

# Holywell School Curriculum Overview

## Key Stage 3 Curriculum Overview – Art

### Curriculum Intent

To provide our pupils with an inspiring, exciting and rewarding art education, building an understanding and appreciation for art, craft and design (and their associated skills) as well as enriching pupil's lives with a sense of wonder and creativity.

The department will offer an environment and working ethos where pupils will be able to:

Develop creativity and imagination through visual, tactile and sensory experiences

Explore, experiment and develop a positive growth mindset

Produce expressive and creative responses that communicate their ideas, feelings and meaning

Develop knowledge of a variety of approaches, techniques and materials will ultimately enhance their own practice

Explore ideas and meanings in the work of artists, craftspeople, architects and designers

Learn about the diverse roles and functions of art, craft and design and in the contemporary world and in different times and cultures

Work in a calm, caring, stimulating and inspiring environment where individual needs of pupils are addressed

Develop pride in their work and exhibit work regularly around the school

We hope our pupils leave Holywell with the sense that Art making and appreciation is a source both of meaning and pleasure.

Term	Year 7	Year 8
<b>Autumn term</b>	<p><b>Title of unit:</b> Gargoyle inspired faces - Architecture and sculpture. Meaning and purpose.</p> <p><b>Main Focus:</b> To develop knowledge and understanding of gothic architecture and gargoyles. To design and create a gargoyle face sculpture from clay, focusing on exaggerated features and facial expression.</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, form, tone.</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Facial proportion. Tonal observational drawings of Gargoyles. <b>Sculpture and 3D Work:</b> Combined slab, sculpting and joining techniques to create a clay mask. <b>Photography:</b> How to create atmosphere and mood in a photo.</p> <p><b>Materials and Processes:</b> To explore different masks and faces within architecture. To explore photography and light and shadow.</p> <p><b>Creative Development:</b> How to develop a personal response for own mask from shared and individual research</p>	<p><b>Title of unit:</b> Fashion Illustration – Imaginative design, Illustration techniques. Careers in Art.</p> <p><b>Main focus:</b> To explore watercolour and pen techniques. To create figurative drawings to develop understanding of the human form. To create an imaginative fashion illustration inspired by research (artist research and painting and drawing of a random object) To identify careers in the creative industry.</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, colour, form, tone and pattern.</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Proportion and anatomy of the human body. Improving proficiency with observational drawing. Imaginative drawing or ideas for garments. <b>Painting:</b> Improving proficiency with watercolour techniques, washes, blending. How to mixing skin tones. <b>Sculpture and 3D Work:</b> Modelling human form in tin foil and wire.</p> <p><b>Materials and Processes:</b> Introducing graphic markers and how to use them successfully. Experimenting with mixed media and how fashion designers use digital media to produce designs.</p>

