religion and art History – Researching cultures from the past and present. Also looking into traditions and how Art has evolved over time. Literacy – Analysing and evaluating.	Geography – cultures and festivals around the world. R.S – religion and art History – Researching cultures from the past and present. Also looking into traditions and how Art has evolved over time. Literacy – Analysing and evaluating.	Maths – Geometry and problem solving Literacy – Using art vocabulary to help when analysing artists.	Maths – Geometry and problem solving Literacy – Using art vocabulary to help when analysing artists.
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Post 16 and beyond: Students begin to develop precision, accuracy and composition more as well as learning how to develop own ideas stemmed from other artists. Our year 8 curriculum is developed to give pupils a foundation of which they can build on year upon year in KS3-5, whether this means opting at GCSE, A Level or further pathway. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning and gaining different experiences.

Year 9: Our curriculum intent is: The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure all pupils are inspired to be creative, develop their practical skills whilst reaching their academic potential in each subject. We also aim for pupils to realise the importance of our subjects in the real world and how these subjects can enhance pupils' education to the highest degree. As an enthusiastic and professional team, ADT aim to provide pupils with engaging lessons, experiences and opportunities which will deepen the pupils understanding of the subjects' theoretical content as well as the 'hands-on' skills. In Key Stage 3, our curriculum is structured so pupils can build on skills and knowledge year by year, frequently with cross links to other subjects and topics with all projects strongly linked to the relevant GCSE specification and beyond.						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Still Life Cubism Introduction to observational drawing, presentation of work and background preparation.	Still Life Cubism Introduction to Cubism and how to take an art piece and develop it into a final piece.	Pop Art Printing Introduction to the Pop Art movement and a variety of printing techniques.	Pop Art Printing Planning and development of printing techniques to create a final piece.	Architecture Introduction to buildings around the world and architects, whilst building on observational drawing skills.	Architecture Planning and completion combining skills and techniques learnt to create a final piece.
Subject Specific Skills	Using different media (charcoal, oil pastels) Fine motor skills Evaluation skills Peer Assessment Self-assessment Communication through group work	Analysing the work of an artist Art Vocabulary Relationships between colours Composition skills Using different media (watercolours) (Also, skills learnt in Term 1 are built upon)	Analysing the work of an art movement Art Vocabulary Fine motor skills Drawing accuracy using the grid method Printing skills (oil pastel, monoprint, relief print) Peer Assessment Self-assessment	Composition skills Evaluation skills (Also, skills learnt in Term 1 are built upon)	Composition skills Learning about Art movements (in particular Art Deco) Watercolour painting skills Drawing skills to include texture Collaging skills Reflective practise.	Composition skills Watercolour painting skills Drawing skills to include texture Collaging skills Reflective practise Evaluation skills
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Art Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. Links to KS3 include: • Use a range of techniques to record observations in and out of sketchbooks • Use a range of techniques and media, including painting, oil pastels, chalk, watercolour, collage etc. • Increase in proficiency in the handling of different materials • Analysis and evaluation of own work, and that of others, in order to strengthen the visual impact or applications of work (peer/ self-assessment, research pages and class discussions) • Learning about the history of art, including periods, styles and major movements from ancient times up to the present day					
Cross-curricular Skills	Maths – learning about 2D and 3D shapes. Literacy – Art vocabulary and analysing artists.	Maths – learning about 2D and 3D shapes. Literacy – Art vocabulary and analysing artists.	Geography – Original and modern Pop Artists from around the world History – Researching in artists from the past and present.	Geography – Original and modern Pop Artists from around the world History – Researching in artists from the past and present.	Problem solving working with foreground and background. Literacy – Using art vocabulary to help when	Problem solving working with foreground and background. Literacy – Using art vocabulary to help when

