HTCS Curriculum Portraits

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**Curriculum Portrait – Creativity - Art**

Curriculum Portrait Year-by-Year – Y8 Art

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| Term Chronology | WHAT: Topic | WHAT: Sequencing - in regard to … | | HOW | Remote Learning | HOW: Link to Future Learning | | HOW: Key skills and language | | HOW: Context | | WHY: |
| Knowledge | Schema/prior knowledge |  | What do you want to be: Aspiration; Career; Future Learning | Who do you want to be: Tunstall Learner | Skills | Language/Literacy | Cultural Capital | Locale | Impact on: Attainment, Standards, Transition, Engagement, Personal Development |
| Spring 1 Y8 | Architecture | Pencil drawing  Features of Gothic Architecture | Composition, mark making in pencil, contrast and variation, | **Lesson 1**  Bell and Starter -  Students will be introduced to the theme of Architecture. Bell task is a selection of Gothic buildings and the question “What type of fictional character would live in these buildings?” Discussion to investigate prior knowlege of gothic architecture and links to literacy through classic characters like Dracula.  Starter – Introduces students to the five main features of Gothic architecture: Flying Buttresses, Pointed arches, Vaulted ceilings, gargoyles and stained glass.  Main - Technique demo, students to draw a tonal strip demonstrating control of tone, before choosing an image of a feature of gothic architecture and drawing it using tonal pencil shading to add a sense of form.  WOW – Gothic, Studies | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 1 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence, resilience, initiative, creativity. | Observational drawing, composition, pencil shading | Studies, Tone, Form | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to buildings in Hartlepool with features inspired by Gothic architecture seen in their pointed arches such as the town hall theatre. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pencil drawing  Features of Gothic Architecture | Composition, mark making in pencil, contrast and variation, | **Lesson 2**  Starter – Recap last lesson – link to prior learning. Questioning to check recall of the key features of Gothic architecture.  Main activity –demo – using highlights and shadow to create tone using form students to continue to add tone to their gothic architecture drawing in pencil.  WOW – Tone | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 2 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Observational drawing, composition, pencil shading | Studies, Tone, Form | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to flying buttresses on Saint Hilda’s church - Headland | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 |  | Pencil drawing  Features of Gothic Architecture | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 3**  **Bell –** Image of two gargoyles with the caption “Which drawing is more skilled and why?’” guide students to discuss how the tone creates form as well as how the contrast creates visual texture and interest.  Starter – Students to draw a 6cmx 6xm square and draw the stone texture from a secondary source image of a stone arch as accurately as possible. Students should be encouraged to use a range of tone to show form and use a rubber to add highlights to their work. Review and feedback as a class using visualiser before repeating with a more complex image of gothic architecture stone texture. Recap “Look, think, draw”  Main – Students to continue on with their tonal studies of Gothic Architecture applying the techniques discussing in the starter.  WOW - Form | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 3 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Observational drawing, composition, pencil shading | Studies, Tone, Form | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to flying buttresses on Saint Hilda’s church - Headland | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pen drawing  Features of Russian Architecture | Mark-making skills in pen  Observational drawing skills  Contrast  Tonal Values | **Lessons 4**  Bell – An image of Saint Basil’s with two images of extreme snow conditions. Question “Why is this architecture suited to this weather?” Encourage students discussion of how features of the building such as the onion dome allow the building to survive ice and snow.  Two videos introducing students to this architectural style. <https://www.nationalgeographic.com/travel/world-heritage/kremlin-red-square/>  <https://www.youtube.com/watch?v=5-A0vZ8RSDY>  Starter – Introduction to the features of Russian architecture: Reflective materials, Decorative brickwork, Onion domes and repeating patterns.  Students should then draw a 20cm x 20cm square and divide into 16 5cm x 5cm squares, then each square with a gradient using different types of mark making.  They must focus on refining their pen control and ensure there is contrast and variation in their work. They must also focus on creating a range of tones using the spacing and cramming of a variety of different mark-making techniques.  Main – Students should drawan 18cm x 27cm rectangle and divide into Then fill each square with a pattern or surface texture inspired from a Russian building. Use a range of mark making styles to create tone.  Extension - Label what feature of Russian architecture it is.  WOW – Onion Dome | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 weeks 4-5 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Mark making skills  Observational drawing skills | Gradient, Visual Texture, Repeating pattern, Decorative brickwork, Onion Domes, Balance | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to famous domed buildins in the UK and how these are similar in function to onion domes (eg St Pauls). | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pen drawing  Features of Russian Architecture | Mark-making skills in pen  Contrast  Tonal Values | **Lesson 5**  **Bell -**  Understanding stylisation/visual language in pattern. Question – “How to these patterns link to the Russian landscape?” encourage students to make links between the repeating patterns in the landscape images and the patterns on the Kremlin onion domes.  Main – Students should draw an 18cm x 27cm rectangle and divide into Then fill each square with a pattern or surface texture inspired from a Russian building. Use a range of mark making styles to create tone.  Link to Russian folk art and textiles.  