

ART

| Year & Term | Themes / Key Questions | Knowledge | Skills | Academic Language |
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| Year 7 Term 1 PEOPLE | CLAY MODEL INSPIRED BY BOSCH I can research an artist, giving my own opinions and I can analyse artwork using text and image I can use elements of an artist's work to inspire my own I can work with clay to produce a creative model and hand paint this neatly showing a good level of skill and imagination. I understand health and safety requirements when working with clay | CAVE ART/BOSCH/GOREY/BURTON FORMAL ELEMENTS – Texture SHAPES / IMAGINATION MONSTERS / MYTHICAL CREATURES | Artist research. Use of formal elements. Drawing and painting skills. Clay sculpture. | Composition Formal elements Line Tone Shape Texture Pattern Colour Form Sculpture Clay 3D Modelling Construction Shape |
| Year 7 Term 2 THINGS | PETER CALLESEN INSPIRED CARD SCULPTURE I can research an artist, giving my own opinions and I can analyse artwork using text and image I can use elements of an artist's work to inspire my own I can work with paper and card to produce a creative model, showing a good level of skill and imagination. I understand health and safety requirements when working with knives | CALLESEN/PAPER CUT ART FORMAL ELEMENTS – NATURE/SKULLS/CREATURES/HOLES/FLOWERS/FRUIT/INSECTS/SHELLS/SEASONS SCULPTURE/3D – PAPER CUT | Artist research. Use of formal Elements. Drawing skills. Paper cut techniques. | Experimental - drawing Line Cutting Relief Minimal |
| Year 7 Term 3 PLACE | LOWRY and PRINTMAKING I can research an artist, giving my own opinions and I can analyse artwork using text and image I can use elements of an artist's work to inspire my own I can work with printmaking resources to create a mono-print inspired by primary source drawing. I understand health and safety requirements when working with inks | LOWRY – Industrial revolution FORMAL ELEMENTS – INSIDE/OUTSIDE – PRIMARY SOURCE – MATLOCK PHOTOS PRINTMAKING/ PERSPECTIVE | Artist research. Use of formal Elements. Drawing skills. Printmaking | Composition Formal elements Line Tone Shape Texture Pattern Colour Form Shape |
| Year 8 Term 1 PEOPLE 2 | A4 WATERCOLOUR PAINTING INSPIRED BY ELIZABETH PEYTON I can research an artist, giving my own opinions and I can analyse artwork using text and image I can use elements of an artist's work to inspire my own I can work with watercolour to produce an A4 painting | PEYTON DRAWING SELF – S PORTRAIT – Photo in half technique – Background ideas DRAWING/PAINTING – COLOUR THEORY/WHEEL, W. COLOUR PHOTOGRAPHY / SCALE PERSONAL PRESENTATION – | Artist research. Use of formal Elements. Drawing skills. Painting skills and techniques | Portraiture Composition Formal elements Line Tone Space Shape Texture Form |

