



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

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Art & Design  
Curriculum  
Overview 2023  
**Hazel Wood  
High School**



## Our Curriculum Content:

Our Art curriculum allows young people to reach their full creative potential and to encourage them to realise their own uniqueness in a community as a whole so that they can learn from and contribute to society. Our Art curriculum aims to foster confidence and enjoyment in making art through the development of skills, understanding and imagination and to introduce a vocabulary so that they may be critically aware of their own work and to have the self-assurance to challenge the work of others. Art is the pathway to future qualifications and careers in creative arts.

Year 7	Term 1	Term 2	Term 3
Unit Title	Basic Skills Colour Theory	David Hockney Landscape Drawing and printing	Henri Matisse Collage and 3D work
Key Knowledge and Understanding that enables skill building	By the end of this unit, we expect students will know and understand what art is. Students will learn how the visual elements are used to develop basic colour theory and drawing skills by looking at other artists' work to inspire their own abstract landscape painting. Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are how to use visual elements such as colour, tone, texture and shading. Producing a mind map and investigating colour theory and colour mixing.	By the end of this unit, we expect students will know and understand about mark making drawing in art and develop these skills through a series of tasks based on pattern and texture to demonstrate understanding. Students will also experiment with layering colour to create a printed design. Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are different Mark making drawing skills, we will also be introduced to oil pastels and printing during this term.	By the end of this unit, we expect students will know and understand about the history, origins and development of Henri Matisse looking at his later artwork, cut out collages and paintings. Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are how to use paper to create a collaged piece of work using the same technique as Matisse. Using 3D materials such as clay and card to create a 3D relief in the style of Matisse.
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.		
Assessment	Throughout these projects and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward. Students will have skills feedback slips each half term (formative assessment) this will give students targets to develop their individual practical skills during that project or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs. When key pieces of work are complete at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives. Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.		



<b>Year 8</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Unit Title</b>	Mexican Day of the Dead- drawing	Mexican Day of the Dead- making	Portraits/ Julian Opi inspired printing
<b>Key Knowledge and Understanding That enables skill building</b>	<p>By the end of this unit, we expect students will know and understand how to develop patterns and shape to their own designs. They will develop these skills by creating a series of sugar skull mask designs.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are exploring patterns and shape that represent the Day of the Dead festival. Using water colours to paint pencil crayons and water colours to create mask designs. Use of various paper to create detailed flowers on final design.</p>	<p>By the end of this unit, we expect students will know and understand how to develop surface texture and decoration when using clay. They will develop these skills by creating a Day of the Dead inspired clay mask tile.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are exploring surface texture and decoration that represents the Day of the Dead festival. Using clay and a range of tools to make and water colours or acrylic paint to decorate, students will learn how to build a relief tile. Use of various paper to creatively present work in sketchbook.</p>	<p>By the end of this unit, we expect students will know and understand the importance of visual elements when completing a portrait. These include line, colour, pattern, shape and form. Produce a final portrait piece. By the end of this unit, we expect students will know and understand Julian Opi's work and recognise the different techniques, processes and styles used in his work. Using poly block printing students will make a Julian Opi inspired portrait.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills. The key skills that we are introducing and will build on are drawing a portrait including the head considering proportion and position. How to draw eyes, nose, mouth, ears and hair accurately and in the artists style, using block printing technique to produce a series of layered prints that the students will develop by collaging and drawing into.</p>
<b>Vocabulary</b>	There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.		
<b>Assessment</b>	<p>Throughout these projects and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward.</p> <p>Students will have skills feedback slips each half term (formative assessment) this will give students targets to develop their individual practical skills during that project or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs.</p> <p>When key pieces of work are complete at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives.</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>		



