



Learning Aims and Curriculum Intent:

<p>Intent: As a department we are fundamentally committed to providing students with outstanding learning opportunities, and, as a result, we intend to make a significant contribution to the field of Art Education. Put in simple terms, we intend: To be recognized as one of the most forward thinking and successful Art departments in London (and by extension the world). To be recognized as a center of excellence in Art education (beyond merely secondary education). To provide outstanding opportunities and experiences for Forest Students. To provide outstanding Art opportunities for the wider community. Our curriculum is fundamental in making this happen.</p>	<p>Departmental Aims: Broadly, the curriculum will form an important part in enabling the realisation of the Art department's 'Vision and Values Statements' (points 1, 2 and 3 are of particular relevance). These statements are a means of bringing our intent to life. They are outlined below: (1) Our curriculum is Broad and values Inclusion, Diversity and Sustainability. (2) Forest Students Have an Excellent Art Experience. (3) We Raise the Profile of the Department so it is High Profile. (4) Staff have access to Excellent Subject Specific CPD. (5) Students Art education prepares them well for life beyond the White Gates allowing them to engage with the aesthetic world with confidence and appreciation. More specifically, the Year 7 curriculum will support students in acquiring the KS3 Skills, Knowledge and Threshold concepts for Art which are outlined below.</p>
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Student will develop understanding of...	More specifically ...	When will this definitely occur?
The formal elements	An understanding of the meaning of Line, Shape, Tone, Texture, Form, and Pattern and how these can be used by artists in the construction of artwork.	Year 7 Michaelmas and Trinity (All terms to a lesser degree)
Observational Drawing	An understanding of how to record the shape, tone, texture, form and pattern of objects from direct observation.	Year 7 Michaelmas, Year 8 Lent, Year 9 Michaelmas
Colour Theory	An understanding of complimentary, contrasting, analogous, warm and cool colours and how these can be used by artists in their work.	Year 7 Trinity, Year 8 Michaelmas, Year 8 Lent, Year 9 Lent
Experimental / wider drawing	An understanding of how to record ideas using blind drawing, drawing through touch, drawing with the wrong hand, drawing with a continuous line.	Year 7 Trinity, Year 9 all terms
Mono printing	An understanding of using the mono printing process to make a range of marks	Year 7 Trinity
Ceramics	An understanding of basic construction techniques.	Reduce project length
Sculpture	An understanding of how three-dimensional materials can be used in the construction of Art.	Year 7 Lent, Year 8 Trinity
Painting	An understanding of colour mixing and paint application.	Year 8 Michaelmas, Year 9 Michaelmas
Photography Skills	An understanding of compositional styles that can be used in photography. An understanding of basic viewpoints, framing and camera angles that can be used in photography. An understanding of how lighting can be used in photography. An understanding of basic photomontage techniques.	Year 7 Lent, Year 9 Lent
Basic Digital editing techniques	An understanding of how to alter contrast, brightness, hue, saturation, opacity and cropping.	Year 8 Lent
Sketchbook presentations	An understanding of sketchbook compositional techniques, font styles, purposeful annotations, and backgrounds.	Year 7 Michaelmas, Year 7 Lent, Year 9 all terms
Artist Analysis	An understanding of how to critically analyse the work of others and formulates an informed opinion.	Year 7 Trinity, Year 8 Michaelmas and Trinity, Year 9 all terms
Critical Awareness	An understanding of why people make artwork and how this relates to wider cultural contexts.	
Design and Development of Ideas	An understanding of how to record, review and refine ideas through annotated drawing.	Year 7 Lent, Year 8 Trinity, Year 9 Lent and Trinity
Reflect on and learn from mistakes	An understanding of how to reflect on mistakes and make improvements through Peer and Self-assessment.	Year 9 Michaelmas and Lent

