

KS3 Curriculum Overview: Fine Art

Year 7

Rationale: In Year 7 we endeavour to develop key art skills & knowledge that will become a foundation for future key stages. The main focus for year 7 is to develop the pupils' knowledge on the key fundamental art aspects- the visual elements. We set out to explore the 7 visual elements specifically in the 1st project to really enforce their importance, looking at key terminologies and definitions of Line, Tone, Colour, Pattern, Shape, Form & Texture. Within the following projects of "Composition No. 8", "Pattern & Print" and "Cultures" pupils will be exposed to unique techniques, processes and materials such as Lino printing, Mono Printing, Clay building, textured outcomes, tessellations & rotations, watercolour painting, composition making etc. Each topic will look at developing one or more of the visual elements. Within the 1st half term pupils will have an in-depth look at key knowledge, terminologies and definitions exploring these through practical tasks to reinforce their learning, before developing their practical skills further within the 2nd half of the term, where they will create a final outcome inspired by skills and knowledge learnt in the first half term.

During the spring and summer terms the Projects, "Pattern & Print" & "Cultures" may be rotated to support teacher specialisms and allow students to gain the best possible experience in the classroom environment.

To reinforce pupils artistic development, we run simultaneously a HL projects that allows pupils to cultivate their knowledge & skills from the current project and develop artist analysis. We incorporate key influences from international artists throughout the projects via the HL projects and key focus lessons.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y7 Autumn 1	<p>Visual Elements Project: Students are to explore the 7 core values of art the "visual elements" to create a clear foundation for future KS3 learning. (line, tone, form, texture, colour, shape & pattern) Pupils are to explore the "visual elements" combining practical skills & knowledge (key words and terminology)</p>	<p>Baseline drawing assessment: tonal studies timed drawing task</p> <p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. (using Towards, Expected & Beyond indicators)</p> <p>HL Project: mark applied in line to class feedback (using Towards,</p>	<p>Visual Elements HL project: pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar</p>	<p><u>Knowledge</u> Visual elements definitions Successful Material/technique use practical and theory key words/terminology How to develop independent outcomes.</p> <p><u>Skills</u> Tonal disposition/blending Watercolour mixing/painting skills Colour theory and application Independent pattern creation building up analytical skills</p>	<p><u>Subject Specific Key words:</u> <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</i></p> <p><u>Key terms based on skills, techniques and processes such as:</u> Blending, toning, geometric, counter change, colour theory, Harmonious, complimentary primary-secondary-tertiary, regular-irregular, dynamic, static,</p> <p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>

		Expected & Beyond indicators)				
Y7 Autumn 2	<p>Composition No.8 Project (abstract painting): building on key knowledge from the visual elements project (Autumn 1) Pupils will develop a project focusing on creating an A2 abstract watercolour patterned outcome inspired by Wassily Kandinsky.</p> <p>Inspired by the 7 visual elements pupils will develop an abstract geometric composition using colour theory and pattern creation to inspire their final outcome. The main focus is to generate an A2 composition to allow pupils to develop their skills from the prior learning from autumn 1. Pupils are to explore abstract patterned geometric composition making combining practical skills & knowledge (key words and terminology)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. (using Towards, Expected & Beyond indicators)</p> <p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>	<p>Composition No 8 HL project: pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Knowledge</u> Visual elements definitions (reinforced) Successful Material/technique use Pattern/composition creation practical and theory key words/terminology How to develop independent outcomes.</p> <p><u>Skills</u> Large scale watercolour/pen outcome Colour tonal disposition/blending Watercolour mixing/painting skills Colour theory and application Independent pattern creation building up analytical skills Pattern application</p>	<p><u>Subject Specific Key words:</u> <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</i></p> <p><u>Key terms based on skills, techniques and processes such as:</u> geometric, dissection, counter change, Harmonious, discord, regular-irregular, dynamic, static, Mark Making</p> <p><u>Guided reading -</u> Structured analysis of artist and their work.- What inspired several circles by Wassily Kandinsky</p> <p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>
Rotation: Y7 Spring 1 Or Y7 Summer 1	<p>Pattern & Prints Project (print): knowledge building- Building on prior knowledge from the previous term Pupils will develop a project focusing on creating an A2 layered lino print outcome. To develop their understanding pupils will undergo a series of tasks to increase their knowledge of creating patterns using geometric shapes within their sketchbooks. By using various tasks & HL pupils are to increase their knowledge by</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet. (using Towards, Expected & Beyond indicators)</p>	<p>Patterns 7 Prints HL project: pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Knowledge</u> Visual elements definitions (reinforced) Successful Material/technique use Pattern/composition creation Mathematical terminology such as rotations, geometric and tessellations introduced practical and theory key words/terminology How to develop independent outcomes.</p> <p><u>Skills</u></p>	<p><u>Subject Specific Key words:</u> <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</i></p> <p><u>Key terms based on skills, techniques and processes such as:</u> geometric, Collagraph, lino print, carving, layering, symmetry, rotation, drop pattern, colour theory, Mark Making</p> <p><u>Guided reading -</u> Structured</p>