Holywell School Curriculum Overview

	<p><b>Historical and Contemporary Contexts:</b> About Gothic architecture and its evolution alongside the Renaissance and how it has influenced others. To consider and discuss Gothic architecture, the context and purpose of Gargoyles.</p> <p><b>Cultural and Social Understanding:</b> Exploring how art reflects and shapes cultural and social issues. Understanding the global context of art and its impact on society.</p> <p><b>Keywords:</b> Sculpture, clay, proportions, exaggerated, features, grotesque, evil, Gothic, architecture, cathedral, churches, religion, animalistic</p> <p><b>Values:</b> Tolerance, faith, care</p>	<p><b>Creative Development:</b> How to develop a personal style and voice in their artwork. Encouraging more in-depth exploration of themes and ideas of contemporary artists.</p> <p><b>Historical and Contemporary Contexts:</b> Artists chosen to coincided which Black History Month- Sonia Boyce, Yinka Shonibare, Jean Michel Basquiat. Anthony Gormley also. Fashion designers and Met Gala. How personal experiences influence artists.</p> <p><b>Critical Analysis and Evaluation:</b> Developing skills in critiquing art, including their own work. Understanding different critical perspectives and interpretations.</p> <p><b>Cultural and Social Understanding:</b> Celebrity culture, social media and how it impacts body image. How trends in fashion occur. Ethics surrounding 'fast Fashion' and sustainability. Exploring how art reflects and shapes cultural and social issues. Understanding the global context of art and its impact on society.</p> <p><b>Keywords:</b> Watercolour, techniques, research, inspiration, independent, incorporate, imagination, garments, body image, Yinka Shonibare, Jean Michel Basquiat, Sonia Boyce</p> <p><b>Values:</b> Service, justice, kindness</p>
Evidence of learning	<p><b>Assessment focus:</b> Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating.</p> <p>What are the features of Gothic architecture? How does my face change when I make different facial expressions? How can I use slab pottery method, hand modelling and score and slip method to construct my clay gargoyle effectively?</p> <p><b>Assessment 1-</b> Research Gargoyles and development of own idea and annotations</p> <p><b>Assessment 2- Sculpture</b> Final clay mask and photograph using shadow</p>	<p><b>Assessment focus:</b> Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating.</p> <p>How can I improve my proficiency with paint, explore new techniques, mixing and blending a range of colour and developing brush control? What are the proportions of the human form? How can my research influence my final piece? How can I create art using mixed media?</p> <p><b>Assessment 1- Drawing</b> Observational tonal pencil sketch of a random object, figurative drawing and artist research</p> <p><b>Assessment 2 –Mixed media illustration</b> Imaginative final fashion illustration incorporating research</p>
Links to prior learning	<p>Formal elements focus – Line, shape, texture, form, tone.</p> <p>Revisit and develop sculpture knowledge and skills using clay.</p> <p>Developing ideas, annotations and creating a mood board.</p> <p>Art timeline and History.</p>	<p>Formal elements focus – Line, shape, texture, colour, form, tone and pattern.</p> <p>Developing ideas through research and artist influence</p> <p>Developing independence and own style</p> <p>Mixed media final piece</p> <p>Art timeline and history</p>
Links to future learning	<p>Continued use of sketchbooks as a visual journal, taking risks as well as being successful</p>	<p>Continued development of the importance of their sketchbook to define, imagine, refine, visualise, implement and evaluate ideas</p>

## Holywell School Curriculum Overview

	<p>Using research to develop original ideas, annotate ideas with thoughts and begin to express concept and meaning (mood board)</p> <p>Developed proficiency using a range of media (clay, pastels, pencil, pens) from memory, imagination and observation</p> <p>Developed knowledge and understanding of the approaches used by architects, the context, history and purpose</p> <p><b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio – AO2, AO3, AO4</b></p>	<p>Developed use of a range of methods and media (pen, graphic markers, crayons, paint, light pad etc) to improve proficiency</p> <p>Understanding the importance of making links from research and studies into a final outcome</p> <p>Understanding the concepts, ideas and meaning used by contemporary artists</p> <p>Developed confidence commenting on and critiquing artists work, own work and the work of others</p> <p><b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio – AO1, AO2, AO3, AO4</b></p>
<p><b>Spring term</b></p>	<p><b>Title of unit:</b> Portraiture Changing faces- Imagination and observation. Collage and painting.</p> <p><b>Main focus:</b> To explore and discover the work of Arcimboldo. To use imagination and creativity to create a collage of a face using random objects and recreate it using paint.</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, tone, colour</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Graphite transfer. <b>Painting:</b> Improved proficiency and knowledge of watercolour techniques. Dry, brush, stippling, lift away. <b>Collage:</b> Photo montage</p> <p><b>Materials and Processes:</b> Consider shape, size, colour and position to make an effective composition.</p> <p><b>Creative Development:</b> Developing a personal and imaginative style. In-depth exploration and influence of Arcimboldo’s style</p> <p><b>Historical and Contemporary Contexts:</b> Consider and discuss the work of Arcimboldo, the context and purpose of his work. Renaissance. Be inspired by Arcimboldo’s portraits.</p> <p><b>Critical Analysis and Evaluation:</b> Evaluate the work of others and make suggestions for how they can improve their work</p> <p><b>Cultural and Social Understanding:</b> Exploring how art reflects and shapes cultural and social issues. Understanding the global context of art and its impact on society.</p>	<p><b>Title of unit:</b> Exploring Modernism with Gaudi – Architecture, concepts and influences</p> <p><b>Main focus:</b> To be inspired by the architecture of Gaudi and explore his work. To understand how nature influenced Gaudi’s work. To create natural/Gaudi style shapes and textures in clay. To create a sculpture inspired by Gaudi from clay.</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, colour and form</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Advanced techniques in perspective, proportion, and anatomy. <b>Painting:</b> Understanding and using colour theory, creating mood and atmosphere. <b>Sculpture and 3D Work:</b> More complex techniques and use of materials (e.g., wire, plaster, digital 3D modelling).</p> <p><b>Materials and Processes:</b> Using a wider range of materials and exploring their properties. Experimenting with mixed media and digital art forms.</p> <p><b>Creative Development:</b> Developing a personal style and voice in their artwork. Encouraging more in-depth exploration of themes and ideas.</p> <p><b>Historical and Contemporary Contexts:</b> Studying significant periods in art history (e.g., Renaissance, Modernism). Learning about contemporary artists and current trends in the art world.</p> <p><b>Critical Analysis and Evaluation:</b> Developing skills in critiquing art, including their own work. Understanding different critical perspectives and interpretations.</p> <p><b>Cultural and Social Understanding:</b> Exploring how art reflects and shapes cultural and social issues. Understanding the global context of art and its impact on society.</p> <p><b>Keywords-</b> Gaudi, sculpture, architecture, Barcelona, nature, ceramics, influence, mosaic, mood board, form, texture</p>