Extension - Label what feature of Russian architecture it is.  WOW – Repeating pattern | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 6 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Mark making skills  Observational drawing skills | Gradient, Visual Texture, Repeating pattern, Decorative brickwork, Onion Domes, Balance | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to famous domed buildins in the UK and how these are similar in function to onion domes (eg St Pauls). | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pen drawing  Features of Russian Architecture | Mark-making skills in pen  Contrast  Tonal Values | **Lesson 6**  Bell – Link to “Read to Succeed” Read a passage on drawing skills from GCSE Bitesize:  <https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/1>  Followed by low stakes quiz: https://www.bbc.co.uk/bitesize/guides/zc7sfrd/test  Starter Activity – Discussion around visual balance through comparison of two images and the question “which image looks heavier?” – introduction to how visual balance effects a composition as well as how to identify it in architecture.  https://vimeo.com/193551339  After watching the video introducing balance students identify symmetrical, asymmetrical, radial symmetry in different examples of Russian architecture.  Main – Students continue with their Russian Architecture studies in pen markmaking.  WOW – Balance | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 7 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Mark making skills  Observational drawing skills | Gradient, Visual Texture, Repeating pattern, Decorative brickwork, Onion Domes, Balance | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to famous domed buildins in the UK and how these are similar in function to onion domes (eg St Pauls). | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pencil drawing  Features of Chinese Architecture | Mark-making skills in pen  Contrast  Tonal Values | **Lesson 7**  Bell – Four images of structures from different cultures with the question “Which building would survive better in the rain?” Encourage discussion around how the design, material and construction of a building needs to suit it’s location and purpose.  Starter Activity – Introduction to Chineese architecture and identifying different features:  Dougong joints, sloped roofs, wooden structure and coloumbs.  https://www.youtube.com/watch?v=w78Yb\_aotH0  Students to watch the video looking at the earth quake resistance of Chinese buildings and complete a low stakes quiz on the features of the building.  Main- demo drawing a dougong joint using construction lines and accurate angles. Students should then Accurately draw a dougong joint from different angles using pencil.  WOW – Dougong Joint | Students to follow powerpoints used in lessons with added videoa/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 8 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Observational drawing skills | Dougong joints, Sloped roof, columns, wooden structure, pagoda, Dragon Screen | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to China Town Gate in Newcastle. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |

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| Spring 1 Y8 | Architecture | Pencil drawing  Features of Chinese Architecture | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 8**  Bell – Three questions to check prior learning:  **What is a**Dougong joint?  What is it made of?  What is it resistant to?  Starter Activity – Four images, students are to identify the features of Chinese architecture recalling prior learning.  Dougong joints, sloped roofs, wooden structure and coloumbs.  https://www.youtube.com/watch?v=LyR2-hriJFo  Students to watch the video looking at the the architecture of the Forbidden City and complete a low stakes quiz on the features and history of the palace.  Main- Demo using office.com and to create a moodboard of images from the Forbidden City – students should understand how to select relevant images, be able to identify a good quality/high resolution image, select images suitable for drawing and be able to crop sensitively to create areas of good visual interest.  Students then use their secondary source moodboard to inform their drawing studies and accurately draw detail of the Forbidden City.  WOW – Pagoda | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 8 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Observational drawing skills | Dougong joints, Sloped roof, columns, wooden structure, pagoda, Dragon Screen | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to China Town Gate in Newcastle. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Pencil drawing  Features of Chinese Architecture | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 9**  Bell – Three questions on the forbidden city to check recall from previous lesson.  Starter Activity – https://www.youtube.com/watch?v=nbbHrWRBXF0  Low stakes quiz on the forbidden city following a video about it’s construction.  Main- Demo using the grid method to accurately draw a dragon from the dragon screen in the forbidden city.  WOW – Dragon screen | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 9 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Observational drawing skills | Dougong joints, Sloped roof, columns, wooden structure, pagoda, Dragon Screen | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to China Town Gate in Newcastle. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Features of buildings of different cultures.  Unique building design. | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 10**  Bell – Recall questioning from across the three themes of the project focusing of key features of each archete4ctual type.  Starter Activity – Students to draw three 5cmx5cm boxes and design three thumbnail sketches of hybrid buildings that incorporate elements of the different architectural styles.  Main- Demo after student have chosen their favourite design idea and can justify their choice using technical vocab students will draw their building using mark making and shading techniques build up over the project.  WOW – Thumbnail sketch | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 11 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Designing, observational drawing | Design, thumbnail sketch | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to Northern School of Art design courses. Emphasis on personal response and idea synthesis. