

## Key Stage 3: Art Curriculum Map 2023-24

### Prior Learning:

At KS1 and 2 the aim was for students to:

Have a secure knowledge

Of art materials and how to apply them.

Various drawing/painting and modelling techniques

Traditional and contemporary artist artworks and an recognise artworks from different art movements.

Describe where artwork can be viewed in the local community and school area.

How to work individually or as a group to make artwork or projects.

Use art related keywords to describe artworks critically and analytically.

How to take creative risks and not play safe.

How artist display their work and where.

Describing how art can make you feel emotionally and how artwork can be a visual or emotional response.

How art can inspire you and improve grades in other subjects.

### Curriculum Intent:

The Art and Design curriculum is to allow students to experience the wonder of the Arts in the world we live in. To provide a rich curriculum that encourages students to think intellectually, develop ideas, concepts, create works and reflect on their successes. The Arts will support students with the skills to develop thinking strategies that can be transferred into higher education and future life.

SMSC: Spiritual: Students can investigate visual, tactile and the sensory qualities of their own and others work.

ORACY Students can describe artwork using key artists terms and definitions.

LITERACY: Understanding of how to view, read, analyse and reflect on cultural images and individuals' art works.

NUMERACY: Students know how mathematical from are used in art, symmetry, pattern, perspective and proportions. They can identify them in artworks.

IT: How IT is integrated into Art and discuss why it has enabled Artists and designers to share their work on a global scale and discover new audiences.

Cross curricular links Combine KS3 Art with Science department, research and discuss Artists who have applied scientific forms to their artwork.

### Year 7

Y7	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1	Summer Term 2 7 weeks
----	--------------------------	-------------------------	--------------------------	--------------------------	------------------	--------------------------

					6 weeks	
Module Title	<u>Drawing</u>	<u>Colour Theory</u>	<u>Abstraction</u>	<u>Artist Study</u>	<u>Collage</u>	<u>Clay</u>
Learning Focus	<p>Development of drawing skills techniques, application of drawing materials and the difference between tones and shades. Identify art materials to draw with. Be able to outline and sketch natural forms. To apply various drawing techniques and discuss the differences and which technique or materials was the most effective.</p>	<p>To know colour principles and theories and how to combine colours in sequence and that colour can reflect meaning or mood. To understand colour theory and how the colours can be made. To know artist that have based their artwork around colour theory. To apply/mix watercolour paints in the correct way. To paint artwork using colour theory combinations only.</p>	<p>Recognise representational art, cubism and abstraction and the importance of abstract work as a means of expression through the application of the formal elements. To know artist that founded abstract and cubist styles of work and discuss the differences between them. To analyse the artwork of Picasso, Fernand Leger and Juna Gris. To critic the cubist work of Picasso and explain the processes of abstract/cubist work. To recall the formal elements.</p>	<p>To discuss The Scream artwork by Edvard Munch and know the meaning and story behind it. To understand why Munch painted the artwork and how it affected his emotional state. To know what Expressionism is and why it is important. To paint artwork in a similar style to Munch and apply the colour theories to the work.</p>	<p>Arranging papers, fabrics, cards, photographs, and newspaper on a supported surface or drawing. Know how to collect collage papers and where to find them. Be able to tear/cut small papers and unite them to make a larger unified image. Can search for colour theories within the collect papers and arrange in sequences.</p>	<p>To manipulate clay using hand eye coordination. To make a tile using clay materials and found objects. To practice making repeat patterns using art drawing materials. To design repeat patterns with found objects and push into clay. Create a tile in a repeat pattern and in lines of symmetry. To roll, cut and design a</p>

						clay tile without traditional art media.
<b>Careers Focus</b>	Discuss the importance of community art projects and the impact they have on well being		Investigate the impact community projects have on cultural understanding and civic engagement		Discuss how Art can build self esteem	
<b>Assessment</b>	Drawing and Colour Theory		Abstraction and Artists Study		Collage and Clay	