Holywell School Curriculum Overview

	<p><b>Key words-</b> Imagination, photo montage, collage, painting, mixing, blending, control, details.</p> <p><b>Values –</b> Kindness, Hope</p>	<p><b>Values –</b> Service, Faith</p>
Evidence of learning	<p><b>Assessment focus: Presenting, media and materials. Influence, analysing and evaluating.</b> How can I create an effective collage and use colour theory in my composition? How can I improve my proficiency with painting, mixing and blending a range of colour and developing brush control?</p> <p><b>Assessment – Painting and collage</b></p>	<p><b>Assessment focus:</b> Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating. Who is Gaudi? What are the features of his work and what was his inspiration? How can I create different textures in clay? How have I used colour intentionally to enhance my sculpture? How have I given ideas meaning through annotations (linking to Gaudi research)? Confidently comment on Gaudi’s work, my own work and the work of others <b>Assessment 1-</b> Gaudi mood board – (Research, ideas, annotations, and mixed media sketches). <b>Assessment 2 – Sculpture</b> Gaudi inspired clay pot using construction, forming and modelling and adding texture</p>
Links to prior learning	<p>Formal elements focus – Line, shape, texture, tone, colour. Using an artist for inspiration. Collage – Recall from Matisse Yr5. Observational drawing and painting skills. Building on painting knowledge, colour theory and technique. Art timeline and History.</p>	<p>Formal elements focus – Line, shape, texture, colour and form. Recall and development of knowledge and skill with sculpture using clay. Art timeline, history and architecture.</p>
Links to future learning	<p>Developed proficiency using a range of media (collage, pencil, watercolour) and materials carefully and expressively from imagination and observation Knowledge and understanding of colour hues and and painting techniques including layering, blending, dry brushing, stippling. Further knowledge and understanding of the approaches used by artists, the context and purpose of artworks <b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio –AO2, AO4</b></p>	<p>Developed understanding of sketchbook (mood board) to define, imagine and visualise a concept Understanding the importance of taking creative risks with ideas Developed proficiency creating 3D forms using construction, making, forming and modelling and understanding tactile elements like texture Understanding concepts, ideas and meaning used by architects <b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio – AO1, AO2, AO3, AO4</b></p>
<b>Spring term 2</b>	<p><b>Title of unit:</b> Observing Celebrity- Grid drawing method._Observational drawing.</p> <p><b>Main focus-</b> To use grid drawing method and a viewfinder to create a ‘photorealistic’ pencil sketch of a celebrity face.</p>	<p><b>Continued</b> <b>Title of unit:</b> Exploring Modernism with Gaudi – Architecture, concepts and influences</p>

