

Art and Design

Key Stage 3 Curriculum Plan

Year 7

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	Formal Elements	Formal Elements	Colour Theory	Colour Theory	Texture	Form
Character curriculum	<p>Confidence – Building the confidence to produce artwork and take risks</p> <p>Commitment – Maintaining focus and commitment to practice skills</p> <p>Courage – Ability to and willingness to take risks and share artwork with others</p> <p>Curiosity – Exploration of ideas, materials and concepts</p> <p>Courtesy – Being respectful about own work and peer assessing</p> <p>Compassion – Being inclusive when working in groups and being kind to others.</p>					
Overview of Content	<p>Formal Elements – Students’ observational skills are measured in a baseline drawing. They are introduced to and explore the formal elements (line, tone, form, shape, colour, pattern). Students explore these through material experimentation and studying a range of artists.</p>	<p>Formal Elements – Students continue to explore the formal elements (line, tone, form, shape, colour, pattern) and expand. Students explore these through material experimentation. Students apply the formal elements in a range of observational studies.</p>	<p>Colour theory – Students explore and learn about colour theory. They study the colour wheel and learn how to mix and apply colour to show a range of tones and moods.</p>	<p>Colour theory – Students continue to explore colour mixing and applying colour working like artist Wayne Thiebaud. They learn and apply harmonious and complementary colours through collage in the style of Matisse.</p>	<p>Texture – Students investigate texture by producing tactile images and collecting surface rubbings. They also explore creating textures through collage, mark making and clay. Application of tone is practised to show a range of textures.</p>	<p>Form – Students learn about form and shape and practice capturing form by applying tone to create 3D shapes. They also explore the work of Beatriz Milhazes and produce colourful, geometric work and a clay tile.</p>

Assessment (Type and Marks)	Base line Practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)
Knowledge Organizer available (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes

Art and Design

Key Stage 3 Curriculum Plan

Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	Natural World// Animal & Hybrids	Natural World// Animal & Hybrids	Objects & Still life// Bacteria	Objects & Still life// Bacteria	Portraiture // Sealife	Portraiture // Sealife
Character curriculum	<p>Confidence – Building the confidence to produce artwork and take risks</p> <p>Commitment – Maintaining focus and commitment to practice skills</p> <p>Courage – Ability to and willingness to take risks with materials and techniques</p> <p>Curiosity – Exploration of ideas and concepts, trying new techniques</p> <p>Courtesy – Being respectful about own work and peer assessing</p> <p>Compassion – Being inclusive when working in groups and being kind to others.</p>					
Overview of Content	<p>Natural World // Animal & Hybrids – Students’ observational skills are measured in a baseline drawing. Students exercise and expand on their observational skills applying the formal elements. Students are</p>	<p>Natural World // Animal & Hybrids – Students continue to experiment with materials and design and create their own 3D hybrid creature in clay. Students are also introduced to the work</p>	<p>Objects & Still Life // Bacteria Students’ observational and drawing skills are measured in a baseline drawing. Students are introduced to ‘still</p>	<p>Objects & Still Life // Bacteria Students continue to explore still life and objects but overlapping and layering. This moves them towards looking at artist</p>	<p>Portraiture // Sealife Students’ observational and drawing skills are measured in a baseline drawing. Students explore proportion of the</p>	<p>Portraiture // Sealife Students continue to explore proportion of the face whilst applying the formal elements and create their own self portrait.</p>

	introduced to a wider range of experimentation and drawing. Students will study insects, nature, animals and mythological creatures.	of Eric Carle as they explore illustration.	life' and study artists Michael Craig Martin and Patrick Caulfield, whilst focusing on line, shape and colour. They also explore the theme of bacteria and focus on texture and pattern.	Jasper Johns and exploring using numbers and type in artform. They also explore creating textiles pieces inspired by the intricate patterns found in bacteria.	face whilst applying the formal elements. Students also explore sea-life textures and patterns and creating textures with a range of materials.	Students investigate textures found in sea-life and create their own tactile ceramic piece.
Assessment (Type and Marks)	Base line Practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)
Knowledge Organizer available (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes

Art and Design

Key Stage 3 Curriculum Plan

Year 9 Art and Textiles

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Title	Confectionary // Summer Picnic	Confectionary // Summer Picnic	Architecture // Reflection	Architecture // Reflection	Pop Art // Junk Kouture	Pop Art // Junk Kouture
Character curriculum	<p>Confidence – Building the confidence to produce artwork and take risks</p> <p>Commitment – Maintaining focus and commitment to practice skills</p> <p>Courage – Ability to and willingness to take risks with materials and techniques</p> <p>Curiosity – Exploration of ideas and concepts, trying new techniques</p> <p>Courtesy – Being respectful with equipment, about own work and peer assessing</p> <p>Compassion – Being inclusive when working in groups and being kind to others.</p>					