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Selecting a colour pallet. | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 11**  Bell – Students to make colour pallet to the architectural style – allows review of prior learning and introduction of colour pallet concept.  Starter Activity – Using coloured pencil/watercolour students create colour pallets from a selection of secondary source images.  Main- Students choose a colour pallet from their development process and add colour accurately and skilfully to their drawing.  WOW – Dragon screen | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 11 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Coloured pallet shading | Colour pallet, blending | The importance of drawing for different purpose and introducing the idea of drawing as investigation.  Appreciation of architectural styles from different cultures: their purpose and their historical significance. | Link to Northern School of Art textiles design course. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Analysing the work of Gaudi | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 12**  Bell – Image of Gaudi’s artwork on the board. Write five words inspired by this image and a sentence “how does this artwork make you feel?”  Starter – Video on Gaudi’s work. Students to take notes to use in their artist study followed by low stakes quiz.  Main – Students to write up notes into a paragraph and evaluate three images of the artists work. They can then present their writing and chosen three images creatively in their sketchbook using paper collage to mimic the artists style.  WOW - Mosaic | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 12 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Analysis of artwork, artwork study writing, presentation skills | Mosaic, architect, Barcelona, glaze | Knowledge of famous architect, increasing confidence discussing the work of others | Reference to Walls End Metro / Newcastle mosaic local art. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Artists response to Gaudi in oil pastel. | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 13/14**  Bell – What can you remember about Gaudi from last lesson? Questing to check recall.  Starter – Students to experiment with blending skills using either warm tones or cool tones and feedback to the class blending techniques.  Main – Students to create three blended colour ways based on their choice of three Gaudi buildings and fill three A6 pages with their chosen colour ways. Students then use scissors to create small pieces of their oil pastel colour ways and use these to create a Gaudi inspired mosaic style artwork with emphasis on pattern.  WOW – Colour way | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 13  Y8 Spring 1 week 14 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Oil Pastel, Blending | Colour way, blending, mosaic, warm colours, cool colours, oil pastel | Confidence in creating their own artwork in response to others. | Reference to Walls End Metro / Newcastle mosaic local art. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Islamic art technique study | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 15**  Bell – Question to students: “Can writing ever be visual art?” Questioning and discussion around graffiti, word art and introducing the concept of Islamic art where calligraphy is a stand in for visual religious iconography.  Starter – Video on Islamic art. Students to take notes to use in their artist study followed by low stakes quiz.  Main – Students to write up notes into a paragraph and evaluate three images of Islamic art. They can then present their writing and chosen three images creatively in their sketchbook using pen and ink to mimic the style.  WOW – Calligraphy | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 15 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Analysis of artwork, artwork study writing, presentation skills | Calligraphy, symmetry, repeating pattern, Islam | Knowledge of religious architect, increasing confidence discussing the work of others. | Link to local mosques. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Islamic art monoprint response | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 16**  Bell – Question to students: “What does the word mono mean? What other words have mono in it?” Discussion around the prefix mono. Examples monotone, monocle and monobrow.  Starter – Technique demo on rolling out ink for monoprint. How to test for correct amount of ink and how to create a clean print.  Main – Students will then choose an image of a Islamic tile and monoprint this pattern skilfully paying attention to line and tone.  WOW – Monoprinting | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 16 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Monoprinting | Monoprinting, ink, roller, symmetrical | Appreciation of art of different cultures. | ink to local mosques. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |
| Spring 1 Y8 | Architecture | Response to Gaudi and Islamic art. | Mark-making skills in pencil  Contrast  Tonal Values | **Lesson 17/18**  Bell – Image of a selection of collage art materials and the question: “Which media would be best to monoprint on and why?” Discussion around the thickness and texture of materials and which would be most suitable.  Starter – Students to choose one of their previous Gaudi colour ways to inspire their collage background using tissue paper and gluestick glue. Students will create a mosaic background to monoprint on.  Main – Students to choose an image of Islamic tile to monoprint over their collage background.  WOW - Collage | Students to follow powerpoints used in lessons with added video/commentary recorded by staff where appropriate.  Teams  Y8 Spring 1 week 17  Y8 Spring 1 week 18 | Link to how students develop ideas for their own work in response to the work of others (KS4 link and aspiration)  Link to architect careers and how all “designers” start with drawings | SOFT SKILLS: Independence,  resilience,  initiative,  creativity. | Tissue paper collage, monoprinting, responding to the work of others, personal response | Collage, adhesive, experimentation, refinement | Appreciation of art of different cultures. | Link to Northern School of Art design courses. Emphasis on personal response and idea synthesis. | S – presentation /book standards  T – Into GCSE Art and post 16 links  E – allows for variety of practical skills and hands on approach to art and design through observational drawing  P – Independent learning and exploring and researching a theme |