## Holywell School Curriculum Overview

	<p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, tone, form.</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Grid drawing method for accuracy and enlarging. Developing a drawing style and improved proficiency of pencil control, tonal range and mark making.</p> <p><b>Materials and Processes:</b> How to use a viewfinder. How to use paper smudgers/ blending stubs. How to use a putty rubber.</p> <p><b>Creative Development:</b> Independent choice and research of a celebrity. Discussion as to why they are chosen. Sharing own interests. Encouraging more in-depth exploration of themes and ideas.</p> <p><b>Historical and Contemporary Contexts:</b> Learning about contemporary artists and current trends in the art world. How artists use social media to share work. How careers can be made through online recognition. How AI is changing the art world.</p> <p><b>Critical Analysis and Evaluation:</b> Developing and critiquing their own work through the drawing process. Continuous evaluation and adapting.</p> <p><b>Cultural and Social Understanding:</b> To identify that social media trends and tutorials influence artists. To recognise that passion and time invested is what develops a ‘skill’ to a master level.</p> <p><b>Keywords:</b> accuracy, measuring, portrait, features, celebrity, inspirational, admiration, individuality.</p> <p><b>Values:</b> Tolerance, love</p>	
Evidence of learning	<p><b>Assessment focus:</b> Presenting, media and materials. Influence, analysing and evaluating.</p> <p>What is grid drawing and how do I use it? How do I make and use a viewfinder? How can I improve my proficiency when drawing, using a range of line, marks, tonal value and texture in my sketch?</p> <p><b>Assessment – Drawing</b> Tonal pencil sketch of a celebrity</p>	<p><b>Continued</b>  <b>Title of unit:</b> Exploring Modernism with Gaudi – Architecture, concepts and influences</p>
Links to prior learning	<p>Formal elements focus – Line, shape, texture, tone, form.</p> <p>Development of observational drawing skills and technique.</p> <p>Use of sketchbook to practice and develop ideas for personal response.</p>	<p><b>Continued</b>  <b>Title of unit:</b> Exploring Modernism with Gaudi – Architecture, concepts and influences</p>