History – Researching into artists from the past and present. Teamwork	History – Researching into artists from the past and present. Teamwork	Literacy – Analysing and evaluating.	Literacy – Analysing and evaluating.	analysing artists and their own work. Maths – Learning about 2D and 3D shapes Geography – Learning about buildings across the World
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Year 10 Fine Art: Our curriculum intent is: The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure that all pupils are inspired to become creative, to develop their practical skills whilst also understanding the unique properties and qualities that different materials have. We also encourage our pupils to experiment, to invent and to create their own design ideas, samples and development pieces so they can practise their “hands -on” skills and develop a portfolio of work which will help form their GCSE grade. Students develop the skills required to successfully undertake the Art based Textile A Level at KS5 or another course similar. Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students’ personal intentions, for example mark-making, monoprint, collograph and block printing, assemblage, construction, carving, film and video, digital working methods and use media and materials, as appropriate to students’ personal intentions, for example charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery and different papers and surfaces on which to work.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	Experimental Studies Allowing pupils to explore a variety of media, techniques and materials through the topic of Nature versus Manmade. This is intended to be a quick experimentation SOW with particular focus on including opportunities for refinement and development to support in meeting AO2.		Coursework Project 1 Building upon their experimental studies, pupils work through their own project to add to Component 1 portfolio. Starting point provided is Nature Vs Manmade where pupils will use this starting point to explore possibilities for their project. Pupil’s final outcome will be an A2 piece of work in a medium of their choice after experimenting with different techniques and developing composition.		Coursework Project 2 Further building upon their skills, pupils work through their own project to add to Component 1 portfolio. Starting point provided is Distortion where pupils will use this starting point to explore possibilities for their project. Pupil’s final outcome will be an A2 piece of work in a medium of their choice after experimenting with different techniques and developing composition.	
Subject Specific Skills	Investigate: An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. Develop: Observational drawing; Experimentation with art techniques (physical and digital); Development of composition ideas through mixed media; Refinement of ideas; Digital editing of prints Record/Design: Observational drawings; Composition planning sketches; Printmaking as a drawing process in experiments (monoprinting); Digital editing with		Investigate: Researching Secondary images; Primary use of artefacts/objects (sourcing); analysis of artists Peter Randall - Page (historical), Angela Faustina, Maxwell Tilse and Michael Lang (modern) Develop – An exceptional ability to thoughtfully refine ideas with discrimination. Design/Record – An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. Make/Evaluate - An exceptional ability to competently present a personal and meaningful response and realise intentions		Investigate: An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. Develop: Observational drawing; Experimentation with art techniques (physical and digital); Development of composition ideas through mixed media; Refinement of ideas. Record/Design: Observational drawings; Composition planning sketches; Annotated work throughout. Presentation skills.	



	process annotation; Annotated work throughout. Presentation skills. Realisation/make/evaluation: Own sketches and work throughout; Own ideas in refinement; composition development; Final piece based on sources and experimentation.	with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.	
Previous Links	National Curriculum link to <u>KS3</u> and reference to previous skills from <u>KS2</u> are available to demonstrate how the Art Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. • Use a range of techniques to record observations in and out of sketchbooks • Use a range of techniques and media, including painting, oil pastels, chalk, watercolour, collage etc. • Increase in proficiency in the handling of different materials • Analysis and evaluation of own work, and that of others, in order to strengthen the visual impact or applications of work (peer/ self-assessment, research pages and class discussions)		
Cross-curricular Skills	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge, historical and modern artists and artefacts. DT – Product analysis and research Textiles – drawing, recording and developing ideas and understanding visual language and the work of others. Embroidery and fabric manipulation skills. PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants.		
Post 16 and beyond: The structure of our curriculum in Key Stage 4 flows into the KS5 examined content. In Art we provide students with essential skills and knowledge to prepare them for the next step in their lives and equip them with confidence to carry these skills through life wherever that is work or further education. We implement exciting projects that pupils will engage with so it creates a love of learning and helps develop essential life skills even if pupils do not choose A Level Textiles. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning as well as gaining different experiences.			

