



## Y7 Art

### Term 1:

- Focus on observational drawing skills, and techniques.

### Term 2:

- Colour: How the colour-wheel works, how to mix colours, how to use combinations of colours to achieve certain effects.

### Term 3:

- Creative project: developing a personal idea and building on skills and understanding covered in terms one and two. This may include mythical creatures, clay work or print work.

## Y8 Art

### Term 1:

- Expressive portraits. We explore a range of portraits by different artists and use photomontage techniques to develop an expressive and imaginative portrait.

### Term 2:

- POP ART
- We explore the tradition of POP Art from the 1950's to the present day. Students develop research skills and produce a series of artworks using different materials and processes.

### Term 3:

- We continue and complete the POP ART project, following which we cover a series of skill-based short assignments which include perspective, exploring themes through mind-maps and revision of drawing skills.

### What you can do as a parent to support your child throughout this course

Students will benefit from practising drawing from observation using a pencil on paper. Any opportunities to visit art galleries and develop an interest in art would be great. Talking to your child about art, and helping them to develop and express opinions and interpretations, (even if you feel you don't know anything about it!) will help them to take an active part in class discussions.

## Assessment Procedures & Key dates

We monitor each student's progress and if appropriate, we provide extension tasks or developmental tasks to help each student progress.

### Students are assessed on four criteria:

- Understanding of skills and materials
- Observation and drawing skills
- Understanding Arts and Culture
- Self-Managing and Reflecting



### **How we use the assessment data:**

Students' progress is continually monitored and where students are seen to be under-performing we have a range of strategies in place to support higher attainment. These include lunchtime clubs, one to one tutorials and online extension tasks.

### **When the key assessment points take place:**

Key Stage Three projects are summatively assessed at the end of each project or part of a project. This will occur at least once every half-term.

### **Marking & feedback policy – our key principles:**

- Students continually self-assess, peer assess and receive teacher feedback throughout projects. Homeworks and short tasks are marked with positive comments, and personalised targets. At the end of each project, or
- at least half-termly, students receive written feedback, personalised targets for progression and Key Stage Three levels.