

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
Art	KS3	Half term 2 November - December
<b>Topic/s</b>		
Pop Art style Propaganda		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic/s):</b>		
<ul style="list-style-type: none"> <li>• Ancient Art – Mark Making</li> </ul>		
<b>Future Learning (Topic/s):</b>		
<ul style="list-style-type: none"> <li>• Product Design</li> <li>• Family Crest</li> <li>• Prop making - Sculpture</li> <li>• Natural Form - Landscapes/Portraits</li> </ul>		
<b>What Knowledge or Skills will be Taught? (Implementation)</b>		<b>How will your Understanding be Assessed and Recorded (Impact)</b>
<b>Knowledge</b>		<b>On Going Assessment</b>
<ul style="list-style-type: none"> <li>• Brief history on Pop Art and the pioneers of the genre, and the use of images as propaganda, eg WW1 posters</li> </ul>		<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Skills</b>		<b>Formal Assessment</b>
<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>		<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>
<b>SEMH Curriculum Knowledge &amp; Skills</b>		<b>Assessment of SEMH Development</b>
<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Calm disposition</li> <li>• Attentive listening</li> <li>• Appropriate social register</li> <li>• Self-restraint</li> <li>• Turn taking</li> <li>• Following adult-led direction</li> <li>• Multi-contribution exchanges</li> <li>• Reciprocity</li> </ul>		<ul style="list-style-type: none"> <li>• Reach to Teach Electronic Assessment</li> <li>• SALT Social Communication evidencing</li> <li>• Art Therapy Exit Profile Evidence</li> <li>• Key Work Exit Profile Evidence</li> <li>• SIMs Achievement/Behaviour log</li> </ul>
<b>How Can Families Help at Home?</b>		
<ul style="list-style-type: none"> <li>• Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements</li> <li>• Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school</li> <li>• Free flow of information between Parents/Carers</li> </ul>		

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
Art	KS3	Half term 3 January - February
<b>Topic/s</b>		
Product Design		
<b>Content (Intent)</b>		
<b>Prior Learning (Topic/s):</b>		
<ul style="list-style-type: none"> <li>Pop Art style Propaganda</li> <li>Ancient Art – Mark Making</li> </ul>		
<b>Future Learning (Topic/s):</b>		
<ul style="list-style-type: none"> <li>Family Crest</li> <li>Prop making - Sculpture</li> <li>Natural Form - Landscapes/Portraits</li> </ul>		
<b>What Knowledge or Skills will be Taught? (Implementation)</b>	<b>How will your Understanding be Assessed and Recorded (Impact)</b>	
<b>Knowledge</b>	<b>On Going Assessment</b>	
<ul style="list-style-type: none"> <li>Design brief for a specific product which students have to advertise. Decisions regarding the use of ICT or hand drawn designs</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Skills</b>	<b>Formal Assessment</b>	
<ul style="list-style-type: none"> <li>SEMH skills-based development</li> </ul>	<ul style="list-style-type: none"> <li>SEMH skills-based development</li> </ul>	
<b>SEMH Curriculum Knowledge &amp; Skills</b>	<b>Assessment of SEMH Development</b>	
<ul style="list-style-type: none"> <li>Active participation</li> <li>Calm disposition</li> <li>Attentive listening</li> <li>Appropriate social register</li> <li>Self-restraint</li> <li>Turn taking</li> <li>Following adult-led direction</li> <li>Multi-contribution exchanges</li> <li>Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>Reach to Teach Electronic Assessment</li> <li>SALT Social Communication evidencing</li> <li>Art Therapy Exit Profile Evidence</li> <li>Key Work Exit Profile Evidence</li> <li>SIMs Achievement/Behaviour log</li> </ul>	
<b>How Can Families Help at Home?</b>		
<ul style="list-style-type: none"> <li>Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements</li> <li>Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school</li> <li>Free flow of information between Parents/Carers</li> </ul>		

