

KS3 Art

Curriculum Overview

Curriculum Intent

Art students at The Hastings Academy produce creative work, exploring their ideas and recording their experiences. They become proficient in drawing, painting, sculpture and other art, craft and design techniques. They learn to evaluate and analyze creative works using the language of art, craft and design. They learn about artists, craft makers and designers and understand the historical and cultural development of their art forms in the wider cultural, artistic and political context. Our curriculum is designed to sequentially embed key practical experience of materials, techniques and processes. This gives students a wide variety of skills to draw upon, both in the completion of coursework projects and as they develop into independent creative practitioners. Through a combination of practical demonstration and making tasks, students retain knowledge and key skills relevant to the course. This enabled by excellent facilities including a Kiln, Silk screen printing and bespoke IT facilities with Adobe design software. We link practical tasks to the wider artistic context, linking projects to a broad range of culturally diverse contemporary artists and photographers. This is supported through visiting artists and external visits to London galleries as well as local galleries such as The Hastings Contemporary, De La Warr Pavillion and Towner Gallery.

How is this curriculum assessed at THA?

We regularly moderate work and create level galleries, assessing work through the use of exemplar Artwork. Exemplar Photographs are taken, graded and reproduced for all members of staff completing assessments. Progress sheets are used at the end of each project to allow students to articulate their Progress against set criteria, Live marking is used by teachers to give real time feedback. Staff use below/meeting/above expectations criteria and make use of exemplar materials to standardize pupils' work

We have adapted and simplified the GCSE Assessment matrix for use at Key Stage 3 and linked the assessment criteria to the aims of the National Curriculum for Art and Design. There is a heavy cross over between the GCSE Assessment Objectives and the National Curriculum requirements with all of the KS3 elements covered. By simplifying the KS4 matrix, it allows us to ensure that students are prepared for the next stage and have addressed all the key skills and criteria. We have produced a modified matrix with simplified terms and use our own exemplar materials to exemplify each grade. Within the KS3 matrix, students are described as beginning, developing, approaching, secure, developing and mastered. We have then mapped in where expected progress

Cross Curricular Links

Our Street Art project links to the History curriculum and the use of political posters. We link to Biology through study portraiture and anatomy. We link to MFL through the Mexican Art project, using Spanish vocab around Mexican Day of The Dead.

How this prepares students for their next stage of education/employment

We expect students to be able to identify, analyse and synthesise knowledge about artists, cultures and art movements relevant to their topics. Students will be confident using a variety of techniques, materials and processes to create artwork. Students will record their observations accurately through drawing, photography and detailed annotation. Students will produce a meaningful final piece outcome that draws together the threads of their projects. By the end of Year 11, students should be prepared for A-level art courses and be able to work independently to create art projects that reflect the world around them. They will understand their own work in the wider artistic, cultural and political context.

Enrichment Opportunities

Resources/Materials to Support Learning

should be for Year 7, 8 and 9 students. We also make use of rank orders and sampling to ensure consistency between groups.

A01 – Develop ideas through investigations, demonstrating critical understanding of sources.

NC – know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

NC – Evaluate and analyse creative works using the language of art, craft and design

A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

NC – become proficient in drawing, painting, sculpture and other art, craft and design techniques.

A03 – Record ideas, observations and insights relevant to intentions as work progresses.

NC – produce creative work, exploring their ideas and recording their experiences

NC – Evaluate and analyse creative works using the language of art, craft and design

A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

NC – become proficient in drawing, painting, sculpture and other art, craft and design techniques

A range of Artists and cultures are studied ranging from Mexican Day of the Dead to Street Artists such as Banksy.

Students have the opportunity to attend school trips to Galleries in London as well as local galleries such as The Hastings Contemporary.

We make use of our outstanding Artistic context within Hastings to run workshops using Artists from the local community.

