



n.b. Art, Design and Food and Nutrition are taught on carousel. Pupils receive three lessons a fortnight in a discipline (Art, Design Technology or Food and Nutrition) which they study in a block and then rotate at two set times in the year. In Michaelmas they might study Art, in Lent Design and Technology and in Trinity Food and Nutrition.

Learning Aims and Curriculum Intent:

Intent	Departmental Aims
<p>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:</p> <p>To be recognized as one of the most forward-thinking and successful Art departments in London (and by extension the world).</p> <p>To be recognized as a centre of excellence in Art education (beyond merely secondary education).</p> <p>To provide outstanding opportunities and experiences for Forest Students.</p> <p>To provide outstanding Art opportunities for the wider community.</p> <p>Our curriculum is fundamental in making this happen.</p>	<p>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:</p> <ol style="list-style-type: none"> (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>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>

Student will develop an understanding of...	More specifically...
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.
Observational Drawing	An understanding of how to record the shape, tone, texture, form and pattern of objects from direct observation.
Colour Theory	An understanding of complimentary, contrasting, analogous, warm and cool colours and how these can be used by artists in their work.
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.
Mono printing	An understanding of using the mono printing process to make a range of marks
Ceramics	An understanding of basic construction techniques.
Sculpture	An understanding of how three-dimensional materials can be used in the construction of Art.
Painting	An understanding of colour mixing and paint application.
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.
Basic Digital editing techniques	An understanding of how to alter contrast, brightness, hue, saturation, opacity and cropping.
Sketchbook presentations	An understanding of sketchbook compositional techniques, font styles, purposeful annotations, and backgrounds.
Artist Analysis	An understanding of how to critically analyse the work of others and formulates an informed opinion.
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.
Reflect on and learn from mistakes	An understanding of how to reflect on mistakes and make improvements through Peer and Self-assessment.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Rotating Carousel	<p>Topic: 'My World' - This project is aimed at providing foundational skills in Fine Art, Photography, and Textile Design whilst enabling students to explore the theme of 'My World'.</p> <p>Indicative content: Big Learning Objective: Develop an understanding of foundational skills in Fine Art, Photography, and Textile Design whilst investigating the theme of 'My World'.</p> <p>Threshold Question: How can a range of artistic techniques be used to explore the theme of 'My World'.</p> <p>Discipline: (Fine Art, Photography, Textile Design).</p>	<p>The Skills Below will be Covered as a Minimum:</p> <p>Drawing from observation. Exploring mark making. Exploring colour theory. Felting and stitching Ceramic slap construction Use of ceramic glazes Photomontage Mono printing Exploring scale in photography</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.
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, Scale, Montage, Mono Printing, Complimentary Colours, Analogous Colours, Observation, Depth of Field, Felting, Wedging, Fettling, Slip, Slab Construction, Glaze, Bisque Firing, running stitch, back stitch, zigzag stitch.</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. 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>Read: A History of Pottery – Wikipedia Link Available here. Or... Borrow a book from the Art Department Library and... <ul style="list-style-type: none"> • Read all of the book, or a section of it. • Think about how the information from the book might influence you as an artist. • Write this down in your sketchbook. • Make a piece of artwork using an idea(s) from the book as inspiration. </p> <p>Watch: Klair Reis – Artist Link Available here. Or... Another gallery or museum in London or somewhere else. Document your visit in your sketchbook. Include: <ul style="list-style-type: none"> • A title – Explaining what the exhibition or gallery was. • Brief annotation explaining what you saw, what you thought of it, how it might inspire you as an artist. • Pictures from the exhibition. </p> <p>Visit: The V&A Ceramics Collection Link Available here. Or... The Forest Art Department at lunch or after school Mon-Fri and... <ul style="list-style-type: none"> • Think about a piece of artwork you would like to make. • Consider how it might link to the work you have been doing in lessons. • Ask an Art teacher to provide you with materials. • Make your chosen artwork. • Ask an Art teacher for advice and feedback on the work you have made. </p>

Useful websites	https://www.tate.org.uk/ https://www.npg.org.uk/ https://www.moma.org/	
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