

Key Stage 3 Subject Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt	
	<p>THE SIX FORMAL ELEMENTS STARTING WITH - COLOUR THEORY</p> <ol style="list-style-type: none"> 1. Painting skills 2. Colour theory knowledge 3. Problem solving/ratio of mixing 4. Warm and cold colours 5. Complementary 	<p>TINT AND SHADE – FURTHER COLOUR THEORY</p> <ol style="list-style-type: none"> 1. Further analysis of colours. 2. Black and white – non colours, used to create tonal gradient. 3. Initial research skills 4. Presentation 5. Evaluation 	<p>FAUVISM – LINKED TO COLOUR THEORY.</p> <ol style="list-style-type: none"> 1. Artist research 2. Watercolour painting skills 3. Prior knowledge – colour theory 4. Analysis skills 5. Presentation 6. Evaluation 	<p>FORMAL ELEMENTS – TEXTURE, LINE AND TONE. TEDDY BEAR AND BOTTLE DRAWING.</p> <ol style="list-style-type: none"> 1. Drawing skills 2. Illustration rendering 3. Research and analysis skills 4. Evaluation skills 5. Tonal shading 6. Mark making 	<p>SHAPE AND PATTERN COLLAGE – ORGANIC AND GEOMETRIC.</p> <ol style="list-style-type: none"> 1. Collage skills 2. Building on previous skills of drawing and shading 3. Comparison skills – literacy and writing 4. Further analysis and artist research 	<p>KANDINSKY – COLOUR THEORY AND HOW SOUND/MUSIC INFLUENCES ART</p> <ol style="list-style-type: none"> 1. Artist research and analysis 2. Mark making skills 3. Tonal shading 4. Proficiency of drawing 5. Proficiency of painting 6. Creativity and self-reflection
Y7	<p>Knowledge, skills and understanding explicit to these topics/stage Key learning:</p> <ul style="list-style-type: none"> • Understanding primary, secondary and tertiary colours and how to mix and create a full colour palette using only the 3 primary colours. • To understand how black and white are used to create tint and shade – also that these are not ‘true colours’. • Problem solving and ratio for colour mixing – the difference between ratio’s for secondary and primary colours. • Complementary colours. • Skills building – introduction to using paint (both ready mix paint and water colours in the first term). <p>NC AIMS</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> • To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. • To use a range of techniques and media including painting. • To increase their proficiency in the handling of different materials. • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. • About the history or art, craft, design and architecture, including periods, styles, major movements from ancient times to present day. 		<p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> • Learning about a significant art movement – and relevant artists. • Beginning to analyse artwork and common characteristics – which impacts their own work and understanding. • Further development at colour theory – looking at colour patterns such as complementary, triads, hues that work well together. • Introduction to further 3 formal elements (texture, line and tone) the different styles of drawing that these objects create. • Learning how to use pencil drawing with tone to create a 3D form. • Further practice – still life bottle drawing. Building on students current tonal and line drawing skills, starting to explain texture and how light reflects differently on a bottle. (Learning about light source and shading). • To become proficient in their drawing skills – learning to draw a soft toy using texture, line and tone. To understand how to create texture using a pencil. <p>NC AIMS</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p>		<p>Knowledge, skills and understanding explicit to these topics/stage Key Learning:</p> <ul style="list-style-type: none"> • Finishing with the final two formal elements, using this topic to bring all prior formal elements together and go through students’ prior learning. • Looking at well-known artists such as MC Escher and Nikki Farquharson – comparing the two artists, building on both research and literacy skills. • Similarly, analysing the work of both Matisse and Kandinsky – how they create work, what the work involves – the shapes they use. • Comparing Kandinsky and Matisse – organic vs geometric shapes. • Creating a mixed media using collage/drawing skills with Kandinsky and Matisse inspired styles, contrasting warm and cold colours for the different shapes (organic, geometric) to build on students’ prior knowledge with colour theory. • Further research into Kandinsky – revisiting colour theory, looking more in depth at Kandinsky’s colour theory – what emotions can be linked to colour? • Kandinsky and music – how musical pieces influenced his artwork. Getting students to use their art skills to respond to different genres of music using mark making and colour. <p>NC AIMS</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers. <p>KS3 PUPILS SHOULD BE TAUGHT:</p>	

