

# CURRICULUM ROAD MAP

<b>Subject</b>	Environmental Art- Arts Award	<b>Year / KS</b>	8
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## INTENT

Arts Award provides students the opportunity to undertake a focussed period of creative study, working in a range of creative ways and in a broader range of contexts. Students will participate in workshops and learn about the professional practices of contemporary environmental artists, developing their own skills as environmentally aware young artists. They will work in the classroom and outdoors learning how artists record their ephemeral art works through photography or clay. They will learn to work in the style of chosen artists, compose and refine their photography skills, recognising the importance of preserving an image of their work. Students will develop Cultural Capital through participation in the course and their ability to recognise a range of environmental issues in the world in which they live in addition to environmental solutions. As students develop their own personal responses to the themes they will begin to develop their design and making skills and an improved level of Climate Literacy.

## IMPLEMENTATION

**Arts Award will be delivered to Yr8 students throughout the year. Three groups of YR8 students will have the opportunity to develop art & design skills and improve their understanding and experience of environmental art. Students will learn about the working practices of a range of contemporary Environmental artists with a focus on developing as young environmentally aware artists. Each week of the journey will consist of; a review session, learning about an artist or technique or process then applying those skills in a further session. This will enable students to build a toolbox to apply to their own designing and making.**

**During this key stage the following aims will be met:**

- Learn to analyse the work of environmental artists.
- Learn to make art in response.
- Learn to photograph temporary art works.
- Learn to discuss environmental issues.
- Research and plan.

## IMPACT - See Key Learning Indicators

**Students will be assessed throughout the year against the Key Learning Indicators**

1	2	3	4	5	6	7	8	9
Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context

1. **Creative problem solving and use of maths-** Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." KLI1
2. **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices KLI2
3. **Critical thinking-** Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3
4. **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4
5. **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5

- Learn about industrial artefacts of the locality.
- Use the vocabulary of making and sculpture.
- Learn about carbon footprints, making art in response.
- Work collaboratively to produce ambitious installations.
- Present and share work with others.

6. **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. **KLI6**
7. **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. **KLI7**
8. **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. **KLI8**
9. **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. **KLI9**

## KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

### English:

#### Reading & Writing

Students work collaboratively to write and refine their presentations.

#### Grammar and vocabulary

Students learn the vocabulary of design with reference to sculpture, making and construction.

#### Spoken English

Students talk about their own work and the work of artists and designers, delivering a final presentation to their peers.

Students are assessed on their communication skills.

### DT National Curriculum Coverage

**DESIGN** Students learn to work as environmental artists and experience the full creative design process.

**MAKE** Students create a range of independent and collaborative environmental art works and learn how to record ephemeral art works using photography.

**EVALUATE** Students analyse the work of artists and designers and evaluate their own work sharing with peers.

## CONTENT MAP

Topics covered throughout the term



<b>Autumn Term</b>	– Group 1 Environmental Art	-Group 1 Environmental Art
<b>Spring Term</b>	– Group 2 Environmental Art	-Group 2 Environmental Art
<b>Summer Term</b>	– Group 3 Environmental Art	-Group 3 Environmental Art

KEY LEARNING INDICATORS		YEAR 8 SUCCESS CRITERIA
1	<b>Creative problem solving and use of maths</b>	Students will learn to problem solve as an integral part of their creative journey.
		Number, scale and pattern will be utilised during the design process.
		Spirals in nature- Fibbonacci. Spatial awareness through composition.
2	<b>Follow Health and Safety</b>	Health and safety followed when working in the classroom.
		Health and safety followed out of the classroom and when working with others.
		Awareness of H&S as an integral component of creative practice.
3	<b>Critical thinking</b>	Thinking critically about the work of environmental artists.
		Develop the ability to think critically when talking and writing about own work.
		Critically analyse the work of peers and group participants.
4	<b>Quality preparation, research and planning</b>	Recognise planning and research in the work of artists.
		Develop the ability to apply research to own designing and making.
		Review and refine.
5	<b>Quality communication</b>	Listen to artists as they explain their process.
		Plan and write presentations on the work of artists.
		Listen to the presentations of peers and present presentations.
6	<b>Quality of outcomes through use of specialist technical principles</b>	Learn about the professional practice of artists.
		Learn to explore skills of designing and making.

		Learn to apply specialist skills to personal responses.
7	<b>Technical terminology</b>	Collect vocabulary of environment and making.
		Use terminology in research and planning.
		Use terminology in presentations.
8	<b>Sustainability</b>	Learn about a range of environmental issues.
		Learn how artists respond to environmental issues through art making.
		Learn how to make art in response to environmental issues.
9	<b>DT in context</b>	Learn how about the professional practice of contemporary artists and designers.
		How to artists use technology?
		Work as environmental artists.

### Current Scheme of Work

WEEK	TOPIC	OBJECTIVES	CONTENT	ASSESSMENT/HOMEWORK
1	Who am I?	<ul style="list-style-type: none"> <li>• Create an about me page.</li> <li>• Learn how to present work in sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Complete worksheets all about likes and dislikes</li> <li>• Create a visual representation of 'all about me'</li> <li>• Include images</li> </ul>	<u>Homework</u> Print images you would like to include on your about me page
2 and 3	Abstract art workshop	<ul style="list-style-type: none"> <li>• Learn about abstract art Learn about composition</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about abstract art through research and create a moodboard</li> <li>• Choose your composition and layer</li> </ul>	