# Central Hub Brighton – Curriculum Topic Information Sheet

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Subject	Year	Term
Art	KS3	Half term 4 February - April
Topic/s		
Family Crest		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> <li>Product Design</li> <li>Pop Art style Propaganda</li> <li>Ancient Art – Mark Making</li> </ul>		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> <li>Prop making - Sculpture</li> <li>Natural Form - Landscapes/Portraits</li> </ul>		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> <li>Brief history of Family Crests, regions different names originate and the meaning behind the symbols they contain</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	
Skills	Formal Assessment	
<ul style="list-style-type: none"> <li>SEMH skills-based development</li> </ul>	<ul style="list-style-type: none"> <li>SEMH skills-based development</li> </ul>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> <li>Active participation</li> <li>Calm disposition</li> <li>Attentive listening</li> <li>Appropriate social register</li> <li>Self-restraint</li> <li>Turn taking</li> <li>Following adult-led direction</li> <li>Multi-contribution exchanges</li> <li>Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>Reach to Teach Electronic Assessment</li> <li>SALT Social Communication evidencing</li> <li>Art Therapy Exit Profile Evidence</li> <li>Key Work Exit Profile Evidence</li> <li>SIMs Achievement/Behaviour log</li> </ul>	
How Can Families Help at Home?		
<ul style="list-style-type: none"> <li>Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements</li> <li>Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school</li> <li>Free flow of information between Parents/Carers</li> </ul>		

# Central Hub Brighton – Curriculum Topic Information Sheet

Subject	Year	Term
Art	KS3	Half term 5 April - May
Topic/s		
Prop making - Sculpture		
Content (Intent)		
Prior Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Family Crest</li> <li>• Product Design</li> <li>• Pop Art style Propaganda</li> <li>• Ancient Art – Mark Making</li> </ul>		
Future Learning (Topic/s):		
<ul style="list-style-type: none"> <li>• Natural Form - Landscapes/Portraits</li> </ul>		
What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)	
Knowledge	On Going Assessment	
<ul style="list-style-type: none"> <li>• Examining a variety of historical and contemporary sculptures, discussing preference and looking at successful props used in theatre performances</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
Skills	Formal Assessment	
<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>	<ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul>	
SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development	
<ul style="list-style-type: none"> <li>• Active participation</li> <li>• Calm disposition</li> <li>• Attentive listening</li> <li>• Appropriate social register</li> <li>• Self-restraint</li> <li>• Turn taking</li> <li>• Following adult-led direction</li> <li>• Multi-contribution exchanges</li> <li>• Reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>• Reach to Teach Electronic Assessment</li> <li>• SALT Social Communication evidencing</li> <li>• Art Therapy Exit Profile Evidence</li> <li>• Key Work Exit Profile Evidence</li> <li>• SIMs Achievement/Behaviour log</li> </ul>	
How Can Families Help at Home?		
<ul style="list-style-type: none"> <li>• Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements</li> <li>• Parent/Carer <i>buy in</i>, with regards to the rules and expectations of the school</li> <li>• Free flow of information between Parents/Carers</li> </ul>		

# Central Hub Brighton – Curriculum Topic Information Sheet

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Subject	Year	Term
Art	KS3	Half term 6 May - July

Topic/s
Natural Form - Landscapes/Portraits

Content (Intent)
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Prior Learning (Topic/s):
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- Prop making - Sculpture
- Family Crest
- Product Design
- Pop Art style Propaganda
- Ancient Art – Mark Making

Future Learning (Topic/s):
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End of annual curriculum cycle – (No Future Learning Available)

What Knowledge or Skills will be Taught? (Implementation)	How will your Understanding be Assessed and Recorded (Impact)
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Knowledge	On Going Assessment
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|--|---|
| <ul style="list-style-type: none"> <li>• Examining a variety of historical and contemporary portraits and landscapes from photo realistic to abstract discussing which artists styles they prefer and why</li> </ul> | <ul style="list-style-type: none"> <li>• N/A</li> </ul> |
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Skills	Formal Assessment
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|---|---|
| <ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul> | <ul style="list-style-type: none"> <li>• SEMH skills-based development</li> </ul> |
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SEMH Curriculum Knowledge & Skills	Assessment of SEMH Development
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|---|---|
| <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Calm disposition</li> <li>• Attentive listening</li> <li>• Appropriate social register</li> <li>• Self-restraint</li> <li>• Turn taking</li> <li>• Following adult-led direction</li> <li>• Multi-contribution exchanges</li> <li>• Reciprocity</li> </ul> | <ul style="list-style-type: none"> <li>• Reach to Teach Electronic Assessment</li> <li>• SALT Social Communication evidencing</li> <li>• Art Therapy Exit Profile Evidence</li> <li>• Key Work Exit Profile Evidence</li> <li>• SIMs Achievement/Behaviour log</li> </ul> |
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How Can Families Help at Home?
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- Reciprocal weekly dialogue with Form Tutor pertaining to efforts and achievements
- Parent/Carer *buy in*, with regards to the rules and expectations of the school
- Free flow of information between Parents/Carers

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