Year 8						
Yr8	Autumn Term 1 7 weeks	Autumn Term 2 7weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
<b>Module Title</b>	<b><u>Mark Making</u></b>	<b><u>Portrait</u></b>	<b><u>Composition</u></b>	<b><u>Artist Study</u></b>	<b><u>Art as a Career</u></b>	<b><u>Printing</u></b>
<b>Learning Focus</b>	To know that artists use mark making and gestural lines to represent creative	Be able to recall that creating portraits can capture a moment in time and how we see ourselves and others. Portraits can be made in	To know that composition gives visual balance to artwork and supports the main subject within the image.	To discuss the work and life of Vincent Van Gogh, which artistic movement he created (Post Impressionism) To recognise colour theories and art elements within the artwork. To be able to describe how Van Gogh	Students have an indepth understanding that Art has numerous career paths and creativity is applied on a daily basis in	Students understand how to transfer imagery from a matrix or surfaces. The importance of printmaking and how it enabled

	<p>expression. To experiment and develop mark making skills through the application of art media. The different marks that can be made, their names and what the marks look like. How to place mark making in specific areas of drawing or lined works.</p>	<p>various materials and not always made in perspective. To be able to name the features of the face. To plan and sketch the head form as an initial drawing, to add the facial features in the correct area using a line graph. The know how to apply tone and shadow to facial features. How to abstract or make a representational portrait. To be able to apply the correct media to the selected drawing style.</p>	<p>Applying tonal values to work and can identify where they should be added within a compositional structure. To be able to explain how a still life composition can be arranged and what would be included.</p>	<p>made the physical artwork and the emotional responses behind his creativity. Explain why Van Gogh's work is important and the impact is painting has in the artwork and in society. To recreate a Van Gogh painting in a fluid mark making style.</p>	<p>the workplace. Can name art careers that cover multiple creative areas. Can research careers and explain clearly what that career is and why its important. Know educational pathways to following a career in Art. Can select the careers that they would find inspirational.</p>	<p>communication and storage of information. Know the differences between the various printing techniques and how they are used. Can print from a surface in a reverse order. Can print numerous prints from one image.</p>
<b>Careers Focus</b>	How art can be combined with other subjects and interconnect topics		How the arts can nurture creativity in the workplace.		Art as a career and educational pathway	
<b>Assessment</b>	Mark making and Portrait		Composition and Artist Study		Art as Career and Printmaking	

--	--	--	--

Year 9						
Yr 9	Autumn Term 1 7 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 6 weeks	Summer Term 2 7 weeks
Module Title	<u>Arts Practice 1</u> Research	<u>Arts Practice 1</u> Research	<u>Arts Practice ½</u> Research/Drawing	<u>Arts Practice 2</u> Drawing	<u>Arts Practice 3</u> Experimentation	<u>Arts Practice 3</u> Experimentation
Learning Focus	<p>Students will focus on these three areas in the first term.</p> <p>Literacy Will analyse the work of other artist and complete evaluations using artistic vocabulary and express insights and view in response to selected imagery.</p> <p>Research To research the artwork of others and make personal selection and discuss and write a response to the works.</p> <p>First Hand To identify first hand imagery within the environment and photograph with the intention of drawing</p>	<p>Development of ideas through investigations, develop processes that show understanding of context/ideas from relevant first and secondary sources.</p> <p>Project 2 (Sketchbook Work Artist research/critic, artist and first-hand photography study.)</p>	<p>To create drawings from research and to refine work by applying drawing and mark making techniques. Ideas should be driven by insights gained through exploration of primary sources.</p> <p>To explore ideas and concepts through experimentation with media, materials, techniques and processes appropriate to personal intentions (Sketchbook Work Drawing Techniques/ First hand drawing/experimentation with art materials)</p>	<p>To create drawings from research and to refine work by applying drawing and mark making techniques. Ideas should be driven by insights gained through exploration of primary sources.</p> <p>To explore ideas and concepts through experimentation with media, materials, techniques and processes appropriate to personal intentions (Sketchbook Work Drawing Techniques/ First hand drawing/experimentation with art materials)</p>	<p>To record ideas, observations and insights related to personal work and the work of others through visual and other methods. Record experimental ideas relevant to intentions.</p> <p>(Sketchbook work investigate processes/combine first hand drawings with art elements/ artistic styles and the work of others.</p>	<p>To record ideas, observations and insights related to personal work and the work of others through visual and other methods. Record experimental ideas relevant to intentions.</p> <p>(Sketchbook work investigate processes/combine first hand drawings with art elements/ artistic styles and the work of others.</p>

<b>Careers Focus</b>	Benefits of following a career in art and the impact it can have on the wider community.	Careers in Art and how much they can pay	Why art matters and the impact the arts have on a global scale
<b>Assessment</b>	Practice 1 Research	Practice 2 Research/Drawing	Practice 3 Experimentation