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| Year 8 Term 2: THINGS 2 | <p>MICHAEL CRAIG-MARTIN INSPIRED CARD SCULPTURE</p> <p>I can research an artist, giving my own opinions and I can analyse artwork using text and image.</p> <p>I can use elements of an artist's work to inspire my own.</p> <p>I can work with colour and card to produce a creative model, showing a good level of skill and imagination. I understand health and safety requirements when working with knives</p> | <p>MC MARTIN/BANKSY SHRED</p> <p>FORMAL ELEMENTS – COLLECTIONS – MAN MADE/ PRODUCTS/FOOD AND DRINK/MACHINE PARTS/F. WORKS</p> <p>SCULPTURE/3D MATERIALS – PHOTO AND CARD CONSTRUCT</p> <p>PERSONAL PRESENTATION –</p> | <p>Artist research.</p> <p>Use of formal Elements.</p> <p>Drawing skills.</p> <p>Paper cut techniques.</p> | <p>Portraiture</p> <p>Composition</p> <p>Formal elements</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Colour</p> <p>Pattern</p> <p>Form</p> |
| Year 8 Term 3 PLACE 2 | <p>DALI and PRINTMAKING</p> <p>I can research an artist, giving my own opinions and I can analyse artwork using text and image</p> <p>I can use elements of an artist's work to inspire my own</p> <p>I can work with printmaking resources to create a poly-block print inspired by my imagination. I understand health and safety requirements when working with inks</p> | <p>DALI Landscapes</p> <p>FORMAL ELEMENTS – OWN PHOTO FAVE PLACE</p> <p>FANTASY</p> <p>SEASONS - WEATHER</p> <p>PRINTMAKING – POLY BLOCK – IMPRESSION</p> <p>FROM OWN IMAGE – PUNCTURE</p> <p>PERSONAL PRESENTATION – POLY BLOCK PRINT</p> | <p>Artist research.</p> <p>Use of formal Elements.</p> <p>Drawing skills.</p> <p>Printmaking</p> | <p>Experimental - construction</p> <p>Line</p> <p>Colour</p> <p>Cutting</p> <p>Joining</p> <p>Constructing</p> <p>Shape</p> <p>Scale</p> |
| Year 9 Term 1 PEOPLE 3 | <p>A3 ACRYLIC / LIQUID PAINTING INSPIRED BY FRIDA KAHLO</p> <p>I can research an artist, giving my own opinions and I can analyse artwork using text and image.</p> <p>I can use elements of an artist's work to inspire my own.</p> <p>I can work with liquid based paints to produce an A3 painting, showing a good level of skill and imagination</p> | <p>KAHLO</p> <p>SELF – Assistance by scaling up – AP1</p> <p>Light box</p> <p>1ST PERSON LOOKING – Mirror/ Trace/Scale up/Lightbox</p> <p>SEATED/STANDING</p> | <p>Poster and Acrylic</p> <p>Colour wheel re-visit and skin tone work</p> <p>Photography (Enlarged nature / object scans from class photo)</p> | <p>Portraiture</p> <p>Composition</p> <p>Formal elements</p> <p>Size</p> <p>Space</p> <p>Scale</p> <p>Line</p> <p>Tone</p> <p>Shape</p> <p>Texture</p> <p>Form</p> |
| Year 9 Term 2 THINGS 3 | <p>SLINKACHU INSPIRED MIXED MEDIA SCULPTURE</p> <p>I can research an artist, giving my own opinions and I can analyse artwork using text and image.</p> <p>I can use elements of an artist's work to inspire my own.</p> <p>I can work with mixed media to produce a creative model, showing a good level of skill and imagination. I can use photography imaginatively to allow my work to tell a story</p> | <p>STUDENT INVESTIGATION –</p> <p>SLINKACHU</p> <p>CONTEMPORARY ART</p> <p>FIRST HAND</p> <p>OBSERVATIONS – STILL LIFE COMPOSITION</p> | <p>Artist research.</p> <p>Still life composition</p> <p>Drawing Skills</p> <p>Painting Skills</p> <p>Sculpture</p> <p>Photography</p> | <p>Experimental - construction</p> <p>Photography</p> <p>Cutting</p> <p>Joining</p> <p>Constructing</p> <p>Shape</p> <p>Scale</p> <p>Miniature</p> <p>Depth</p> |

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| Year 9 Term 3 PLACE 3 (Visual diary) | <p>HOCKNEY INSPIRED PRINT</p> <p>I can research an artist, giving my own opinions and I can analyse artwork using text and image</p> <p>I can use elements of an artist's work to inspire my own</p> <p>I can work with printmaking resources to create a mono or poly-block print inspired by primary source and my imagination. I understand health and safety requirements when working with inks</p> | <p>Hockney research</p> <p>Photo from local area – Detailed drawing from this</p> <p>DRAWING/PHOTOGRAPHY/ PRINTMAKING</p> <p>PERSONAL PRESENTATION – POLY/MONO PRINT</p> <p>INSPIRED BY HOCKNEY FROM OWN IMAGE</p> | <p>Artist research.</p> <p>Still life composition</p> <p>Drawing Skills</p> <p>Painting Skills</p> <p>Sculpture</p> <p>Photography</p> | <p>Experimental - construction</p> <p>Photography</p> <p>Cutting</p> <p>Joining</p> <p>Constructing</p> <p>Shape</p> <p>Scale</p> <p>Miniature</p> <p>Depth</p> |
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Music:

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| Year 7 Term 1 and 2: WELCOME TO MUSIC. | <p>By completing this unit I will be able to...</p> <p>Play a variety of styles of music using different instruments. I will be able to interpret graphic scores, standard notation in treble clef, guitar and ukulele chord symbols and guitar tab to perform as a soloist and part of a group.</p> <p>I am learning this because... It will give me a foundation in music that will allow me to access the rest of the music curriculum.</p> | <p>Graphic Scores, instrumental families, dynamic markings, note values, rhythm composition, drum kit, treble clef notation, triad chords, the keyboard, Classical Period: Ode to Joy and Eine Klein Nachtmusik, ukulele chords, guitar chords.</p> <p>Wider musical appreciation and analysis</p> | <p>Composition</p> <p>Solo and ensemble performance:</p> <p>Keyboard</p> <p>Ukulele</p> <p>Guitar</p> <p>Ensemble singing</p> | <p>Score, Graphic, Dynamics, Ensemble, Rhythm, Tempo, Bar, Time Signature, Beat, Pitch, Stave, Middle C, Bar line, Melody, Chord, Structure.</p> |
| Year 7 Term 3 WORLD MUSIC | <p>By completing this unit I will be able to...</p> <p>Identify, describe and perform a variety of music from around the world.</p> <p>I am learning this because... It will help me to understand music from different cultures and improve my performance skills.</p> | <p>Key musical elements, solo and ensemble performance of Gamelan, Samba, Ragas and Talas, Calypso, class singing</p> | <p>Solo and Ensemble performance skills</p> | <p>World music, Gamelan, Raga, Tala, Improvisation, Samba, Ensemble, Drone, Ethnic, Calypso</p> |
| Year 8 Term 1 VARIATIONS | <p>By completing this unit I will be able to...</p> <p>Use the elements of music to compose a piece of music based on a chord progression. I will also be able to perform a piece of Baroque music and identify the key features of the period.</p> <p>I am learning this because... I will be able to work creatively to compose musical ideas. I will be able to perform as an ensemble</p> | <p>The Baroque Period: Pachelbel's Canon, standard chord progressions, Dr TT Smith: elements of music.</p> | <p>Composition using standard chord progressions.</p> <p>Baroque keyboard performance.</p> | <p>Variations: Dynamics, rhythm, tempo, texture, structure, melody, instrumentation, texture, harmony. Re-mix, elements of music, Baroque, Pachelbel, Ground Bass, Octave, Legato, Orchestra, Harpsicord</p> |
| Year 8 Term 2: BLUES AND JAZZ | <p>By completing this unit I will be able to... understand the importance of the Blues and the influence of African American culture on pop music. I will also be able to perform blues and jazz and create musical ideas through improvisation</p> | <p>Blues origins and context, 12 bar blues, walking bass lines, flats, 7th chords, jazz context and key musicians, improvisation, jazz structure, blues and jazz evolution, syncopation, swing rhythms</p> | <p>Solo and ensemble performance of blues and jazz key elements. Improvisation.</p> | <p>Blues, Chords, 12 Bar Blues, Walking Bass, Slaves, Work Songs, Changes, 7th Chords, The Head, Riff, Scat singing, Unison, Blues Scale, Syncopation, Swing Rhythm</p> |