Year 9	Term 1	Term 2	Term 3
Unit Title	Natural Forms inspired by Ernst Haeckel- drawing and designing	Natural Forms inspired by Ernst Haeckel- making and decorating	Packaging cross curricular project with Technology Graffiti card relief
Key Knowledge and Understanding That enables skill building	<p>By the end of this unit, we expect students will know and understand about the artist Ernst Haeckel and the importance of his graphically detailed drawings. Learning how to develop skills with pen and wash, clay and decorative surface techniques.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are formulated to ensure students know and understand the key skills.</p> <p>The key skills that we are introducing are refining drawing techniques using pen and wash, biro shading and developing 3d designing skills by using shading in their designs based on natural forms and the work of Ernst Haeckel.</p>	<p>By the end of this unit, we expect students will know and understand how to construct and decorate a clay relief piece inspired by natural forms, focusing on developing 3d relief and construction skills.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>The key skills that we are introducing are developing 3d elements of the clay surface by adding pieces, engraving into the surface and creating texture on the surface of the clay piece giving it a strong connection to Natural forms and the work of Ernst Haeckel. Evaluation skills will also be developed through analysis of work produced compared to the work of the artist studied.</p>	<p>By the end of the cross curricular packaging unit, we expect students will know and understand how to respond to a client brief and understand the importance of artists research, primary and secondary research, development and refinement of final ideas.</p> <p>By the end of the Graffiti unit, we expect students will know and understand about creative techniques including card relief, developing and refining knowledge of existing skills.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>The key skills that we are introducing are producing their own ideas using a variety of materials and processes using other artists techniques to inspire final outcome.</p> <p>The key skills that we are introducing are producing a design for packaging and the actual packaging for a box, the net of the box will be made in D&amp;T and the cake for inside the box will be made in food tech.</p>
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets.		
Assessment	<p>Throughout these projects and throughout the year, students will be given one-one or small group feedback during lessons that will support students to successfully move forward.</p> <p>Students will have skills feedback slips each half term (formative assessment) this will give students targets to develop their individual practical skills during that project or when they use that skill again in a later project. This will ensure that teaching and feedback is bespoke to each of their development needs.</p> <p>When key pieces of work are complete at the end of each project/term, there will be a summative assessment following the format of subject specific 'RESPECT' feedback which links to KS4 assessment Objectives.</p> <p>Whole school 'RESPECT' marking is completed in 'Do Now' booklets to give feedback on written communication within the subject.</p>		



**GCSE ART, CRAFT AND DESIGN (AQA) Current Year 11**

Year 10	Autumn 1 / Autumn 2 / Spring 1/Spring 2	Summer 1 / Summer 2	
Title	Coursework Project 1: Portraits with meaning	Coursework Project 1: Portraits with meaning continued	
Key Knowledge and Understanding that enables skill building and risk taking	<p>By the end of this coursework project, we expect students will know and understand how to use a wide range of materials, techniques and processes and be able to generate and communicate art and design ideas with growing independence.</p> <p>Students will produce effective ideas in art and design and develop them through practical research and investigation. Students will generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>In this project, students will develop practical research and investigation skills. These skills will enable them to develop an understanding of how artists and designers produce work in a range of drawing and painting styles. Students will then create an independent idea for a portrait which will communicate a message.</p> <p>The key skills that we are introducing are the ability to learn and apply new practical skills through a process of research, experimentation with materials, development of ideas, reflection and refinement. Students will research, develop ideas, observe and record through drawing, photographs and written comments and develop ideas for their final portrait during this time.</p>	<p>By the end of this coursework project, we expect students will know and understand how to use a wide range of materials, techniques and processes and be able to generate and communicate art and design ideas with growing independence.</p> <p>Students will produce effective ideas in art and design and develop them through practical research and investigation. Students will generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>In this project, students will develop practical research and investigation skills. These skills will enable them to develop an understanding of how artists and designers produce work in a range of drawing and painting styles. Students will then create an independent idea for a portrait which will communicate a message. The key skills that we are introducing are the ability to learn and apply new practical skills through a process of research, experimentation with materials, development of ideas, reflection and refinement. Students will create their final portrait, present all their work creatively in their sketchbook and evaluate their project during this time.</p>	
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets. In this subject student's also use and build on their key word glossary by using this knowledge to write annotations, opinions and evaluations about their work and the work of the artists they study throughout the course.</p>		
Assessment	<p>Throughout each Project, students will be assessed internally against the following assessment objectives-</p> <p>A.O.1- Develop ideas through research.</p> <p>A.O.2- Refine work by experimenting with materials, techniques and processes.</p> <p>A, O.3- Record ideas using observational drawings and written comments.</p> <p>A.O.4- Create and present a final piece.</p>		
	In term One Student's will receive verbal feedback in each lesson and learn how to set individual	In term Two Student's will continue to receive formative assessment in the form of verbal feedback, respect marking and written comments.	In term Three Student's will receive verbal feedback in each lesson and continue to set individual improvement (SMART) targets to build their independence.