Year 11 Fine Art: Our curriculum intent is:

The aim of the Art, Design & Technology Derby Moor Curriculum is to ensure that all pupils are inspired to become creative, to develop their practical skills whilst also understanding the unique properties and qualities that different materials have. We also encourage our pupils to experiment, to invent and to create their own design ideas, samples and development pieces so they can practise their “hands-on” skills and develop a portfolio of work which will help form their GCSE grade. Students develop the skills required to successfully undertake the Art based Textile A Level at KS5 or another course similar. Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students’ personal intentions, for example mark-making, monoprint, collograph and block printing, assemblage, construction, carving, film and video, digital working methods and use media and materials, as appropriate to students’ personal intentions, for example charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery and different papers and surfaces on which to work.

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Topic (brief description)	This year is for pupils to add to and refine their component one portfolio and externally set assignment. Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Pupils are required to develop knowledge, understanding and skills through integrated practical, critical and contextual study that encourages direct engagement with original works and practice. Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.					
	Continuation of Coursework Project 2 Further building upon their skills, pupils work through their own project to add to Component 1 portfolio. Starting point provided is Distortion where pupils will use this starting point to explore possibilities for their project. Pupil’s final outcome will be an A2 piece of work in a medium of their choice after experimenting with different techniques and developing composition.		Component 2 (Exam) Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.			
Subject Specific Skills	<u>Developing and refining skills learnt in the previous half term.</u> Development of composition, design work and realisations. Presentation skills <u>Pupils will master the skills to:</u> Investigate - ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. Develop – ability to thoughtfully refine ideas with discrimination.		<u>Pupils will master the skills to:</u> Investigate - ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. Develop – ability to thoughtfully refine ideas with discrimination. Design/Record – ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. Make/Evaluate - ability to competently present a personal and meaningful response and realise intentions with confidence and			



	Design/Record – ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions as work progresses. Make/Evaluate - ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.	conviction. An exceptional ability to demonstrate understanding of visual language. Within the context of fine art, students must demonstrate the ability to use fine art techniques and processes, appropriate to students’ personal intentions, for example mark-making, monoprint, collograph and block printing, assemblage, construction, carving, film and video, digital working methods and use media and materials, as appropriate to students’ personal intentions, for example charcoal, pastels, pen and ink, crayons and pencil, watercolour, gouache, acrylic and oil paint, found materials, clay, wood and metal, digital imagery and different papers and surfaces on which to work.	
Previous Links	National Curriculum link to KS3 and reference to previous skills from KS2 are available to demonstrate how the Art Curriculum, strengthens students prior learning and develops these skills further in preparation for KS4. • Use a range of techniques to record observations in and out of sketchbooks • Use a range of techniques and media, including painting, oil pastels, chalk, watercolour, collage etc. • Increase in proficiency in the handling of different materials • Analysis and evaluation of own work, and that of others, in order to strengthen the visual impact or applications of work (peer/ self-assessment, research pages and class discussions)		
Cross-curricular Skills	English – Reading, comprehension & analysis, written annotations, critical understanding. History – research and knowledge, historical and modern artists, designers and artefacts. DT – Product analysis and research Textiles – drawing, recording and developing ideas and understanding visual language and the work of others. Embroidery and fabric manipulation skills. PLTS: independent enquirers, creative thinkers, reflective learners, team workers, self-managers, effective participants.		
Post 16 and beyond: The structure of our curriculum in Key Stage 4 flows into the KS5 examined content. In Art we provide students with essential skills and knowledge to prepare them for the next step in their lives and equip them with confidence to carry these skills through life wherever that is work or further education. We implement exciting projects that pupils will engage with so it creates a love of learning and helps develop essential life skills even if pupils do not choose A Level Textiles. We also believe that the cultural capital within our curriculum is important for pupils to develop a life-long love of learning as well as gaining different experiences.			