Stuart Bathurst Catholic High School

Art and Technology Department
Long-term sequencing Year 7 KS3

INTENT:

The Art and Technology curriculum in KS3 will incorporate Photography and Graphics Students will develop skills in Collaboration and Cooperation • Communication • Being Creative • Develop organisational skills • Problem Solve • Self Direction • Be Socially responsible • Be Fluent in Technology.

The Arts develops student's fine motor skills, their language skills, social skills, risk taking and allows them to make decisions and to learn from their mistakes. As we live in a Technology based society in which Design is all around us students will continue to develop these skills further. The Creative Industries is the fastest growing industry in Britain, and we hope to inspire students to grow their creative skills for future careers .The projects delivered through Art and Technology, will support and collaborate with the projects delivered in Art, preparing students for their choices at KS4.

The intent of the curriculum for Art and Technology is to introduce students to new subjects: Graphics and Photography. Students will learn new skills, which will support and develop their understanding of Art and Design and will further enhance their ability in Art reinforcing and embedding the formal elements of their visual language through exploring different media, materials and techniques.   Each term, students will have a new subject, to develop different skills through Art and Design. By the end of the projects, students' knowledge and understanding of each subject will have developed. Students will be on a 3 term rotation with Food Technology, swapping at February ½ term.

Students will have more confidence on knowing why and how the visual elements are used and a confidence with using different materials and how to work with the different media and materials. Students will explore the work of artists, designers and photographer's relevant to each subject and theme. Students should also have more confidence and be able to take more risks when exploring different media and techniques and be able to take control of their work if mistakes or problem occurs. Students will annotate their work as it progresses, identifying areas to improve or develop and at the end of each term they will evaluate their work and identify areas they have developed and set targets.

HALF TERM 1 and 2- Graphics Group 1 (10 wks)	HALF TERM 2 and 3– Photograph Group 1(10 wks)
STUDENTS MUST KNOW: • **What is Graphics?** • **What formal elements are used in Graphics?** • **Why is Typography important when designing Logos/TAGS?** • **What is a TAG?** • **How does TAGs and Graffiti Art link to Graphics?** • **How to explore different fonts when designing a TAG.** • **How different colour combinations change the impact of a TAG/Logo.** • **Annotate their work as it progresses** • **Researching the work of Keith Haring and Lady Pink** • **Understand the History of Graffiti Art**	**STUDENTS MUST KNOW:** • **What Photography is?** • **What formal elements will be used in Animation?** • **The history of the first moving picture?** • **How moving pictures have been developed into animation?** • **How to produce a flick book** • **To understand Stop motion animation** • **To create a story board** • **How to use the story board when creating their animation.** • **Annotate their work as it progresses** • **How to photograph each frame of their animation using Lego**

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- **Add a character to your TAG that represents their personality.**
- **Create a final design incorporating artist influences.**
- **Produce a final outcome**

HOW THIS WILL BE ASSESSED:
- Verbal feedback
- Peer and self assessment
- Teacher Q and A
- Retrieval tasks
- Annotation and Evaluation

Quality and Understanding on how the Techniques learnt have been applied

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- **How to upload their images.**
- **How to use the soft ware to create their animation**
- **Evaluating their work.**

HOW THIS WILL BE ASSESSED:
- Verbal feedback
- Peer and self assessment
- Teacher Q and A
- Retrieval tasks
- Annotation and Evaluation

Quality and Understanding on how the Techniques learnt have been applied

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HALF TERM 4 and 5 – Graphics Group 2   (10 wks)

STUDENTS MUST KNOW:
- **What is Graphics?**
- **What formal elements are used in Graphics?**
- **Why is Typography important when designing Logos/TAGS?**
- **What is a TAG?**
- **How does TAGs and Graffiti Art link to Graphics?**
- **How to explore different fonts when designing a TAG.**
- **How different colour combinations change the impact of a TAG/Logo.**
- **Annotate their work as it progresses**
- **Researching the work of Keith Haring and Lady Pink**
- **Understand the History of Graffiti Art**
- **Add a character to your TAG that represents their personality.**
- **Create a final design incorporating artist influences.**
- **Produce a final outcome**

W THIS WILL BE ASSESSED:
- Verbal feedback
- Peer and self assessment
- Teacher Q and A
- Retrieval tasks
- Annotation and Evaluation

Quality and Understanding on how the Techniques learnt have been applied

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HALF TERM 5 and 6– Photography Group 2   (9 wks)

STUDENTS MUST KNOW:
- **What Photography is?**
- **What formal elements will be used in Animation?**
- **The history of the first moving picture?**
- **How moving pictures have been developed into animation?**
- **How to produce a flick book**
- **To understand Stop motion animation**
- **To create a story board**
- **How to use the story board when creating their animation.**
- **Annotate their work as it progresses**
- **How to photograph each frame of their animation using Lego**
- **How to upload their images.**
- **How to use the soft ware to create their animation**
- **Evaluating their work.**

HOW THIS WILL BE ASSESSED:
- Verbal feedback
- Peer and self assessment
- Teacher Q and A
- Retrieval tasks
- Annotation and Evaluation

Quality and Understanding on how the Techniques learnt have been applied

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Home learning set will consist of a combination of: Collecting imagery to support with their research and ideas development, researching artists and analysing their work , documenting the different stages of techniques they have learnt, evaluating their work and setting targets