



### Learning Aims and Curriculum Intent:

<p><b>Intent:</b>          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.</p> <p>Our curriculum is fundamental in making this happen.</p>	<p><b>Departmental Aims:</b>          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.</p> <p>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?
<b>The formal elements</b>	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)
<b>Observational Drawing</b>	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
<b>Colour Theory</b>	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
<b>Experimental / wider drawing</b>	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
<b>Mono printing</b>	An understanding of using the mono printing process to make a range of marks	Year 7 Trinity
<b>Ceramics</b>	An understanding of basic construction techniques.	Reduce project length
<b>Sculpture</b>	An understanding of how three-dimensional materials can be used in the construction of Art.	Year 7 Lent, Year 8 Trinity
<b>Painting</b>	An understanding of colour mixing and paint application.	Year 8 Michaelmas, Year 9 Michaelmas
<b>Photography Skills</b>	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
<b>Basic Digital editing techniques</b>	An understanding of how to alter contrast, brightness, hue, saturation, opacity and cropping.	Year 8 Lent
<b>Sketchbook presentations</b>	An understanding of sketchbook compositional techniques, font styles, purposeful annotations, and backgrounds.	Year 7 Michaelmas, Year 7 Lent, Year 9 all terms
<b>Artist Analysis</b>	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
<b>Critical Awareness</b>	An understanding of why people make artwork and how this relates to wider cultural contexts.	
<b>Design and Development of Ideas</b>	An understanding of how to record, review and refine ideas through annotated drawing.	Year 7 Lent, Year 8 Trinity, Year 9 Lent and Trinity
<b>Reflect on and learn from mistakes</b>	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
<b>Michaelmas</b>	<p><b>Topic:</b> 'Object and Ambiguity'.</p> <p><b>Indicative content:</b> Big Learning Objective: To understand how the ambiguous properties of objects can be used to create artwork.</p> <p><b>Threshold Question:</b> How can the inherent ambiguous properties of objects be utilised in sculptural assemblage?</p> <p><b>Discipline:</b> Discipline: (Art) 3D – Sculpture.</p>	<p><b>The Skills Below will be Covered as a Minimum:</b></p> <p><b>Subject Specific Skills</b> Design and Development of Ideas Sculptural construction Artist analysis Observational Drawing</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></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>
<b>Lent</b>	<p><b>Topic:</b> 'Inspired by Hockney'.</p> <p><b>Indicative content:</b> Objective: To understanding how painting can be used to create a vibrant landscape.</p> <p><b>Threshold Question:</b> How can painting be used to record and alter landscapes?</p> <p><b>Discipline:</b> Discipline: (Art) 2D (Paint).</p>	<p><b>The Skills Below will be Covered as a Minimum:</b></p> <p><b>Subject Specific Skills</b> Colour Theory Painting – Application and critical understanding Photography – Application and critical understanding</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></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>
<b>Trinity</b>	<p><b>Topic:</b> Title – TBC. This will be a specific Photography project, making more space for Photography to be explicitly taught as a discrete discipline at KS3.</p> <p><b>Objective:</b> Big Learning Intention – TBC The objective of the project will introduce students to the fundamentals of Photography including composition, perspective and lighting.</p> <p><b>Threshold Question:</b> TBC</p> <p><b>Discipline:</b> Photography</p>	<p><b>The Skills Below will be Covered as a Minimum:</b></p> <p><b>Subject Specific Skills</b> Photography – Application and Critical Understanding Composition - Application and Critical Understanding Lighting - Application and Critical Understanding Perspective - Application and Critical Understanding</p> <p><b>Transferable Skills</b> Collaboration Creativity Communication Oracy Literacy Self-Assessment Peer-Assessment</p>	<p><b>For more details and a justification of this approach, please refer to the Art department Assessment Policy.</b></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>

<b>Examples of Homework</b>	N/A – We do not currently set H/W for KS3 Art students (This will be reviewed prior to September 2024).
<b>Key terminology</b>	<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>Photography, Composition, Lighting, Perspective, Artist Analysis, Colour Theory, Painting, Design and Development of Ideas, Sculptural Construction, Observational Drawing, Ambiguity, Contrast, Saturation, Assemblage, Complimentary Colour, Analogous Colour, Warm Colour, Cool Colour, Mod Roc, Chiaroscuro, Contre Jour, Line, Tone, Colour, Pattern, Texture, Form, Space, Surrealism, Pop Art</p>

<p><b>Super-curricular enrichment and scholarly extension</b></p>	<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. 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><b><u>Michaelmas</u></b></p> <p><b>Read:</b> The Miro Foundation information on Joan Miro (Including the timeline) <a href="https://www.fmirobcn.org/en/joan-miro/">https://www.fmirobcn.org/en/joan-miro/</a></p> <p><b>Watch:</b> 'Unlock Art – Exploring the Surreal' <a href="https://www.tate.org.uk/art/art-terms/s/surrealism/unlock-art-exploring-surreal">https://www.tate.org.uk/art/art-terms/s/surrealism/unlock-art-exploring-surreal</a></p> <p><b>Visit:</b> Tate Modern – 'Materials and Objects – Collage' <a href="https://www.tate.org.uk/art/artworks/miro-the-tightrope-walker-t03402">https://www.tate.org.uk/art/artworks/miro-the-tightrope-walker-t03402</a></p> <p><b>Make:</b> Surrealist Exquisite Corpse drawing <a href="https://www.moma.org/magazine/articles/457">https://www.moma.org/magazine/articles/457</a></p> <p><b><u>Lent</u></b></p> <p><b>Read:</b> Tate Modern – 'David Hockney: 60 Years of Work' <a href="https://www.tate.org.uk/art/artists/david-hockney-1293/60-years-work">https://www.tate.org.uk/art/artists/david-hockney-1293/60-years-work</a></p> <p><b>Watch:</b> Tate Kids – 'Who is David Hockney?' <a href="https://www.tate.org.uk/kids/explore/who-is/who-david-hockney">https://www.tate.org.uk/kids/explore/who-is/who-david-hockney</a></p> <p><b>Visit:</b> The National Portrait Gallery, Floor 1, Room 30 - 'Self Portrait with Charlie'.</p> <p><b><u>Trinity</u></b></p> <p><b>Read:</b> The 'Photopedagogy' threshold concepts 1-10. <a href="https://www.photopedagogy.com/">https://www.photopedagogy.com/</a></p> <p><b>Watch:</b> 'La Jettee' by Chris Marker <a href="https://www.youtube.com/watch?v=2MNkd0PXNJc">https://www.youtube.com/watch?v=2MNkd0PXNJc</a></p> <p><b>Visit:</b> The Photographer's Gallery <a href="https://thephotographersgallery.org.uk/">https://thephotographersgallery.org.uk/</a></p>	
<p><b>Useful websites</b></p>	<p><a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> <a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a> <a href="https://www.moma.org/">https://www.moma.org/</a></p>	
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