

SUBJECT: Art

KS3 CURRICULUM PLAN 2021-22

YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	IDENTITY	IDENTITY	IDENTITY	OTHER CULTURES	OTHER CULTURES	OTHER CULTURES
Knowledge	Students will develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: Analyse the work of relevant artists to inform developments in own practical work. Develop understanding of the use of colour in Art and consider examples by various 20th Century Artists. Focus on building understanding of all related subject specific vocabulary. Study the purpose, styles and significance of portraiture within Art and Design.	Students will refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes: They will explore using guidelines for accuracy when drawing a self-portrait. Develop fluency of line. Experiment with techniques using various drawing media to create a range of artistic effects. Techniques include tonal shading and colour blending. Review and refine work as it progresses	Students will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language: They will create a self-portrait in the style of the artists studied; employ a skilful and creative use of colour, pattern and line to evoke a sense of personality.	Students will develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: Students will learn about African artworks, key characteristics, traditional uses and their influence on other artists and designers.	Students will refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes: Students will make and design imaginative work inspired by African influences, they will explore and experiment with ideas, materials, tools and techniques including collage and printmaking.	Students will present a personal and meaningful response that realises intentions and demonstrates understanding of visual language: The process of collage, designing and printmaking will be explored throughout the project through sketchbook work and a final piece which connects to prior learning.
Skills	PAINTING & DRAWING students will create a self-portrait using drawing and pencil shading techniques, exploring the application of colour, pattern and line. Inspired by the work of relevant artists.	PAINTING & DRAWING students will create a self-portrait using drawing and pencil shading techniques, exploring the application of colour, pattern and line. Inspired by the work of relevant artists.	PAINTING & DRAWING students will create a self-portrait using drawing and pencil shading techniques, exploring the application of colour, pattern and line. Inspired by the work of relevant artists.	PRINTMAKING & COLLAGE Students will explore and experiment with ideas, materials, tools and techniques including collage and printmaking throughout project two.	PRINTMAKING & COLLAGE Students will explore and experiment with ideas, materials, tools and techniques including collage and printmaking throughout project two.	PRINTMAKING & COLLAGE Students will explore and experiment with ideas, materials, tools and techniques including collage and printmaking throughout project two.
Key Vocab	IDENTITY, COLOUR, PRIMARY, SECONDARY, COMPLEMENTARY	ZENTANGLES, PORTRAIT, LINE, FLUENCY, REFINE, PATTERN.	ACCURACY, PROPORTION, COLLAGE, SHADING, BLOCK COLOUR	CHARACTERISTICS, TOOLS, TEXTURE, ADORNMENT, SHAPE	TRIBAL, FEATURES, SYMBOLIC, FEATURES, FORM.	PRINTMAKING, NEGATIVE SHAPES, SYMMETRICAL, GEOMETRICAL