	<p>looking into key terms such as tessellation, rotation & printing techniques. Pupils will be expected to also incorporate colour, line, and shapes effectively & coinciding with each other to develop a unique print design.</p> <p>Pupils are to explore how to composite geometric patterns combining practical skills & knowledge (key words and terminology)</p>	<p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>			<p>Large scale layered lino print process</p> <p>Carving & layering lino prints</p> <p>Colour theory and application</p> <p>Tessellating/rotating prints</p> <p>Independent pattern creation</p> <p>building up analytical skills</p> <p>Pattern application</p>	<p>analysis of artist and their work.- Durer's Rhinoceros</p> <p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>
<p>Rotation: Y7 Spring 2 Or Y7 Summer 2</p>	<p>Patterns & Prints Project (Print):</p> <p>Skill building-</p> <p>Building on prior knowledge, especially from the Spring term 1. The main focus is to increase pupil's skills by developing and generating an A2 3 layered lino print composition/outcome. Each pupil is to use their prior knowledge from spring 1 to aid in their final print composition. Each outcome will be uniquely created and developed by the student.</p> <p>Pupils are to explore how to composite geometric print design combining practical skills & knowledge (key words and terminology)</p>					
<p>Rotation: Y7 Spring 1 Or Y7 Summer 1</p>	<p>Cultures project (clay):</p> <p>Knowledge building-</p> <p>Building on prior knowledge from the previous terms (the visual elements)</p> <p>Pupils will develop a project focusing on creating a layered clay outcome inspired by indigenous cultures and artefacts such as masks.</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using</p>	<p>Cultures HL project: pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Knowledge</u></p> <p>Visual elements definitions (reinforced)</p> <p>Successful Material/technique use</p> <p>Understanding mark making, patterns, colour & shape relationships.</p>	<p><u>Subject Specific Key words:</u> <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</i></p> <p><u>Key terms based on skills, techniques and processes such as:</u> geometric, symmetry, artifact,</p>

	<p>To develop their understanding pupils will undergo a series of tasks to increase their knowledge of 3D structure making within their sketchbooks.</p> <p>By using various tasks & HL pupils are to increase their knowledge by looking into key terms such as foreground, background, understanding the relationship between 2D & 3D forms.</p> <p>Pupils will be expected to also incorporate texture, form and shape effectively & coinciding with each other to develop a layered clay outcome.</p> <p>Pupils are to explore how to composite a layered clay outcome design combining practical skills & knowledge (key words and terminology)</p>	<p>formal feedback sheet. (using Towards, Expected & Beyond indicators)</p> <p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>			<p>Comprehending the relationship between 2D forms and 3D forms</p> <p>Explore into various textures and their relationships with each other</p> <p>practical and theory key words/terminology</p> <p>How to develop independent outcomes.</p> <p>To understand how to use key and be inspired by elements from indigenous cultures/artefacts throughout various outcomes.</p> <p><u>Skills</u></p> <p>Releasing 3D intentions form a 2D outcome</p> <p>Carving & layering clay slaps</p> <p>Clay building</p> <p>Glaze/acrylic application</p> <p>textured compositions</p> <p>Independent clay design</p> <p>building up analytical skills</p>	<p>cultural symbolism, heritage, metaphor, regular-irregular, Mark Making</p> <p><u>Guided reading</u> - Structured analysis of artist and their work.-</p> <p><u>Analytical and evaluative language</u>- used during HL linked to contextual sources.</p>
<p>Rotation: Y7 Spring 1 Or Y7 Summer 1</p>	<p>Cultures Project (clay): Skill building-</p> <p>Building on prior knowledge, especially from the Summer term 1.</p> <p>The main focus is to increase pupil's skills by developing and generating a variety of layered clay outcomes. Each pupil is to use their prior knowledge from summer 1 to aid in their final clay outcome.</p> <p>Each outcome will be uniquely created and developed by the student.</p> <p>Pupils are to explore how to create a layered clay outcome combining practical skills & knowledge (key words and terminology)</p>					