Contextual resources; artist websites, galleries, art magazines, Gallery websites, art books. Materials and processes; Computers, Photoshop, printing media, sculptural media, Kiln for firing ceramics, painting media, Textiles including embroidery materials media, fabrics, sewing machines. Recording media and resources; sketchbooks, drawing media, literacy mats, sentence starters. Exemplar materials including final pieces on display. The School site includes a woodland which is used at end year 7 as part of the landscape unit and in Year 9 when looking at Andy Goldsworthy.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Topic: Natural Forms</p>	<p>Topic: Colour/Still Life</p>	<p>Topic: Portraiture</p>	<p>Topic: Identity</p>	<p>Topic: Landscape</p>	
	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Peter Randall-Page. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using the mirroring technique). 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Henry Matisse. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using colour theory, colour mixing and collage). 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will develop research skills through looking at the work of a range of modern and contemporary portrait artists. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using measuring, close observation and the rules of portraiture) 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Grayson Perry. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using mind maps, 3-d design, coiling and glazing techniques). 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will develop research skills through looking at the work of David Hockney and Hastings artist Ben Fenton. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using a range of techniques and processes to create a digital and a hand stitched collage landscape). 	<p>The first 5 projects will be spread over the 6 terms. From past experience, this allows us to cover all topics in sufficient depth and achieve final outcomes.</p>
Year 7	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn how to create a tonal ladder by varying pencil pressure. They will learn how to apply this to their drawings of natural forms in order to make them more realistic. Students will use a variety of drawing techniques to develop their observational skills, making them look in detail at the objects they are drawing; drawing without looking at the page, using the other hand, continuous line, negative space. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will using a variety of drawing media to create observational natural form 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn how to identify different tones and colour values within a still life. Students will learn to observe shadows, mid-tones and highlights within a still life Students will learn to accurately transcribe shapes from initial studies to collage outcomes. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will learn how to mix colours using the double primary colour system. Students will apply colour mixing skills to render shadows, mid-tones and highlights using acrylic paint. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn how to draw each of the facial features using basic shapes and guidelines with progressive examples. Students will learn how to use measuring and guidelines to establish the correct position for the facial features. Students will combine new knowledge to create an accurate portrait outline. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will learn how to observe and mix a range of flesh tones using the double primary colour system. Students will learn how to paint a portrait using 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will create designs for identity pots using observational drawing skills. Students will learn how to identify strong and less strong pot shapes Students will use incising and relief to add well observed detailed elements from their designs to their pots. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will a range of clay tools including kidneys to smooth coils. Students will add relief and incised designs and detail. Students will use glazes to apply a finish to biscuit fired pots before they are re-fired at a higher temperature. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn how to use a range of mark making techniques to record textures in the landscape. Draw landscapes from real life and photos. Take their own landscape photos for use in the studio. Use iPads to create observational landscape drawings. Create a collage landscape from own photos. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will use one point perspective to create the illusion of distance. Use warm and cool colours to add a sense of depth. Use a range of marks and sizes of marks to add texture and depth. Create iPad landscape drawings. 	<p>Key Skills:</p>

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	drawings; Charcoal and chalk, watercolour and wax, Fine line pen and water wash, Graphite stick and eraser.	<ul style="list-style-type: none"> Students will use collage techniques and an understanding of colour theory to create collage still life outcomes. 	shadow, mid-tones and highlights.		<ul style="list-style-type: none"> Create hand stitched collage landscape. 	
	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.	Assessment: Formative live marking every lesson. Progress sheets once per project including self-assessment. Summative assessment of outcome against criteria and exemplar images. Self-evaluation. Peer Assessment.
Year 8	Topic: Street Art	Topic: Mexican Art	Topic: Figure	Topic: Pop Art	Topic: Surrealism	
	Key Knowledge: <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Banksy, Shepherd Fairy and Ben Eine. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using stencils and spray painting). 	Key Knowledge: <ul style="list-style-type: none"> Students will develop research skills through looking at the work of The Linares family and Diego Rivera. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using pinch moulding to create a highly decorated clay skull (Calvera). 	Key Knowledge: <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Anthony Gormley and Alberto Giacometti. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using modelling wire to create figure sculptures). 	Key Knowledge: <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Peter Blake, Claes Oldenburg and Lucy Sparrow Sparrow Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using textiles to create a soft sculpture). 	Key Knowledge: <ul style="list-style-type: none"> Students will develop research skills through looking at the work of Hannah Hoch. Students will learn how to develop a critical understanding of artists work. They will learn to how to develop their own ideas through investigations into artists work (by using collage and acrylic painting). 	The first 5 projects will be spread over the 6 terms. From past experience, this allows us to cover all topics in sufficient depth and achieve final outcomes.