Holywell School Curriculum Overview

<p>Links to future learning</p>	<p>Developed understanding of the importance of practice using a variety of sources and drawing techniques/equipment (range of pencils, smudgers, putty rubbers etc) to build up to a successful outcome</p> <p>Proficiency and understanding of 'grid drawing' method and observational drawing</p> <p>Knowledge of the approaches used by portrait artists</p> <p>Developing own critique, self – reflection and evaluation</p> <p><b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio –AO2, AO3, AO4</b></p>	<p><b>Continued</b></p> <p><b>Title of unit:</b> Exploring Modernism with Gaudi – Architecture, concepts and influences</p>
<p><b>Summer term</b></p>	<p><b>Title of unit:</b> Cubist Self- portrait – Mixed media. Identity, symbolism and meaning</p> <p><b>Main focus:</b> To learn about Cubism and artists (focus on Picasso), key features, analyse, critique and compare. To create a cubist style self-portrait expressing a mood or emotion(s).</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, tone, form.</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Abstract sketches and develop of ideas. Oil pastels. <b>Painting:</b> Wax resist and painting of varied surfaces. <b>Sculpture and 3D Work:</b> Constructing a face from cardboard.</p> <p><b>Materials and Processes:</b> Explore using colour and shape to express a mood/emotion. Explore the properties and possibilities of construction with cardboard. Experiment with mixed media. Using colour theory and painting techniques, developing brush control.</p> <p><b>Creative Development:</b> Develop a personal response and a chosen personal mood for their Cubist piece. In-depth exploration of Picasso's work and hidden themes/meanings within his work.</p> <p><b>Historical and Contemporary Contexts:</b> How and where Cubism fits in the art timeline throughout History. Learning how Cubism changed the art world and lead the way for modern and contemporary artists.</p> <p><b>Critical Analysis and Evaluation:</b> Evaluate the work of others and make suggestions for how they can improve their work. Develop skills in critiquing and comparing Cubist art, including their own work. Understand different interpretations of artwork including their own.</p>	<p><b>Title of unit:</b> Monochrome Illusions- Optical illusions, Technical drawing, pattern and printmaking</p> <p><b>Main focus:</b> To explore the work of a range of techniques, artists and illustrator who use black and white and illusion in their work. To create a final lino print.</p> <p><b>By the end of this unit students will have learned:</b></p> <p><b>Formal elements focus</b> – Line, shape, texture, tone, form.</p> <p><b>Advanced Techniques and Skills: Drawing:</b> Advanced techniques in perspective, proportion, and anatomy. <b>Painting:</b> Understanding and using colour theory, creating mood and atmosphere. <b>Sculpture and 3D Work:</b> More complex techniques and use of materials (e.g., wire, plaster, digital 3D modelling).</p> <p><b>Materials and Processes:</b> Using a wider range of materials and exploring their properties. Experimenting with mixed media and digital art forms.</p> <p><b>Creative Development:</b> Developing a personal style and voice in their artwork. Encouraging more in-depth exploration of themes and ideas.</p> <p><b>Historical and Contemporary Contexts:</b> Studying significant periods in art history (e.g., Renaissance, Modernism). Learning about contemporary artists and current trends in the art world.</p> <p><b>Critical Analysis and Evaluation:</b> Developing skills in critiquing art, including their own work. Understanding different critical perspectives and interpretations.</p> <p><b>Cultural and Social Understanding:</b> Exploring how art reflects and shapes cultural and social issues. Understanding the global context of art and its impact on society.</p> <p><b>Keywords:</b> Escher, Optical illusion, Islamic Art, pattern, repetition, rotation, symmetry, relief, lino, precision</p>

## Holywell School Curriculum Overview

	<p><b>Cultural and Social Understanding:</b> Explore how art reflects how artists feel and can be a response to cultural and social issues of the time. Understanding the global context of art and its impact on society and the artworld.</p> <p><b>Keywords:</b> self-portrait, self-reflection, self-image, Cubists, Cubism, abstract, mixed media, Picasso, concepts, narrative</p> <p><b>Values:</b> Humility, forgiveness</p>	<p><b>Values:</b> Grace, Hope</p>
Evidence of learning	<p><b>Assessment focus:</b> Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating. What are the features of Cubism? Who is Picasso? What is the story behind the painting 'The Weeping Women'? Who am I and how can I represent myself in a cubist style?</p> <p><b>Assessment 1-</b> Artist research <b>Assessment 2 – Painting/Collage</b> Final cubist inspired mixed media painting</p>	<p><b>Assessment focus: Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating.</b> Why use only black and white? How does it affect our focus? How do artist use composition, space, shape? What is lino printing, where did it originate and how do I use it?</p> <p><b>Assessment 1-</b> Exploration of ideas and artist influence <b>Assessment 2 – Printing</b> Final lino print</p>
Links to prior learning	<p>Formal elements focus – Line, shape, texture, tone, form. Using artists for inspiration. Developing colour theory knowledge and use of mixed media. Art timeline and History.</p>	<p>Formal elements focus – Line, shape, texture, tone, form, contrast, balance, pattern Developing ideas through research and artist influence Developing colour theory knowledge and use of media. Developing independence and own style Art timeline and history</p>
Links to future learning	<p>Developed proficiency using mixed media (collage, paint, oil pastels) to create a final piece Understanding how colour can be used to convey emotions and a form of self-expression Further understanding of art history, and concepts used in art movements <b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio – AO1, AO2, AO3, AO4</b></p>	<p>Continued use of sketchbook to define and imagine ideas, taking creative risks Developed knowledge and understanding of a range of methods (graphic design, monochrome, illusion) and media to improve proficiency Developed understanding and knowledge of art movements (OP art), links to maths and the artists' who created them Confidence to analyse and comment own work and the work of others <b>Art, Craft &amp; Design unit Edexcel GCSE – Personal Portfolio –AO2, AO4</b></p>
<p><b>Reading in the curriculum (Literacy &amp; Vocabulary)</b></p> <p>Opportunities to develop and enhance reading in Art include - Reading (LO, SC, keywords) aloud to class. Subject specific vocabulary shared, follow me tasks, researching and reading about artists we are studying, peer marking, displays to support projects, art library.</p>		