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Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics and content to be learnt		Topics and content to be learnt		Topics and content to be learnt	
	INTRODUCTION TO CUBISM – SYNTHETIC AND ANALYTICAL. COLLAGE AND DRAWING SKILLS.	PABLO PICASSO AND GEORGE BRAQUE – COMPARE AND CONTRAST. STILL LIFE DRAWING.	PICASSO – ARTIST ANALYSIS AND WORKING IN THIS STYLE.	SELF PORTRAITS IN CUBISM STYLE.	CUBISM IN THE MODERN DAY – COMPARING CUBISM TO ARTISTS SUCH AS DAVID HOCKNEY AND CAROLIEN SMIT.	MIXED MEDIA PROJECT – GROUP WORK TO CREATE A COLLAGE/PHOTOGRAPHY/PAINTING – BLENDING CONTEMPORARY CUBISM WITH TRADITIONAL.
	<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> Students begin looking at the Cubism art movement – looking at the differences between analytical and synthetic cubism. Synthetic cubism – collage making skills Observational, still life drawing (Picasso and Braque) Tonal shading/rendering Painting and drawing skills (analytical cubism) Compare and contrast Artist analysis and research. <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. To increase their proficiency in the handling of different materials. 		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> Artist analysis and research (Picasso) Understanding how to work in a similar style to an artist – through artist copies and interpretations To come up with own ideas developed from a well-known art period Further understanding of Cubism art movement – with a focus on analytical cubism and painting Painting and colour theory knowledge (recap prior knowledge) <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. 		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> Written skills – comparison of two artists (David Hockney and Carolien Smit) Cubism in the modern day – how art movements helped to shape modern day art, are they still prominent in artwork made today? Critical thinking – comparison and analysis work Photography skills Further development and refinement of both painting and collage skills Self-reflection, working up to a ‘final piece’ for their Cubism project. Running similarly to GCSE art. Linking own ideas back to artist research and Cubism movement – using written skills to annotate <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. 	

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	SUPERHERO DESIGN PROJECT – INITIAL DESIGN AND RESEARCH STAGES. STAN LEE AND MARVEL.	VOLUMETRIC FIGURE DRAWING AND FINAL DESIGN.	POP ART INTRODUCTION ROY LICHTENSTEIN GRID DRAWING. TYPOGRAPHY	ANDY WARHOL PRINT MAKING – POLYBLOCK PRINTING TYPOGRAPHY	COMIC BOOK COVER DESIGN – USING INSPIRATION FROM POP ART TO BRING THEIR SUPERHERO TO LIFE. ACRYLIC PAINTING.	GRAFFITI PROJECT GROUP PROJECTS – CREATING A ‘GRAFFITI’ PAINTING ON CARDBOARD ‘WALLS’	
	<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> How art links to popular culture Design skills - planning the character and the design brief before drawing Artist research – focusing on Stan Lee and Marvel To create an imaginative design, with reference to their research on Marvel comics (creating own superhero/villain character) Volumetric figure drawing and proportions Still life drawing – to ensure students become proficient with their drawing skills Tonal drawing and colour blending Cell shading (block colour – links with pop art) Evaluating the design – to build on a final outcome. <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. To increase their proficiency in the handling of different materials. 		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> Pop Art – learning about the art movement. Artist research (Roy Lichtenstein and Andy Warhol) To accurately copy an artists’ piece of work using Grid drawing To use the grid drawing method to accurately draw from life/photographs Typography – how this is used in pop art. Creating their own Typography designs/ideas based on relevant research (Lichtenstein/Warhol) Polyblock printing (skills building) – learning how to use print making effectively and experiment with typography designs <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. To increase their proficiency in the handling of different materials. 		<p><i>Knowledge, skills and understanding explicit to these topics/stage</i> Key Learning:</p> <ul style="list-style-type: none"> Development and refinement of initial design ideas Reflecting on all the materials they have used so far – choosing independently which is best for their personal comic book project and working on this as a final outcome Painting and printmaking skills – Acrylic painting. Polyblock and lino printing. Graffiti project – Class debate on whether or not Graffiti is art? Team building and group work: working together to create the cardboard ‘walls’ for the Graffiti Artist research – Banksy and Roa Charcoal/chalk drawing Further painting and collage skills. <p>NC AIMS</p> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. <p>KS3 PUPILS SHOULD BE TAUGHT:</p> <ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals or other media as a basis of exploring their ideas. To use a range of techniques and media including painting. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. 		

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