Year 8

Rationale: In Year 8 we endeavour to build on and develop further the key skills & knowledge learnt during year 7. The main focus for year 8 is to keep develop the pupils' knowledge of the visual elements, exposing pupils in more detail to how the visual elements are incorporated into art, and prepping their understanding ready for KS4 & 5 Fine Art (as well as other linked subjects). each project during year 8 will be split into two focuses, the 1st half term will be exploring the key knowledge to aid in creating a specific outcome. The 2nd half term will be based around exploring key skills to aid in the development of the specific outcome.

Within the 1st project we aim to enhance the pupils understanding into more complex artistic practices such a portraiture inspired by personal viewpoints and metaphors. We incorporate key influences from international artist such as Frida Kahlo to run throughout this project. Within the following projects of "Numbers & letters" and "Human Figure" pupils will be exposed to unique techniques, processes and materials such as layered acrylic paintings, collage, 3D construction, texture creations, ink studies & Charcoal Studies. Each topic will look at developing one or more of the visual elements. Within half term 1 pupils will have an in-depth look at key knowledge, terminologies and definitions exploring these through practical tasks to reinforce their learning, before developing their practical skills further within the 2nd half of the term, where they will create a final outcome inspired by skills and knowledge learnt in the first half term.

During the spring and summer terms the Projects, "Numbers & Letters" & "Human Figure" may be rotated to support teacher specialisms and allow students to gain the best possible experience in the classroom environment.

To reinforce pupils artistic development, we run simultaneously a HL projects that allows pupils to cultivate their knowledge & skills from the current project and develop artist analysis. We incorporate key influences from international artists throughout the projects via the HL projects and key focus lessons.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Literacy
Y8 Autumn 1	<p>Imaginative Portrait Project (portraiture): Knowledge building- Building on prior knowledge from year 7 (visual elements) Pupils will develop a project focusing on creating an A2 oil pastel outcome inspired by Frida Kahlo.</p> <p>To develop their understanding pupils will undergo a series of tasks to increase their knowledge of portraiture drawing, metaphors and narrative writing within their sketchbooks.</p> <p>By using various tasks & HL pupils are to increase their knowledge by looking into key terms such as proportions of the face, colour theory, oil pastel blending, foreground, midground background, narrative writing and metaphor understanding.</p> <p>Pupils will be expected to also incorporate shape, colour, form and tone effectively & coinciding with each other to develop an oil pastel portraiture outcome.</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet.</p> <p>(using Towards, Expected & Beyond indicators)</p> <p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>	<p>Imaginative Portrait HL project: pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla</p>	<p><u>Knowledge</u> Visual elements definitions (reinforced) Successful Material/technique use Proportional tonal Portrait studies Oil pastel blending Understanding foreground, midground and background. Comprehending the definitions of narrative and metaphors Explore into various objects and their relationships with each other practical and theory key words/terminology How to develop independent outcomes.</p> <p><u>Skills</u> Large scale oil pastel outcome compositional planning Collaging Oil pastel blending Colour theory and application</p>	<p><u>Subject Specific Key words:</u> LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</p> <p><u>Key terms based on skills, techniques and processes such as:</u> Proportions, dimensions facial features, tonal ranges (form), blending, narrative, foreground, midground, background, metaphors, Mark Making</p> <p><u>Guided reading -</u> Structured analysis of artist and their work.- What can we see in "the love embrace of the Universe, the earth (Mexico), Diego, me and senor xolotl"</p> <p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>