			your face on acetate over your painting	
3 and 4	What is Environment Art?	<ul style="list-style-type: none"> <li>Learn to analyse the work of environmental artists.</li> <li>Learn to photograph and document work.</li> </ul>	<ul style="list-style-type: none"> <li>Create a mind map on environmental art.</li> <li>Slide show.</li> <li>Make art in response to the work.</li> <li>Introduction to photography.</li> </ul>	<u>Homework</u> Think about an environmental issue and bring it to the next session.
5 and 6	Create a response to your research on environmental art	<ul style="list-style-type: none"> <li>Learn about the art of specific collage artists</li> <li>Learn how to recycle materials by creating art with them</li> </ul>	<ul style="list-style-type: none"> <li>Research the work of specific collage artist</li> <li>Create a collage based on a local scene – using found materials</li> </ul>	
7 and 8	Identity and historical artists	<ul style="list-style-type: none"> <li>Learn about the industrial heritage of Whitehaven through visiting a local establishment like the Beacon</li> <li>Learn to plan and make art in response to artist study</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of artefacts</li> <li>Students make visual research, making observational drawings of objects.</li> <li>Plan and design work using research</li> <li>Photograph work.</li> </ul>	<u>Homework</u> Choose an artefact to research further from the Beacon Find out what it is and where it was made.

		<ul style="list-style-type: none"> <li>Learn to photograph and document work.</li> </ul>		
9 and 10	Public sculpture.	<ul style="list-style-type: none"> <li>Learn to research natural forms through observational drawing and foraging.</li> <li>Students apply knowledge by planning and making their own environmental art on the theme using clay.</li> </ul>	<ul style="list-style-type: none"> <li>Review of work from previous lesson.</li> <li>Create a clay tile by pressing in natural forms and creating detail.</li> <li>Photograph work.</li> </ul>	<p><u>Peer review/Feedback</u></p> <p><u>Homework</u> Research Fibonacci and the Fibonacci sequence.</p>
11	Presentations	<ul style="list-style-type: none"> <li>Learn to write and deliver presentations of independent and collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>Students review photographs of work made in previous session.</li> <li>Plan presentations</li> <li>Presentations</li> </ul>	Feedback for presentations

			<ul style="list-style-type: none"> <li>• Prepare portfolios for submission</li> </ul>	
12	Presentations and Portfolios	<ul style="list-style-type: none"> <li>• Learn to write and deliver presentations of independent and collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students review photographs of work made in previous session.</li> <li>• Plan presentations</li> <li>• Presentations</li> <li>• Prepare portfolios for submission</li> </ul>	Assessment against Arts Award Criteria.

## Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?



Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. <b>Creative problem solving and use of maths</b>	Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b>	Students can use a creative approach and explore a range of problems	Students can modify their approach throughout the unit of work to solve issues arising.	Students can use appropriate problem-solving approaches to explore and solve issues and help plan or prepare their work.
2. <b>Follow Health and Safety-</b>	Students can demonstrate an awareness of safe working practices <b>KLI2</b>	Understanding of H&S rules within each room setting is clear.	Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.	Students closely follow all H&S procedures to allow safe working.
3. <b>Critical thinking-</b>	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b>	Students can reflect on their working and evaluate their work against criteria.	Clear informed and detailed improvements are identified with regards to their outcome.	Students are able to analyse the work of artists and designers suitability and compare products effectiveness.
4. <b>Quality preparation, research and planning</b>	Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b>	A clear understanding that artists and designers have clients and some have specific needs and this in turn informs the design.	Specification writing is clear and informs the design.	Students are able to plan out how they are to complete their work and are able to change/modify where required.



<b>5. Quality communication</b>	Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b>	Designing shows an innovative and informed approach.	Creative Industry examples are used with skill and accuracy to facilitate designing where needed.	Students can produce accurate sketching whilst making use of design programs with skill.
<b>6. Quality of outcomes through use of specialist technical principles-</b>	Students outcomes meet almost all of the project's success criteria. <b>KLI6</b>	Accurate use of planning and the design process to accurately create outcomes.	Creative and skilful use of equipment to produce an accurate outcome.	Multiple design programs and other alternative equipment is used with skill and understanding.
<b>7. Technical terminology-</b>	Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b>	Understanding of key words within the design process and how they link together.	Students understand key words used with each specialist areas and know precisely what they refer to.	Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
<b>8. Sustainability</b>	Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b>	Awareness that designer and consumers have a social responsibility when designing and using resources.	Understanding of environmental issues around materials and process choices.	Using knowledge of environmentally friendly practices to improve sustainability of outcomes with embedded environmental themes.
<b>9. DT in context-</b>	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. <b>KLI9</b>	Awareness that all products in the world have been designed by someone to fulfil a need.	Students understand how a range of techniques and processes are used to create outcomes.	Students understand the careers which lead off from DT based disciplines.

## Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
KLI 1 KLI 2 KLI 3 KLI 4 KLI 8	<p><b>Creative Problem Solving And Use Of Maths</b> - Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Follow Health and Safety</b> - Students can demonstrate an awareness of safe working practices <b>KLI2</b></p> <p><b>Critical Thinking</b> - Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality Preparation, Research And Planning</b> - Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Sustainability</b> - Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b></p>	Environmental Art	Formative Assessment – Initial responses to the theme. Understanding of the work of artists and designers.
KLI 6 KLI 7	<p><b>Quality Of Outcomes Through Use Of Specialist Technical Principles</b> - Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical Terminology</b> - Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Environmental Art	Formative Assessment – Analysis of artists and independent art making.
KLI 5 KLI 6 KLI 7	<p><b>Quality Presentation</b> - Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of Outcomes Through Use Of Specialist Technical Principles</b> - Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical Terminology</b> - Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p>	Environmental Art	Summative Assessment – Presentation of Final Portfolio.