

## KS3 Curriculum

### CURRICULUM INTENT?

#### What does Art & Design help young people achieve at KS3? Why have you made these curriculum choices?

Art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art.

Key stage 3 Pupils will be taught to develop their creativity and ideas, and increase their confidence in drawing, painting, sculpture and other art, craft and design techniques. Pupils will learn to use a range of techniques to record their observations in their sketchbooks and to analyse, annotate and evaluate their own work, using the language of art.

Pupils will be taught about the history of art, craft, and design, including periods, styles and major movements from the early 20<sup>th</sup> Century up to the present day.

Pupils will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will be taught and encouraged to develop a critical understanding of artists and designers, learning to express reasoned judgements that will inform their own artwork.

Key stage 3 pupils in Year 7 and Year 8, will learn to become proficient in drawing and painting, securing their art skills. Whilst, Key stage 3 pupils in Year 9 will be introduced to a variety of art and textiles artists and specialisms, such as, 3D Clay Sculpture, Poly block Printmaking and Free Machine Embroidery.

Students will be regularly assessed and each year group will sit an Art Exam, in order, to create their own final response and outcome, and to demonstrate their skill and understanding.

### TERM BY TERM BREAKDOWN – Knowledge acquired and skills developed:

Year 7 Course Outline	Year 8 Course Outline	Year 9 Course Outline- An Introduction to Art Textiles.	Opportunities beyond the classroom

Autumn Term	<p><b>Knowledge: Observational Drawing- Shoes (Baseline).</b></p> <p>One lesson a week. Students will be introduced to the 'Formal Elements' in art: Line, shape, form, tone, texture, pattern, colour and composition. Students will be learning new skills through: pencil drawings, application of tone/highlights, mark making, colour theory and painting. Students will be drawing leaves from observation and Introduced to various media: colour pencil/watercolour paint/oil pastel/soft pastel.</p> <p>Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.</p> <p>Homework will be set fortnightly.</p> <p>Key Skills: Working from observation. Drawing and painting skills. Evaluation, Annotation and Colour Theory.</p>	<p><b>Knowledge: Observational Drawing- Chocolate Bar (Baseline).</b></p> <p>One lesson a week. Students will be revisiting the 'Formal Elements' in art: Line, shape, form, tone, texture, pattern, colour and composition. Students will be strengthening prior skills through: pencil drawings, application of tone/highlights, mark making, colour theory and painting. Students will be experimenting using various media: colour pencil/watercolour paint</p> <p>Students will be introduced to the art movement 'Pop Art' and 'Photorealism' (including the artwork of the British Contemporary artist-Sarah Graham). Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.</p> <p>Key Skills: Working from observation. Drawing and painting skills. Art History. Evaluation and Annotation.</p>	<p><b>Knowledge: Art/Textiles skills-based project.</b></p> <p>Three lessons of art a fortnight. Three Art Textiles groups learning three different specialisms on a carousel (one specialism per term).</p> <p>Group 1 - 3D Clay Sculpture- Kate Malone Artist research. Group 2- 2D Printmaking- Jim Dine Artist research. Group 3 - - Textiles- Angie Lewin &amp; Alison Whateley Artist research.</p> <p>Students will be invited to the Tate Modern Gallery and introduction to various artists/art movements/genres of art. Students will look at art first hand- and sketching artwork from observation.</p> <p>Group 1:- 2D Printmaking (DDK) Knowledge: Observational Drawing- Scissors (Baseline). Students will be drawing 'Tools and Utensils' from observation.</p> <p>Students will be demonstrating their knowledge of the 'Formal Elements' in art: Line, shape, form, tone, texture, pattern, colour and composition through: Pencil/Biro/Fineliner/Charcoal drawings and application of tone/highlights. Students will be experimenting with colour using: colour pencil and watercolour paint.</p> <p>Knowledge: American Pop Art and Jim Dine- Artist Research.</p> <p>Students will be researching 'Manmade Objects' and focusing on Jim Dine's Printmaking Techniques. Students will be creating research pages demonstrating their knowledge of the artist and her artwork. Students will be practising the formal elements through print studies of Dine's artwork and experimenting using various media: colour pencil, charcoal and watercolour paint. Students will be creating their own design ideas inspired by 'Manmade Objects' and Jim Dine's artwork.</p> <p>Students will learn about the properties and rules of printmaking before their practical sessions. Students will be printmaking by hand, as well as, learning how to use the printing press. Students will learn how to use 'The Polyblock' Technique and create their own mixed media prints in the style of Jim Dine. Students will be experimenting with mark making through Printmaking and the Polyblock Technique.</p> <p>CHALLENGE TASK:- Students will learn how to use 'The Linocut' Technique and compare the different techniques and outcomes.</p> <p>Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI on Learning Review Sheets.</p> <p>Homework will be set weekly.</p> <p>Students will use their prior knowledge and evaluate their final piece.</p> <p>Key Skills: Working from observation. Drawing, painting and printmaking skills. Art History. Evaluation, Annotation and Colour Theory.</p>	<p>Gallery Visits: Tate Galleries <a href="http://www.tate.org.uk">www.tate.org.uk</a> National Gallery <a href="http://www.nationalgallery.org.uk">www.nationalgallery.org.uk</a> The Royal Academy <a href="http://www.theroyalacademy.co.uk">www.theroyalacademy.co.uk</a> Saatchi Gallery <a href="http://www.saatchi-gallery.org.uk">www.saatchi-gallery.org.uk</a> Victoria and Albert Museum <a href="http://www.vam.ac.uk">www.vam.ac.uk</a> Firstsite Gallery <a href="http://www.firstsite.uk">www.firstsite.uk</a> V&amp;A Museum <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></p> <p>Art visits abroad: Madrid Rome</p>
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*Group 2:- 3D Clay Sculpture (CRI)*

