

Drawing	Painting	Printmaking	Ceramics/3D
Photography	Mixed media	Visual analysis	Annotation

KS3 ART - CURRICULUM OVERVIEW - KNOWLEDGE AND SKILLS MAPPING

7

Formal elements			

Ceramic masks			

Architectural perspective			

8

Still life			

Ceramic vase			

Birds, bugs and butterflies			

9

Portrait painting			

Self portrait and photography			

Role models			

KS3 Curriculum Intent

Intent		What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?
By the end of KS3, students are able to...		Year 7	Year 8	Year 9	
<p>Use their technical knowledge and skills of;</p> <ul style="list-style-type: none"> Observational, design, and imaginative drawing Drawing using pencil and a wide range of other materials Tonal techniques and mark making Painting mixing, techniques and colour theory using acrylics and watercolours 3D working and Ceramic building and decoration Printmaking methods Digital recording, manipulation, photography and editing Visual analysis of artworks Annotation of own and others work <p>Use their transferable skills</p> <ul style="list-style-type: none"> have explored and celebrated 	Autumn	<p>Artists express themselves</p> <p>FORMAL ELEMENTS</p> <p>ARTIST INSPIRATION: Artist history timeline and introduction to range of artists and ways of working</p> <p>KNOWLEDGE AND SKILLS Observational drawing, mixed media, monoprinting, collage, card, acrylic paint and digital manipulation</p>	<p>Artists break the rules</p> <p>STILL LIFE</p> <p>ARTIST INSPIRATION: Cubism</p> <p>KNOWLEDGE AND SKILLS</p> <p>Observational drawing and collagraph printmaking</p>	<p>Art has value</p> <p>SELF PORTRAIT</p> <p>ARTIST INSPIRATION: Chuck Close and other portrait artists</p> <p>KNOWLEDGE AND SKILLS</p> <p>Grid drawing and acrylic painting</p>	<p>We go beyond the national curriculum by introducing threshold concepts, which we call The Big Ideas. This allows students to consider the world of art beyond technical making and historical study. We introduce a range of artists to promote diversity and students are able to make work with personalised message and meaning.</p> <p>Challenge is embedded in Art as students are faced with new methods and materials, put outside of their comfort zone and asked to explore their own ideas and opinions. We use learning by discovery to promote experimentation with materials and personal responses. Students consolidate learning by applying knowledge and skills and through grappling with art's big ideas. This can help to dispel fear of failure and builds resilience and confidence.</p>
	Spring	<p>Art has its own vocabulary</p> <p>CERAMIC MASKS</p> <p>ARTIST INSPIRATION: Teke Moon masks</p> <p>KNOWLEDGE AND SKILLS</p> <p>Drawing from images, design drawing and ceramics, slab rolling and joining</p>	<p>Art engages head, hands, heart</p> <p>CERAMIC VASE</p> <p>ARTIST INSPIRATION: Magdalena Odundo Grayson Perry</p> <p>KNOWLEDGE AND SKILLS</p> <p>Design drawing and ceramics, coil pot building and decoration</p>	<p>Art has meaning</p> <p>MORE THAN A SELFIE</p> <p>ARTIST INSPIRATION: Mixed photographers and Frida Kahlo</p> <p>KNOWLEDGE AND SKILLS</p> <p>Drawing from observation, graphite transfer, photography and digital editing.</p>	
	Summer	<p>Artists make marks</p> <p>ARCHITECTURAL PERSPECTIVE</p> <p>ARTIST INSPIRATION: Amy Wormald</p> <p>KNOWLEDGE AND SKILLS: Observational drawing, mark making, water colour painting</p>	<p>Artists play with ideas and materials</p> <p>BIRDS, BUGS and BUTTERFLIES</p> <p>ARTIST INSPIRATION: Sutapa Biswas, Levon Biss and Kelly Stamford</p> <p>KNOWLEDGE AND SKILLS:</p> <p>Observational drawing, drawing from images, Acrylic, oil pastels and colour pencils.</p>	<p>Art makes people powerful</p> <p>ROLE MODELS</p> <p>ARTIST INSPIRATION: Rauschenberg, Punk graphics and Bob and Roberta Smith</p> <p>KNOWLEDGE AND SKILLS:</p> <p>Printmaking, Mono print/dry point and mixed media</p>	

<p>similarities and difference between people, places and times</p> <ul style="list-style-type: none"> • have developed visual literacy, communication skills, imagination and personal expression • have developed critical thinking skills such as problem solving and risk taking • have been nurtured through mindful activities developing their personal well being • have built their confidence, resilience and self-esteem through enjoyment and engagement in a broad and balanced curriculum. 					
	<p>Rationale for this sequence Throughout KS3, students will experience working in the broad genres of still life, portrait and landscape art. They will become familiar with a diverse range of artists, techniques and materials.</p>	<p>Projects have been developed to establish understanding of;</p> <p>The Formal elements</p> <p>Drawing skills</p> <p>Visual analysis</p> <p>Control of materials</p> <p>Annotation</p> <p>The big ideas</p> <p>With specific focus on what the formal elements of art are, drawing from observation, tonal shading, design drawing, perspective drawing, colour theory, acrylic paint mixing, water colour mark making, mixed media collage, digital recording, monoprinting, and ceramic slab rolling and joining and annotation through labelling and responding to artwork</p>	<p>Projects have been developed to Build on and expand;</p> <p>The Formal elements</p> <p>Drawing skills</p> <p>Visual analysis</p> <p>Control of materials</p> <p>Annotation</p> <p>The big ideas</p> <p>With specific focus on understanding how formal elements are used in art, drawing from observation, imagination and from images, tonal techniques such as cross hatching and mark making, collagraph printmaking, digital research, ceramic coil building and decorative techniques, colour theory, acrylic painting, oil pastel and colour pencil. blending and annotation to explore personalised ideas and responses</p>	<p>Projects have been developed to Consolidate;</p> <p>The Formal elements</p> <p>Drawing skills</p> <p>Visual analysis</p> <p>Control of materials</p> <p>Annotation</p> <p>The big ideas</p> <p>With specific focus on using the formal elements, composition, drawing form observation including the proportion of the face, graphite transfer and grid drawing, photography, digital editing, acrylic paint techniques, mono printing, dry point printing and mixed media and annotation to express message and meaning, creative decisions and application of knowledge</p>	
<p>Transfer knowledge and skill to GCSEs in art and design.</p>	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Students come to us with mixed knowledge and skills from KS2 so we build on prior learning to establish understanding in year 7, building on this and expanding in year 8 and consolidating in year 9. All with a focus on enjoying practical experiences.</p>			