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Topic: Title: 'Colour and Packaging': Formal Elements.</p> <p>Indicative content: Big Learning Objective: Develop an understanding of the formal elements whilst exploring how artists use packaging, popular culture and colour theory as inspiration in their work.</p> <p>Threshold Question: What role does colour play in consumer and popular culture?</p> <p>Discipline: (Art) 2D.</p>	<p>The Skills Below will be Covered as a Minimum:</p> <p>Technical/ academic drawing techniques Observational Drawing Sketchbook presentation The formal elements Colour Theory.</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment replicates the assessment methods used for GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. KS3 assessment grid used for guidance and accuracy.</p>
Lent	<p>Topic: 'Colour and Packaging' – Sculpture.</p> <p>Indicative content: Big Learning Objective: Develop an understanding of how artists use packaging and colour theory as inspiration in their work. Develop an understanding of how sculptural practices can be acts of 'representation'.</p> <p>Threshold Question: How do representations effect our ways of seeing and engaging with the world?</p> <p>Discipline: (Textiles).</p>	<p>The Skills Below will be Covered as a Minimum:</p> <p>Colour Theory Artist analysis The formal elements Sculptural processes.</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment replicates the assessment methods used for GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. KS3 assessment grid used for guidance and accuracy.</p>
Trinity	<p>Topic: 'Clay Bugs' - Ceramics Basic Skills and Construction.</p> <p>Objective: To develop a basic understanding of how to construct and manipulate ceramics to create art. To develop an understanding of firing and glazing processes.</p> <p>Threshold Question: What role have ceramics played in shaping our past. What role will they play in shaping our future?</p> <p>Discipline: (Art) 3D.</p>	<p>The Skills Below will be Covered as a Minimum:</p> <p>Basic ceramic construction methods. Design and Development of Ideas. Photography Recording.</p>	<p>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</p> <p>Holistic assessment of sketchbook. This method of assessment replicates the assessment methods used for GCSE and A-Level coursework as well as approaches taken to assessment in the world's leading Art Schools. KS3 assessment grid used for guidance and accuracy.</p>

Examples of Homework	N/A – We do not currently set H/W for KS3 Art students (This will be reviewed prior to September 2024).		
Key terminology	<p>Great teaching can perhaps be understood as being akin to Jazz Improvisation. E.g., Freedom to respond to an environment in a way that is sensitive and brings about new learning and experiences can only occur within very strict and well-constructed boundaries and frameworks. With this in mind it is important to note that, throughout the course of a project, and as a result of expert teaching, some key terminology will develop unexpectedly. For this reason, the list below is not exhaustive. However, as a minimum, the following terms will be explored:</p> <p>The Formal Elements: Line, Tone, Texture, Pattern, Form, Shape, Composition Analysis, Representation, Popular Culture, Consumerism, Sculpture, Ceramics, Glaze, Kiln, Slab Construction, Coil Construction, Firing, Cross Stitch, Complimentary Colour, Analogous Colour, Contrasting Colour, Illustration and Expression</p>		
Super-curricular enrichment and scholarly extension	<p>In the Art Department, we are utterly committed to ensuring that students have the best possible learning experiences. The super-curricular plays a hugely important part in augmenting our curriculum. However, the opportunities for super-curricular engagement that we are often able to offer students depend on unpredictable external factors. For example, we often arrange for practicing artists to visit the school.</p> <p>However, their availability varies from year to year. For a more detailed understanding of how exhibition trips and artist visits are used to enhance our curriculum, please refer to our trips and visits policy document. The super-curricular opportunities below should, therefore, be understood as being a 'minimum offer'.</p>	<p>Michaelmas + Lent</p> <p>Read: Tate Gallery explanation of Pop Art https://www.tate.org.uk/art/art-terms/p/pop-art</p> <p>Watch: 'What is Pop Art?' – Tate Short https://www.youtube.com/watch?v=DhEyoDCTSDQ</p> <p>Listen: 'Andy Warhol' by David Bowie 1971</p> <p>Visit: Tate Modern – Room 10 'Beyond Pop' https://www.tate.org.uk/visit/tate-modern/display/media-networks/beyond-pop</p>	<p>Trinity</p> <p>Read: V+A Ceramics collections webpage – Browse and read about at least four ceramic pieces that interest you https://www.vam.ac.uk/collections/ceramics</p> <p>Watch: 'Pottery is my Gimmick' – Greyson Perry https://www.youtube.com/watch?v=Yboc75WufE</p> <p>Visit: V+A – Ceramics Collections https://www.vam.ac.uk/collections/ceramics</p>
Useful websites	https://www.tate.org.uk/ https://www.npg.org.uk/ https://www.moma.org/		
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