	improvement (SMART) targets to begin building independence. They will have respect marking in their do now booklets and written feedback in their sketchbooks/project sheets. (Formative assessment) All feedback will link to Assessment objectives and give students targets to work towards building evidence for each assessment objective.	Project One will be completed and summative assessment in the form of a GCSE level and extended feedback will be shared. (April)	They will have respect marking in their do now booklets and written feedback in their sketchbooks/project sheets. (Formative assessment) Project Two will be completed and summative assessment in the form of a GCSE level and extended feedback will be shared. (July)
<b>Year 11</b>	<b>Autumn 1 / Autumn 2 (Coursework project 2 Natural Forms) - Spring 1 / Spring 2 (External)</b>		
<b>Unit Title</b>	<b>Coursework project 2: Natural Forms</b>		<b>External exam Project (40% of final grade)</b>
<b>Key Knowledge and Understanding that enables skill building and risk taking</b>	<p>By the end of this coursework project, we expect students will know and understand how to make effective use of specialist art and design skills to develop, refine and communicate their work. Students should engage in a broad range of art and design activities that focus on working through development in a structured and iterative way.</p> <p>Students will develop practical skills through exploration of specialist materials, techniques and processes developing practical art and design skills and explore techniques.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>Students will have the opportunity to work across a range of media used in art and design practice taking part in workshops and classes in which they will practise skills with materials, techniques and processes.</p> <p>Throughout student's skills development, they will review their own progress and consider how they can make improvements. Students will then learn how to communicate their process and outcome to show their skills development. The key skills that we are introducing are the ability to learn and apply new practical skills through a process of research, experimentation with materials, development of ideas, reflection and refinement.</p>	<p>This external exam project is set by the examination board (AQA) and is released in January. It consists of a series of project themes and starting points. Each student will choose one of these and develop it into a project and final piece.</p> <p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>This project will end with a 10 hour (2 day) practical exam where students will have to work independently without support from their teacher, to produce a final piece.</p> <p>Examiners will expect to see evidence of all the assessment objectives in this exam project.</p>	
<b>Vocabulary</b>	There is a full vocabulary bank associated with our teaching of these units. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets. In this subject student's also use and build on their key word glossary by using this knowledge to write annotations, opinions and evaluations about their work and the work of the artists they study throughout the course.		
<b>Assessment</b>	Throughout this unit, students will be assessed internally against the following assessment objectives- A.O.1- Develop ideas through research.	Throughout this unit, students will be assessed internally against the following assessment objectives- A.O.1- Develop ideas through research.	



<b>Year 10</b>	<p>A.O.2- Refine work by experimenting with materials, techniques and processes. A, O.3- Record ideas using observational drawings and written comments. A.O.4- Create and present a final piece.</p>	<p>A.O.2- Refine work by experimenting with materials, techniques and processes. A, O.3- Record ideas using observational drawings and written comments. A.O.4- Create and present a final piece.</p>
	<p>In term One Student's will receive verbal feedback in each lesson and consistently set individual improvement (SMART) targets to support independence. They will have respect marking in their do now booklets and written feedback in their sketchbooks/project sheets. (Formative assessment) Project Three will be completed and summative assessment in the form of a GCSE level and extended feedback will be shared. In December students will have a mock practical exam where they will practice working completely independently to create a final piece for this project. All coursework will be marked and moderated at this point. A wholistic coursework level will be given at the start of January.</p>	<p>All exam work will be marked and moderated at the end of April. A wholistic exam level will be given at the start of May. Students will have approximately 2 weeks to develop their coursework further at this time, working from the extended feedback given to them in January. All coursework will be assessed and moderated in the 3<sup>rd</sup> week of May. Coursework and Exam levels will be submitted to the exam board by May 31st. An external examiner will visit the school in June and externally assess a sample of students work.</p>

