



## Green Zone- Art and Design

Mapping to show evidence of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading in our curriculum area.

Key Stage	Diversity	Careers	British Values	SMSC	Literacy	Numeracy	Reading
<b>KS3 Autumn 1</b>  Elements of art	Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories from their own.	Looking at the careers of famous and influential artists who demonstrate the key elements of art and design in an influential way.	Pupils learn about artists from a wide range of cultures, including local British artists	The artists pupils look at in this project lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.	Use of measurements in perspective drawing and using tonal values as part of their artwork. Pupils also use percentages in their colour mixing.	Pupils read written information about relevant artists and their artwork and follow written step by step instructions when creating their own artwork. They also follow written step by step instructions on a lesson-by-lesson basis.
<b>KS3 Autumn 2</b>  World cultures	Pupils work draws on and reflects the full range of backgrounds and perspectives to be found in global societies. Demonstrate and practice cultural sensitivity in lessons.	Looking at careers in cultural art, including museum curators, craft and fine artists, curators and photographers.	Pupils understand and appreciate the cultural influences that have shaped their own heritage as well as those around them	Pupils consider contextual themes involving various cultures and civilizations from around the world.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.	As part of their cultural explorations in art, pupils use and demonstrate terms such as mirror, rotation, and symmetry. Mandalas use circle geometry, reflective and rotational symmetry, and provide useful practice with geometry tools including rulers, compasses, and protractors.	Pupils read written information about chosen cultures and their artwork and follow written step by step instructions when creating their own artwork. They also follow written step by step instructions on a lesson-by-lesson basis.



<p><b>KS3 Spring 1</b></p> <p>Japanese Manga</p>	<p>Pupils examine works of art from a Japanese background to allow them to demonstrate and practice cultural sensitivity in their artwork.</p>	<p>Looking at the careers of graphic artists and illustrators, as well as those with careers in both hand drawn manga and digital manga.</p>	<p>Pupils understand and appreciate the cultural influences that have shaped their own heritage as well as those around them and appreciate how the culture of other peoples and countries fit within and around our own.</p>	<p>Pupils respect the cultural traditions and artforms of Japan and respond to their culture and art in their form of their own artwork.</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.</p>	<p>When drawing manga characters, pupils demonstrate proportion, which refers to the dimensions of a composition and relationships between height, width, and depth.</p>	<p>Pupils read about influential Japanese artists and use keywords as part of their artwork. They also follow written step by step instructions on a lesson-by-lesson basis.</p>
<p><b>KS3 Spring 2</b></p> <p>Telling stories – Junk journals</p>	<p>Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories form their own.</p>	<p>Looking at careers of bookbinders, author, illustrators, and graphic artists.</p>	<p>Pupils look at the work of British, culture, history, artists, and literary works to inspire their junk journals.</p>	<p>Pupils respect the cultures and tradition of the literary works they choose to base their junk journals on. Their responses are influenced by other cultures and pupils gain a deeper understanding of other cultures through literary works and art.</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.</p>	<p>Pupils use geometry in their work — including shapes, symmetry, proportion, and measurement.</p>	<p>Pupils look at the book and examine parts of the text relevant to the lesson. All projects tie in with World Book Day, as each literary basis is chosen based on the specific interests of current groups of pupils.</p>
<p><b>KS3 Summer 1</b></p> <p>Tree houses</p>	<p>Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow</p>	<p>Looking at the careers of sculptors and artists who work with natural materials and in a natural environment.</p>		<p>Pupils are encouraged to consider recognising the law and what is right and wrong, thus understanding the consequences and exploring the moral and ethnic issues.</p>	<p>Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected.</p>	<p>Pupils use calculation, estimation, and measurement to plan and make visual <b>art</b> and design works and develop their sculptural tree house models.</p>	<p>Pupils follow written step by step instructions when creating their tree houses. They also follow written step by step instructions on a lesson-by-lesson basis. Pupils can confidently write an</p>