YEAR 8	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC	NATURAL & MANUFACTURED	NATURAL & MANUFACTURED	NATURAL & MANUFACTURED	CONTEMPORARY	CONTEMPORARY	CONTEMPORARY
Knowledge	Students will record ideas, observations and insights relevant to intentions as work progresses as well as presenting a personal response. Students will complete studies and designs, experiment with and explore materials and processes to develop ideas and produce a 3D outcome relating to the Viking theme.	students will refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes: Students will use various materials and processes to design and develop 3D outcomes including using clay/willow/mixed media.	Students will develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: students will collect and select imagery from Viking research, they will learn about Viking history, use mark making and tonal shading (stippling) to enhance Viking design.	Students will record ideas, observations and insights relevant to intentions as work progresses as well as present a personal response.	Students will develop ideas for a final outcome through experimenting and selecting appropriate resources, media, materials, techniques and processes: They will gain an understanding of composition and key principles to developing a successful composition	Students will develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: Short tasks exploring lettering history, features, construction with reference to a range of contemporary artists.
Skills	TONE, TEXTURE & FORM Students will experiment with materials and processes and make appropriate judgements and selections in response. They will develop individual designs and construct final pieces.	TONE, TEXTURE & FORM Observational and technical drawings and written notes throughout project, students will explore ideas and generate imagery using 3D skills associated with clay or willow	TONE, TEXTURE & FORM Students will investigate either Viking Longboats, Sea Monsters or Viking characters as a starting point from which to develop designs for a 3D outcome. They will complete associated tasks and Present information in sketchbooks.	COLOUR & COMPOSITION Students will explore the work of an artist/illustrator and develop ideas for a final collaged/mixed media piece of work either in two or three dimensions which is typography inspired	COMPOSITION Students will use a range of skills specifically collage as well as colour mixing, blending, shading. They will develop their skills in creating strong compositions using cropping, overlapping, creating a focal point, layering to create back, middle and foreground etc.	COLOUR Students will progress through a series of tasks designed to develop their understanding of typography, its terminology, principles of design, history and how other artists have used and designed text. They will gain an understanding of shades, tints, tones, analogous colour and how to mix these colours.
Key Vocab	VIKING LONGSHIPS, SCULPTURE, THUMBNAIL SKETCHES, 3D	TONAL SHADING, COLOUR, PATTERN, SAGAS, STIPPLING, MODELLING	VIKINGS, HISTORICAL, CULTURE, 'NORTHMAN', BATTLES, ARTEFACTS	COLLAGE, MIXED MEDIA, ILLUSTRATOR, TWO DIMENSIONS, THREE DIMENSIONS	SHADE, BLEND, FOREGROUND, BACKGROUND, MIDDLE GROUND, FOCAL POINT, CROPPING, OVERLAPPING	TYPOGRAPHY, MIXED MEDIA, ANALOGOUS COLOUR, BLEND, TINT, TONE, SHADE

YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	ENTOMOLOGY	ENTOMOLOGY	ENTOMOLOGY	ENVIRONMENT	ENVIRONMENT	ENVIRONMENT
Knowledge	Students will develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: Research the theme of entomology and the work of artists inspired by insect forms.	Students will refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes: Experiment with the formal elements of art, to produce a series of mixed media outcomes.	Students will record ideas, observations and insights relevant to intentions as work progresses as well as presenting a personal response. They will record observations relating to the work of artists e.g Natalie McIntyre and Colleen Parker (written/drawn observations) Students will develop a final composition informed by the preparatory studies and the work of artists studied.	Develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding: Students will research and analyse pre-historic and contemporary environmental art. They will develop patterns and sculptural forms.	Students will refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes: They will explore drawing and pattern making techniques informed by close up studies of sea life.	Students will record ideas, observations and insights relevant to intentions as work progresses as well as presenting a personal response. They will make observational drawings from secondary sources and written notes throughout project. A final piece will be constructed out of clay which reflects the artists and designers style.
Skills	LINE, TONE, PROPORTION Students will use a range of materials and techniques to make images and develop ideas based around shape, colour, line and mark making.	LINE, TONE, PROPORTION Students will refine skills through exploring tone, mark-making techniques, texture, watercolour paint, collage and composition in a range of materials. Ideas will reflect the artists studied.	LINE, TONE, PROPORTION Students will record visual observations of various insect imagery using a variety of wet and dry materials demonstrating the influence of artists studied.	COLOUR, PATTERN students will conduct own research into relevant artists which may include Courtney Mattison, Dale Chihuly and Ernst Haeckel analyse and present findings.	COLOUR, PATTERN Students will develop skills using different wet and dry media in order to create 3 dimensional representations of observational drawings.	COLOUR, PATTERN students will Design and create a clay sculpture that develops on from research into coral and sea life.
Key Vocab	ENTOMOLOGY, MIXED MEDIA, LINE, WATERCOLOUR, ATMOSPHERE, LAYERING	COLLAGE, PROPORTION, PATTERN, TEXTURE, COMPOSITION	ANALYSIS, PERSONAL RESPONSE, TONE, SHAPE, MARK MAKING, COLOUR, BLENDING	CORAL, ENVIRONMENTAL, SCULPTURE, BLEACHING, SEA LIFE, PATTERN,	VIBRANT, ALGAE, GLOBAL CRISIS, MARINE LIFE, PATTERN,	BARRIER REEF, 3D, SCULPTURE, FORM, COMPOSITION, PROPORTION

KS1 and 2 Knowledge and Key skills

Key Knowledge Transfer