*Knowledge: Observational Drawing- Peppers (Baseline).*

*Students will be drawing 'Fruits and Vegetables' from observation.*

*Students will be demonstrating their knowledge of the 'Formal Elements' in art:*

*Line, shape, form, tone, texture, pattern, colour and composition through:*

*Pencil/Biro/Fineliner drawings and application of tone/highlights.*

*Students will be experimenting with colour using: colour pencil, watercolour paint and coffee painting.*

*Knowledge: British Clay Sculpture and Kate Malone- Artist Research.*

*Students will be researching 'Natural Forms' and focusing on Kate Malone's 3D Clay Sculpture.*

*Students will be creating research pages demonstrating their knowledge of the artist and her artwork.*

*Students will be practising the formal elements through sculpture studies of Malone's artwork and experimenting using various media: colour pencil and watercolour paint.*

*Students will be creating their own design ideas inspired by 'Natural Forms' and Kate Malone's artwork.*

*Students will learn about the properties and rules of clay before their practical sessions.*

*Students will learn how to use 'The Coil Pot' Technique and create their own 3D Clay Vessel in the style of Kate Malone. Students will be experimenting with form through sculpture using clay.*

*Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI on Learning Review Sheets.*

*Homework will be set weekly.*

*Students will use their prior knowledge and evaluate their final piece.*

*Key Skills: Working from observation. Drawing, painting and sculpting skills. Art History. Evaluation, Annotation and Colour Theory.*

**Knowledge: American Modernism and Georgia O’Keeffe- Artist Research.**

Students will be researching the ‘Natural Forms’ elements of O’Keeffe’s artwork and focusing on her leaf and shell paintings. Students will be practising the formal elements through leaf and shell studies of O’Keeffe’s artwork and experimenting using various media: colour pencil and watercolour paint.

Students will learn how to annotate artwork and how to present a double research page.

Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.

Homework will be set fortnightly.

Key Skills: Working from observation. Drawing and painting skills. Art History. Evaluation, Annotation and Colour Theory.

**Knowledge: British Photorealism and Sarah Graham - Artist Research.**

Students will be researching ‘Sweets & Toys’ Photorealism and focusing on Sarah Graham’s artwork. Students will be creating research pages demonstrating their knowledge of the artist and her artwork. Students will be practising the formal elements through sweets and toys studies of Graham’s artwork and experimenting using various media: colour pencil and watercolour paint.

Students will be introduced to Photography, focussing on composition and light. Students will be taking their own photos of their own favourite Sweets & Toys in the style of Sarah Graham.

Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.

Homework will be set fortnightly.

Key Skills: Working from observation. Drawing, painting and photography skills. Art History. Evaluation, Annotation and Colour Theory.

**Group 3 – Textiles (LCH)**  
 Introduction to Art Textiles – use of different Textiles Media within Art.  
 Knowledge: Observational Drawing- Thistles (Baseline).  
 Students will be drawing ‘Natural Forms’ from observation.

Students will be demonstrating their knowledge of the ‘Formal Elements’ in art: Line, shape, form, tone, texture, pattern, colour and composition through: Pencil/Biro/Fineliner/Felt Tip drawings

Introduction to the use of different styles of drawing that can be used for Art Textiles and how to interpret drawing into stitch.  
 Students will develop different hand embroidery stitches from KS3 and be introduced to Free machine embroidery techniques. ‘Drawing on a Sewing Machine’.

**Skills:**  
 Student will demonstrate these skills to produce a Hand Embroidery and Free machine Embroidery finished piece from drawings of their Thistles.

**Knowledge:**  
 Textiles art – 62 Group  
 Research of Artists Angie Lewin and Alison Whateley  
 Analysis and reflexion of work.