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| | <p>I am learning this because... I will develop a variety of performance and composition skills and the history that underpins them.</p> | | | |
| <p>Year 8 Term 3 POP MUSIC</p> | <p>By completing this unit I will be able to... Perform pop music from different decades accurately as an ensemble using a variety of instruments. I will understand the key elements of each decade, how pop music developed and its importance in popular culture</p> <p>I am learning this because... I will develop my skills as a performer, including ensemble skills. I will also further my understanding of the elements of pop music and how they developed over time</p> | <p>Key music elements and cultural context of popular music from the 1950s (rock n roll), 1960s (Beatles and The Rolling Stones), 1970s (Stevie Wonder), 1980s (Harold Faltermeyer and Depeche Mode), 1990s (Oasis), 2000s (Keane) and 2010s (Sam Smith)</p> | <p>Solo and ensemble performance that demonstrate key stylistic features of a variety of pop styles</p> | <p>Pop music, Rock n Roll, Chord progression, Melody, Vocals, Backing Vocals, Electric guitar, Synthesiser</p> |
| <p>Year 9 Term 1 FILM AND DESCRIPTIVE MUSIC</p> | <p>By Completing this unit I will be able to... Perform and compose descriptive music, define, identify and manipulate the musical elements, understand the key features of Romantic Music and film music, perform In The Hall of the Mountain King.</p> <p>I am learning this because... I will be able to understand how composers use music to add emotion to films. How to compose music by manipulating the elements of music. I will be able to explain and demonstrate how composers used to elements of music in the Romantic Period.</p> | <p>Key elements of the Romantic Period and Grieg. Film music elements and composers.</p> | <p>Performance of Romantic keyboard piece.</p> <p>Composition to a set film brief demonstrating key elements.</p> | <p>Film Score, Leitmotif, Crescendo, Ostinato, Drone, Sforzando, Dissonance, Chromaticism,</p> |
| <p>Year 9 Term 2 COVER VERSIONS and SONG WRITING</p> | <p>By completing this unit I will be able to... Perform and compose pop music accurately and stylistically as an ensemble on a variety of instruments.</p> <p>I am learning this because... I will develop my skills as a performer and composer, including ensemble skills. I will also further my understanding of the elements of pop music and how they are used.</p> | <p>Pop elements and conventions. Composing using standard chord progressions, chord/passing notes, lyrics</p> | <p>Guitar, ukulele and keyboard chords, vocal styles and skills, ensemble skills.</p> <p>Song writing.</p> | <p>Pop song, riff, verse, chorus, bridge, root note, chord, standard chord progression, hook, strophic, major, minor, chord note, passing note, ensemble, stylistic, strumming, arpeggio, harmony.</p> |
| <p>Year 9 Term 3 RIFFS, LOOPS and OSTINATOS</p> | <p>By completing this unit I will be able to... Understand and demonstrate how riffs, loops and ostinatos are used in music using both instruments and music software</p> <p>I am learning this because... I will develop my skills as a performer and composer and understand how music</p> | <p>Use of repetition in music in a variety of contexts. Music technology and DAW systems Garageband, Cubase and/or Band Lab,</p> | <p>Performance from notation: guitars, bass guitars, drum kit and cajon.</p> <p>Elements and use of DAW software to produce music.</p> | <p>Riff, Power Chord, Distortion, Palm Muting, Bass Guitar, Bass Line, Rock Music, Sample, Loop, DAW, Sequencing, Virtual Instruments, Synthesizer, MIDI, Effects</p> |

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