Overview of Content	Confectionary // Summer Picnic - Students' observational skills are measured in a baseline drawing. Students explore contemporary artists and illustrators who focus on food and packaging as a theme. They produce drawings exploring a range of materials and learn how and why the artists produce their work.	Confectionary // Summer Picnic - Students continue to create work inspired by contemporary artists and focus on Lucy Sparrow's soft sculpture work. Each student will produce a soft 3D sculpture using felt and hand embroidery.	Architecture // Reflection - Students' observational and drawing skills are measured in a baseline drawing. Students learn about architecture, including perspective, form and aging buildings. Students look at work of Ian Murphy and Sunga Park. Students also exercise observation recording the following elements, through sustained drawings focusing on reflection.	Architecture // Reflection - Students continue to practice drawing and experimentation. They will look at work of Charles McGee and explore layers and space. They will also explore distortion in their sustained drawings.	Pop Art // Junk Kouture Students' observational and drawing skills are measured in a baseline drawing. Students investigate the work of Pop Artist Roy Lichtenstein and explore onomatopoeia. They will also get to explore sustainable fashion and design their own 'trashion piece' using only recyclable items.	Portraiture // Sealife Students complete and refine their 3D onomatopoeia collage work inspired by Pop Art. Students will work in collaboration to create a wearable trashion items that are made out of recyclable objects.
Assessment (Type and Marks)	Base line Practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)	Base line practical (20)	EOP booklet assessment (20)
Knowledge Organizer available (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes

Art and Design

Key Stage 3 Curriculum Plan

Year 9 PHOTOGRAPHY

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Theme/Title	Camera functions, composition and still life	ABC, Colour and still life	Geometric	Positive and Negative Space	Surrealism	Surrealism
Character curriculum	<p>Confidence – Building the confidence to produce photography and take risks</p> <p>Commitment – Maintaining focus and commitment to practice skills</p> <p>Courage – Ability to and willingness to take risks with materials and techniques</p> <p>Curiosity – Exploration of ideas and concepts, trying new techniques</p> <p>Courtesy – Being respectful with equipment and when self and peer assessing</p> <p>Compassion – Being inclusive when working in groups and being kind to others.</p>					
Overview of Content	<p>Camera Functions, composition and still life -</p> <p>Students will complete a technical knowledge test in the first month. Students will then learn the basic camera functions and explore composition. They will study rule of thirds and balance in a photograph. They will be introduced to 'still life' and explore composing their own still life photographs whilst studying other well known photographers.</p>	<p>ABC, Colour & Still Life -</p> <p>Students continue to explore still life and composition, as well investigating colour theory; harmonious, complementary colours. They will also explore perspective and viewpoints. Students will study photographer Abba Richman and create their own alphabet out of carefully composed photographs of objects that look like letters. Students will also exercise basic editing using Adobe Photoshop.</p>	<p>Geometric -</p> <p>Students will explore artists who capture and focus on shapes and patterns in their photography. They will study Phil Perkins and Abigail Reynolds' work whilst digitally and physically manipulating images around the theme of geometric.</p>	<p>Positive & Negative Space -</p> <p>Students continue to learn how to edit and manipulate photos on Photoshop, this time studying silhouettes and space. Students will work like artists Claire Brewster and Nikolai Tolstyh using Photoshop and physically cutting into their photographs.</p>	<p>Surrealism -</p> <p>Students will sit a second technical skills test assessing their knowledge everything we have covered so far. Students will then study surrealism and explore famous surreal photographers such as Man Ray, Guy Bordin and one of their choice. They will then produce a pastiche using both Photoshop and working with physical images.</p>	<p>Surrealism -</p> <p>Students will continue to explore and capture surrealism by investigating montage using Photoshop distorting their own and found images. They will also look at the work of Philippe Halsman and Hannah Hoch.</p>

Assessment (Type and Marks)	Technical knowledge test (20)	EOP assessment (20)	EOP assessment (20)	EOP assessment (20)	Technical knowledge test (20)	EOP assessment (20)
Knowledge Organizer available (Y/N)	Yes	Yes	Yes	Yes	Yes	Yes