

	What we do	When we do it	How it helps students to develop our Alive theme
Year 7	<p>Hand Made set of tools: MARK MAKING – ON SURFACES AND IN SPACE</p> <ul style="list-style-type: none"> • Observation/experimental mark making – various scales using ink, handmade tools • Exploring automatism, chance & order, the ‘accidental’ – through automatic drawing; drawing machines; collaborative mark making • Introduction so 3D mark making 	Term 1 and 2	<p>Students create a set of handmade drawing tools from found materials. They creatively use recycled materials to create the bristles / ends. Students apply and experiment with a range of gestural mark making techniques. They think creatively by considering the texture of the materials, considering how the material will make marks when scrunched together. They will need to problem solve and creatively consider what the potential outcomes will be. Making and judgements and predicting the truth in the materials chosen. The task supports ideas about how we can change the materials we use to make art.</p>
Year 8	<p>Street art : CRAFT, DESIGN AND INVENTION – THE PLAYFUL, PURPOSEFUL & ABSURD / Street Art</p> <ul style="list-style-type: none"> • Developing imaginative and absurd inventions through drawing games/collage • Experimenting with interaction, automata and kinetic art using paper, card, wire assemblage 	Term –dependent on group	<p>Using both grids and measurements, students creatively combine both design and imagination to construct their own character independently. They utilise their research to inform and inspire a creative approach and draw on their own personal connections with popular culture to create their responses. Experimenting creatively towards an end product.</p>
Year 9	<p>Identity and Portraits: SPEAKING TRUTH TO POWER – SOCIALLY ENGAGED / ISSUE-BASED WORK</p> <ul style="list-style-type: none"> • Editorial illustration responding to societal issues/current affairs • Forming collectives, devising manifestos, exploring creative/performative acts • The art of propaganda/revolution posters • Developing art that speaks truth about power 	Term 5/6	<p>Creative representation of social issues that empower and question the role artists play by visually responding to ideas and movements usually represented though media, activists and strikes. Researching creative propaganda outcomes. Supporting questioning by scaffolding creative group conversations. Developing a creative approach to being able to articulate.</p>

Art Year 7 Alive Themes

Intent
 Implementation
 Imagination
 Impact

Alive theme:		Generating ideas : Skills for developing ideas		Making : Skills for Making Art Craft and Design :		Evaluation :Skills for reflection, choice and evaluation		Knowledge : about Art, process and context			
Term 1-6 Alive Themes are interwoven based at teachers discretion.	WE ARE	Creative	Complete design studies for 2D, 3D and craft outcomes, including research, observed studies, and visualisations; Explore a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, maquettes or prototypes;	Competently develop their own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose; Carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks;	Evaluate and express an opinion about the visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing;	Know how to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions;					
		Resilient									
		Forgiving									
		Organised									
		Interdependent									
	WE VALUE	Diversity & Choice	Use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for their work; Control their selection and interpretations of elements from the study of artists, designers, architects and other cultures to creatively inform their individual designs	Work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes;	Provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps;	Evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions;	Know how to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists.				
		Justice & Respect									
		Trust & Truth									
		Ourselves									
		Faith									
	WE CAN	Review		Show how they can respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making.							
		Question									
		Research									
		Contribute									
		Communicate									

Art Year 8 Alive Themes

Intent
 Implementation
 Imagination
 Impact

Alive theme:		Generating ideas : Skills for developing ideas		Making : Skills for Making Art Craft and Design :		Evaluation :Skills for reflection, choice and evaluation		Knowledge : about Art, process and context					
Term 1-6 Alive Themes are interwoven based at teachers discretion.	WE ARE	Creative		Effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions;		Independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose;		Evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intentions;		Know about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs;			
		Resilient											
		Forgiving											
		Organised											
		Interdependent			Improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome;				Successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions;			Discuss different aspects of their own and other's work, explaining how they refine their ideas, skills and methods, applying what they learn to improve their own outcomes;	
	Diversity & Choice												
	Justice & Respect		Develop their ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation, multiple views, compositions and marquettes;			Work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues;		Compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on their work.			Know when and how to look at the works of artists studied to help them resolve creative problems to inform their own work.		
	Trust & Truth												
	Ourselves												
	Faith												
	WE VALUE												
	WE CAN	Review		Explain or show how their individual selection of an artist, designer or craftsperson to study, informs their personal actions to realise creative intentions.		Create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.							
		Question											
		Research											
		Contribute											
Communicate													

Art Year 9 Alive Themes



Intent

Imagination



Implementation

Impact

Alive theme:		Generating ideas : Skills for developing ideas	Making : Skills for Making Art Craft and Design :	Evaluation :Skills for reflection, choice and evaluation	Knowledge : about Art, process and context		
Term 1-6 Alive Themes are interwoven based at teachers discretion.	WE ARE	Creative	Independently plan and model ideas and intentions in 2D and 3D (including photography, digital processes and 3D modelling/maquettes), using their imagination to sequentially explore ideas, thinking visually and creatively;	Independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment for a purpose;	Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications in their work;	Know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day;	
		Resilient					
		Forgiving					
		Organised					
		Interdependent					
	WE VALUE	Diversity & Choice	Effectively control the use of a range of drawing and designing techniques when recording several observations in sketchbooks, journals and other media as they plan for further investigations of ideas working towards an outcome;	Successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions;	Show perceptive evaluation when reviewing their strengths, development needs and actions leading to improvement;	Apply their understanding of the scope of the different creative, media and design industries when designing, making and creating.	Know how to explore the techniques used by major contemporary or historic artists, craftspeople and designers, as well as other cultures, so as to inform their creative interpretations;
		Justice & Respect					
		Trust & Truth					
		Ourselves					
		Faith					
	WE CAN	Review	Exemplify how their explorations in sketchbooks or in other media enable them to design for better quality outcomes;	Work safely and effectively to improve their skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues;	Use the specialist language of discourse to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.	Know how to increase their proficiency in the handling of different materials and purposefully use, the tools and techniques they have chosen to work with.	
		Question					
		Research					
		Contribute					
		Communicate					Demonstrate how their research and investigation of diverse artists, designers and other sources has led to several different versions of an idea and how creative decisions have resulted in improvements to the proposed outcome.