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	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will use the deep thinking challenge to interrogate artworks by street artists and justify opinions. Students will create accurate drawn studies of street art. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will plan and make own stencil designs using typographic rules (serifs, islands, bridges). Students will use watercolour pencils to create blended colour typography. Students will use craft knives to accurately cut out stencil designs. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn to identify and design symbolism in Mexican art. Students will observe the intricate patterns and designs used to create artwork for The Day of the Dead. Students will create their own Calvera designs. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will create a detailed colour Calvera design. Students will use pinch moulding to create a Calvera. Students will use slip and score and incision to add detail. Students will use acrylic paint to add intricate patterns to Calvera once fired. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will learn how to draw the figure from observation using measuring and proportional rules. Create painted studies using monochrome. Use wire modelling to create a figure sculpture with accurate proportions. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will use monochrome painting techniques. Use wire modelling and papier-mâché to make figure sculptures. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will create observationally accurate studies of pop art works. Students will create observational drawing of food packaging. Students will transcribe their designs onto fabric. Students will use applique to stitch details and lettering. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will transfer their designs onto coloured felt. Use back stitching to combine sections of their sculpture. Use applique to add text and detail. Stuff and stitch up soft sculptures. 	<p>Key Skills:</p> <p>Observational Skills (A03):</p> <ul style="list-style-type: none"> Students will create accurate observational studies of surrealist artworks. Students will use compositional skills to create a surreal collage. Students will transcribe and render their collage design as an acrylic painting. <p>Refining Skills (A02):</p> <ul style="list-style-type: none"> Students will transcribe collage designs using tracing paper. Mix their own colours using the double primary colour system. Render tones with shadows, mid-tones and highlights. 	<p>Key Skills:</p>
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Year 9	<p>Topic: Photography (The Everyday)</p>		<p>Topic: Fine Art (Natural Forms)</p>		<p>Topic: Textiles (Portraiture)</p>	

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<p>Key Knowledge:</p> <p>Photography - The Everyday</p> <ul style="list-style-type: none"> 'The everyday' focuses on students using the world around them as a starting point for photography projects. Students are given task sheets that enable them to meet all the assessment objectives and develop the key manual and digital editing skills required. Students are also taught how to research photographers, analyse their work in their own words and apply this knowledge to create their own original photography work. Students create a final piece outcome that concludes their project. 	<p>Key Knowledge:</p> <p>Fine Art - Natural Forms</p> <ul style="list-style-type: none"> Students use natural forms as a starting point to develop a skills based portfolio of work. Students work in a variety of media including drawing, painting, collage, and printmaking. Students are introduced to natural forms artists such as Georgia O'Keefe and are taught how to research the wider Fine Art context. 	<p>Key Knowledge:</p> <p>Art Sculpture (3D design) - The Sea</p> <ul style="list-style-type: none"> In Sculpture, students use the Sea as a starting point to develop a skills-based portfolio of work. Students work in a variety of media including drawing, ceramics, wire modelling, relief collage, and cardboard construction. Students are introduced to sculptors such as Tom Hill and Michelle Reader and are taught how to research the wider sculpture context. 	<p>Key Knowledge:</p> <p>Art Textiles – Portraiture</p> <ul style="list-style-type: none"> In Art Textiles, students will explore a range of Textile techniques and use a variety media including drawing, hand and machine sewing, applique and embroidery. Students respond to the work of Textile artist Alice Kettle and complete a series of Textiles samples and experiments. The final piece outcome is a textile portrait that demonstrates all of the key skills learned. 	<p>The 4 Art projects are spread over the 6 terms. This enables students to study, develop knowledge and skills in more depth for different art endorsements. All students study all four elements described but the order will vary to ensure the availability of resources.</p>	
<p>Key Skills:</p> <p>A01 (Analysis/Research): Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p>A02 (experimenting): Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p>A03 (Observation) Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p>A04 (Refining) Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Key Skills:</p> <p>A01 (Analysis/Research): Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p>A02 (experimenting): Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p>A03 (Observation) Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p>A04 (Refining) Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Key Skills:</p> <p>A01 (Analysis/Research): Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p>A02 (experimenting): Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p>A03 (Observation) Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p>A04 (Refining) Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Key Skills:</p> <p>A01 (Analysis/Research): Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p>A02 (experimenting): Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p>A03 (Observation) Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p>A04 (Refining) Planning and producing a final piece. Concluding and evaluating a project</p>	<p>Key Skills:</p> <p>A01 (Analysis/Research): Researching Artists/designers/Photographers. Presenting research. Analysing work for meaning and technique. Linking studies to own work.</p> <p>A02 (experimenting): Learning new techniques and processes relevant to endorsement, editing photographs using digital and manual techniques</p> <p>A03 (Observation) Drawing techniques, Photography, annotation, mind mapping, planning own responses and outcomes.</p> <p>A04 (Refining) Planning and producing a final piece. Concluding and evaluating a project</p>	

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