Students will be researching ‘Natural Forms’ and focusing on Angie Lewin prints and Alison Whateley Textiles  
 Students will be creating research pages demonstrating their knowledge of the artists and their artwork.  
 Students will be practising the formal elements through drawing studies of the artist’s work and experimenting using various media: colour pencil and watercolour paint.  
 Students will be creating their own design ideas inspired by ‘Natural Forms’ and Angie Lewin/Alison Whateley artwork.

Introduction to tie dye. Students will produce samples of tie dye pieces to be used in their work.

Students will learn how to interpret their drawn compositions of the artists work into a final textiles piece.  
**Key Skills:**  
 Introduction of drawing skills for textiles.  
 Development of interpreting drawing into stitch though hand embroidery and the introduction of Free Machine Embroidery.  
 Introduction of Tie dye and Shibori Dyeing

Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI on Learning Review Sheets.

Homework will be set weekly.

Students will use their prior knowledge and evaluate their final piece.

Key Skills: Working from observation. Drawing, painting and Textiles. Art History. Evaluation, Annotation and Colour Theory.

<b>Summer Term</b>	<p><b>Knowledge: Design Ideas/A4 Final Piece.</b></p> <p>Students will learn the process how to create a successful final piece, through a 'step by step' design. Students will create two design ideas (one leaf/one shell) in the style of O'Keeffe and choose the best design to enlarge to A4. Students will use knowledge and skills that they have acquired throughout the year and apply them to their artwork.</p> <p>Students will be experimenting using various media: colour pencil and watercolour paint.</p> <p>Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.</p> <p>Homework will be set fortnightly.</p> <p>Students will learn how to evaluate their final piece. Students will also sit an hour art exam and will demonstrate their drawing skills and Art History knowledge.</p> <p>Key Skills: Working from observation. Drawing and painting skills. Art History. Evaluation, Annotation and Colour Theory</p>	<p>Knowledge: Design Ideas/A4 Final Piece.</p> <p>Students will use prior knowledge and create a successful final piece- through a 'step by step' design. Students will create two design ideas using their own photo's (one inspired by toys and one inspired by sweets) and choose the best design to enlarge to A4/A3 depending on skill/confidence. Students will use knowledge and skills that they have acquired throughout the year and apply them to their artwork.</p> <p>Students will be experimenting using various media: colour pencil, watercolour, poster and acrylic paint.</p> <p>Students will continually assess their own and peers work through regular green pen assessment: WWW/EBI.</p> <p>Homework will be set fortnightly.</p> <p>Students will use their prior knowledge and evaluate their final piece. Students will also sit an hour art exam and will demonstrate their drawing skills and Art History knowledge.</p> <p>Key Skills: Working from observation. Drawing and painting skills. Art History. Evaluation, Annotation and Colour Theory.</p>		
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<p>Key Independent Learning Resources</p> <p>Arts Council England <a href="http://creativejourneyuk.org/">http://creativejourneyuk.org/</a></p> <p>BBC Bitesize <a href="https://www.bbc.com/bitesize/subjects/z6f3cdm">https://www.bbc.com/bitesize/subjects/z6f3cdm</a></p> <p>BBC Culture <a href="http://www.bbc.com/culture/tags/art-history">http://www.bbc.com/culture/tags/art-history</a></p> <p>Alec Hunter Academy Library</p> <p>BBC bitesize Edexcel Textiles</p> <p>Step by step of Embroidery stitches – leaflets and books</p> <p>Pinterest</p> <p>V&amp;A Museum Textiles resources</p> <p>TextileArtist.org</p> <p>Kate Malone <a href="https://www.katemaloneceramics.com">https://www.katemaloneceramics.com</a></p> <p>Jim Dine</p> <p>Angie Lewin <a href="https://www.angielewin.co.uk">https://www.angielewin.co.uk</a></p> <p>Alison Whateley <a href="https://alisonwhateleydesign.co.uk/">https://alisonwhateleydesign.co.uk/</a></p>	<p>GREAT READS</p> <p>Art Matters Because Your Imagination Can Change the World by Neil Gaiman &amp; Illustrated by Chris Riddell.</p> <p>Ways of Seeing by John Berger.</p> <p>Art: The Definitive Visual Guide by Andrew Graham-Dixon.</p> <p>Georgia O'Keeffe by Chris Dercon.</p> <p>Sarah Graham: Photorealism.</p> <p>Kate Malone: A Book of Pots.</p> <p>Jim Dine: Tools</p> <p>Angie Lewin: Plant and Places.</p> <p>Mark-making in Textile Art by Helen Parrot</p> <p>Sketchbook Explorations: Mixed media approaches for textile artists. by Shelley Rhodes</p> <p>Drawn to Stitch by Dawn Hedley</p> <p>Shibori: for Textile Artists by Janice Gunner</p> <p>How to be a Fashion Designer (Careers for kids) by DK</p>
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