### BTEC Tech Awards / Art and Design Practice (2022) (Level 1/2) Current Year 10

Year 10	Autumn 1	Autumn 2/Spring 1/Spring 2 / Summer 1
<b>Title</b>	Practice brief: Develop Practical Skills through practice brief- Biomimicry and Natural Forms	Component 1
<b>Key Knowledge and Understanding that enables skill building and risk taking</b>	<p>By the end of this unit, we expect students will know and understand how to make effective use of specialist art and design skills to develop, refine and communicate their work. Students should engage in a broad range of art and design activities that focus on working through development in a structured and iterative way.</p> <p>Students will develop practical skills through exploration of specialist materials, techniques and processes developing practical art and design skills and explore techniques.</p> <p>Students will have the opportunity to work across a range of media used in art and design practice taking part in workshops and classes in which they will practise skills with materials, techniques and processes.</p> <p>Throughout student's skills development, they will review their own progress and consider how they can make improvements. Students will then learn how to communicate their process and outcome to show their skills development.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p>	<p>This Component has to be completed and submitted by June 2024, it is written by Pearson, this counts for half the marks for this course.</p> <p>By the end of this component, we expect students will know and understand how to respond to a client brief and produce an art and design work.</p> <p>Students respond to client briefs to produce outcomes continually thinking about the client's needs and try alternative approaches during development. Once they have developed and created the response, they present it to the client. This external component assesses how students can apply their research, ideas generation and practical skills within the constraints of a client brief. This component is worth 60 marks and will be completed under supervised conditions.</p> <p>This internal component is synoptic and builds on the knowledge, understanding and skills acquired and developed in the Practice project from term 1. Students will apply their knowledge and</p>



	<p>The key skills that we are introducing are the ability to learn and apply new practical skills through a process of development, reflection and refinement which is highly valued in the creative industries. This component will help students to progress to Level 2 or Level 3 vocational and academic qualifications. The component will also enable students to develop transferable skills, such as teamwork, time management and communication, in preparation for further study and employment.</p>	<p>practical skills to the creation of an art or design piece of work in response to a client brief.</p> <p>Lesson Objectives in our PowerPoints and Medium-Term Plans are sequenced to ensure students know and understand the key skills.</p> <p>The key skills that we are introducing are the ability to learn and apply new practical skills through a process of development, reflection and refinement which is highly valued in the creative industries. This component will help students to progress to Level 2 or Level 3 vocational and academic qualifications. The component will also enable students to develop transferable skills, such as teamwork, time management and communication, in preparation for further study and employment.</p>
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of these components. These can be found on the back of the student's 'Do Now' booklets and in our detailed SOL. Students also have evidence of these words as part of their 'Do Now'/Keystone words tasks in their booklets. In this subject students also use and build on their key word glossary by using this knowledge to write annotations, opinions and evaluations about their work and the work of the artists they study throughout the course.</p>	
Assessment	<p>Throughout this unit, students will be assessed internally against a brief's success criteria. In term One Student's will receive verbal feedback in each lesson and learn to set individual improvement targets to encourage independence. They will have written feedback in their sketchbooks/project sheets. (Formative assessment) The practice brief will be completed and summative assessment in the form of a BTEc level and extended feedback will be shared. In December students will have a mock exam where they will be given an extended practical session to create a final piece. This is to give them time to practice a similar format to Component 1 and 2- Internally and Externally set tasks which will start in January.</p>	<p>Throughout this unit, students will be assessed internally against a brief's success criteria. For assessment, students will be provided with a client brief that they will respond to by producing an art or design final response. Students will work through a development stage, review their development process outlining their intentions and make a final response for the client. The development and final response will be presented in a portfolio. All work is internally assessed and a sample from each component is externally verified.</p>