	them to gain insight into the lives of people with different histories form their own.				Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.		evaluation of their own work and that of others, whether it be peers or other artists.
<b>KS3 Summer 2</b>  Natural forms	Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories form their own.	Looking at the careers of sculptors and artists who work with natural materials and in a natural environment.	Pupils consider the British culture and unique weather and landscape environment when creating artwork based on the local landscape and natural surroundings.	Through exploring natural forms, pupils develop an appreciation of the diversity and richness of their local natural environment, or the environment in which they choose to develop their treehouse from.	Differentiated word banks with subject specific vocabulary, and writing templates as needed are used to assist with written tasks. Spelling, punctuation, and grammatical mistakes corrected. Labelling of developing artwork and photographic evidence in books. Written verbal responses in books.	Pupils use grid drawings, where they draw a grid over the image they wish to copy and transfer the image, square by square, to create an accurate copy.	Pupils can confidently write an evaluation of their own work and that of others, whether it be peers or other artists.
<b>KS4 Autumn 1+2</b>  The art of war	Pupils examine works of art from artists and photographers from WW1 and WW2 to allow them to gain a critical understanding of the cultural and social differences between a historic era and that of their own.	Looking at the careers of other artists and photographers from WW1 and WW2, as well as careers of those at the forefront of war during the 2 eras.	Pupils learn about World War 1 and World War 2, and how the British values underpin what it is to be a British citizen in what is a modern and diverse Britain and promote moral and cultural understanding that celebrates the diversity of the UK.	Pupils are taught about the multicultural efforts by Britain in WW1, including more than 1.5 million soldiers from today's Commonwealth who fought for Britain in 1914. This includes more than a million from the undivided India that included today's Pakistan, Bangladesh, and Burma, as well as troops from Canada, Australia, New Zealand, the West Indies, and Africa.	Written feedback during one-to-one tutorials, bullet-points are recorded for reference. Feedback to cover all 4 assessment objectives with evidence in books. Written verbal responses in books.	Use of measurements in perspective drawing and using tonal values as part of their artwork. Pupils also use percentages in their colour mixing. Pupils study the work of visual artists and painters, especially, draw upon mathematical concepts in their works, and <b>some of the most famous works of art have mathematical elements.</b>	Pupils use books and the internet for artist and subject themed research.  Pupils can confidently write an evaluation of their own work using a writing template when required.



<p><b>KS4 Spring 1+2</b></p> <p>Food in art</p> <p>A01/2</p>	<p>Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities to allow them to gain insight into the lives of people with different histories from their own.</p>	<p>Looking at the careers of sculptors and artists who work in food art, such as sculptors and food artists.</p>	<p>British Values are an intrinsic part of the art curriculum with students being given opportunities to experience traditional British fare whilst creating their artwork.</p>	<p>Pupils talk about how artists and designers represent moral issues including diet and healthy lifestyles through their work</p>	<p>Written feedback during one-to-one tutorials, bullet-points are recorded for reference. Feedback to cover all 4 assessment objectives with evidence in books. Written verbal responses in books.</p>	<p>Pupils work is underpinned by the world of perspective, space, proportion, ratio and measurement along with abstract concepts that inform problem-solving and the construction and design of objects in the material and digital world.</p>	<p>Pupils follow written step by step instructions on a lesson-by-lesson basis. Pupils can confidently write an evaluation of their own work and that of others, whether it be peers or other artists.</p>
<p><b>KS4 Summer 1+2</b></p> <p>Carnival and celebration</p> <p>A03/4</p>	<p>Pupils examine works of art from a wide variety of racial and cultural backgrounds, political beliefs, ethnicities, sexualities, genders, and physical disabilities, with particular reference to the culture of carnivals, to allow them to gain insight into the lives of people with different histories from their own.</p>	<p>Looking at the careers of costume designers, set designers, musicians, theatre producers, body artists and dancers.</p>	<p>Pupils look at celebrating and marking British occasions and festivals, as well as those from other cultures.</p>	<p>Pupils explore a range of festivals and celebrations from our own and other cultures</p>	<p>Written feedback during one-to-one tutorials, bullet-points are recorded for reference. Feedback to cover all 4 assessment objectives with evidence in books. Written verbal responses in books.</p>	<p>Pupils work is underpinned by the world of perspective, space, proportion, ratio, and measurement along with abstract concepts that inform problem-solving and the construction and design of objects in the material and digital world.</p>	<p>Pupils use books and the internet for artist and subject themed research. They follow written step by step instructions on a lesson-by-lesson basis. Pupils can confidently write an evaluation of their own work and that of others, whether it be peers or other artists.</p>