## Holywell School Curriculum Overview

### Careers in the curriculum

The art curriculum and SOWs refer to and develop knowledge of the following careers in the art world - Architectural Illustrator, Book Illustrator, Graphic Illustrator, Fine artist (Painter), Printmaker/Screen printer, Fashion Photographer, Food photographer, Portrait Photographer, Animator, Concept Artist, Digital Illustrator, YouTube Video Creator, Mosaic Designer, Potter / Ceramic designer, Stain Glass Window designer, Architect, Interior designer, Typographer, Advertising director/designer, Fashion designer, Graphic Novel Author , Art Critic, Food stylist

### Protected Characteristics in the curriculum

Holywell's Art curriculum and extra-curricular provision is designed to ensure there are artistic opportunities for all our students, regardless of race; gender; where they live; their levels of artist talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children.  
The curriculum covers a diverse range of artists, designers and craftspeople from a wide ranging historical, cultural and geographical context.

### Safeguarding including safety in the curriculum

Safeguarding students in art lessons involves several key practices. Firstly, ensure the classroom is equipped with proper ventilation and safety equipment like aprons, first aid kit and washing facilities. We teach students how to handle tools and materials correctly, emphasizing safe practices with items like scissors, knives, paint, adhesives and clay. We supervise activities closely, providing clear instructions and demonstrations. Additionally, we implement a no-running policy to prevent accidents and regularly inspect and maintain equipment to ensure it is in good condition. Within the art department we foster an inclusive and respectful environment, addressing any issues promptly. This comprehensive approach ensures a safe and supportive art education experience.

### Values across the curriculum

The art curriculum promotes and develops many of our Holywell values regularly - Equality, Courage, Responsibility, Resilience, Self-worth and Self-Regulation, Respect, Joy and Peace. Each project has a focus on two or three other values- See above. These are woven into individual lesson plans to promote our values further.

### Spirituality

The art curriculum explores artists and themes that develop an understanding and belief that art is bigger than us in the classroom.

Art is ... everywhere for everyone! Art is creation, innovation, expression, emotional, empathetic. Art is design, music, poetry and history. Art is yours.

We explore why artists create - Personal, religious and political belief. Wars, conflicts, and consumerism. Through personal experiences, struggles, expression and representation. Artists examine their own beliefs and try to make sense of the current moment.

The art curriculum allows us to explore ourselves, others and the world with wonder and creativity and art can shape how we live our lives. It develops key life skills (see below) that are transferable across the curriculum.

Art develops a sense of awe and wonder- Seeing beauty in the mundane. Noticing patterns, colours in nature and design.

Pupils work in a calm, caring, stimulating and inspiring environment and produce work for meaning and enjoyment.

### Sustainability

Looking at artists who use natural materials to create art.

Year 8 Fast fashion- consumerism and demand. Our ocean project- Plastic rubbish

Recycling old books and magazines into art

Reusing scrap paper

Recycling bins in room

### Transferable life skills developed through art

Creativity      Observation      Self-expression



## Holywell School Curriculum Overview

Focus and Discipline	Patience and Perseverance	Collaboration
Risk taking	Imagination	Curiosity

### **How we track your progress**

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, in their sketchbooks, homework, end of unit assessments and in class assessments.

### **Parents/Carers can support their child by:**

Sharing your artistic preferences with your child, going to art galleries, supporting your child in creating art at home and encouraging your child to attend an extra-curricular art club.

The following websites are useful for supporting your child with KS3 curriculum Art.

<https://www.bbc.co.uk/bitesize/subjects/z8tnvcw>

<https://www.tate.org.uk/kids>

<https://www.nationalgallery.org.uk/>