	<p>Pupils are to explore how to composite a narrated portrait outcome design combining practical skills & knowledge (key words and terminology)</p>				Tonal object studies building up analytical skills	
Y8 Autumn 2	<p>Imaginative Portrait Project (portraiture): Skill building-</p> <p>Building on prior knowledge, especially from the Autumn term 1.</p> <p>The main focus is to increase pupil's skills by developing and generating an a2 Narrated oil pastel outcome. Each pupil is to use their prior knowledge from Autumn 1 to aid in their final oil pastel outcome.</p> <p>Each outcome will be uniquely created and developed by the student.</p> <p>Pupils are to explore how to create a narrated oil pastel outcome combining practical skills & knowledge (key words and terminology)</p>					
Rotation: Y8 Spring 1 Or Y8 Summer 1	<p>Numbers & Letters Project (painting/3D Structures): Knowledge building-</p> <p>Building on prior knowledge from year 7 (visual elements)</p> <p>Pupils will develop a project focusing on creating a layered painted outcome inspired by Cecil Touchon which will then develop into a 3-Dimensional card structure.</p> <p>To develop their understanding pupils will undergo a series of tasks to increase their knowledge of collaging, colour theory, 3D construction & acrylic painting methods within their sketchbooks.</p>	<p>Ongoing assessment of class learning based tasks/skills:</p> <p>Pupils are to create a body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet.</p> <p>(using Towards, Expected & Beyond indicators)</p>	<p>Numbers & letters HL project:</p> <p>pupils will create work based on artist research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Full schemes of learning with associated resources on Staff Resources.</p> <p>Including PowerPoints worksheets & exempla</p>	<p>Knowledge</p> <p>Visual elements definitions (reinforced)</p> <p>Successful Material/technique use</p> <p>Pattern/composition creation</p> <p>Collage application</p> <p>Layered paint application</p> <p>practical and theory key words/terminology</p> <p>How to develop independent outcomes.</p> <p>relationship between 2D forms and 3D forms</p> <p>Explore into various materials and their relationships with each other</p>	<p>Subject Specific Key words: <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition, Contextual, unique, refinement</i></p> <p>Key terms based on skills, techniques and processes such as:</p> <p>Proportions, tone-tint-shade, collage, construction, supports, builder/planner, building</p> <p>Guided reading - Structured analysis of artist and their work.- Bob & Roberta smith</p>

	<p>By using various tasks & HL pupils are to increase their knowledge by looking into key terms such as layering, colour theory, collage arrangements, proportions, structural drawings, direct observational studies, tonal blending, and texture creating, acrylic painting techniques and application.</p> <p>Pupils will be expected to also incorporate shape, colour, pattern and tone effectively & coinciding with each other to develop a layered abstract painted outcome</p> <p>Pupils are to explore how to composite a layered abstract painted outcome design combining practical skills & knowledge (key words and terminology)</p>	<p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>			<p><u>Skills</u></p> <p>Large scale acrylic paint outcome Colour tonal disposition/blending Acrylic tonal mixing/painting skills Colour theory and application Independent pattern creation building up analytical skills Pattern application Releasing 3D intentions form a 2D outcome Cutting & layering card Structural techniques 3D texture application colour application Independent insect design building up analytical skills</p>	<p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>
<p>Rotation: Y8 Spring 2 Or Y8 Summer 2</p>	<p>Number & Letters Project (painting/3D Structures): Skill building- Building on prior knowledge, especially from the Spring term 1. The main focus is to increase pupil's skills by developing and generating a layered 3D outcome. Each pupil is to use their prior knowledge from spring 1 to aid in their final outcome. Each outcome will be uniquely created and developed by the student.</p> <p>Pupils are to explore how to create a layered painted outcome combining practical skills & knowledge (key words and terminology)</p>					
<p>Rotation: Y8 Spring 1 Or Y8 Summer 1</p>	<p>Human Figure (3D) Knowledge building- Building on prior knowledge from year 7 (visual elements)</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a</p>	<p>Human Figure HL project: pupils will create work based on artist</p>	<p>Full schemes of learning with associated resources on Staff Resources.</p>	<p><u>Knowledge</u> Visual elements definitions (reinforced)</p>	<p><u>Subject Specific Key words:</u> <i>LINE, TONE, SHAPE, COLOUR, PATTERN, SHAPE, FORM, TEXTURE, Composition,</i></p>

	<p>Pupils will develop a project focusing on creating an 3Dimensional human figure outcome</p> <p>To develop their understanding pupils will undergo a series of tasks to increase their knowledge of first hand observational studies & 3D drawing techniques within their sketchbooks.</p> <p>By using various tasks & HL pupils are to increase their knowledge by looking into key terms such as proportions, structural drawings, direct observational studies, tonal blending, and texture creating. Pupils will be expected to also incorporate shape, colour, form and tone effectively & coinciding with each other to develop a 3Dimensional human form outcome.</p> <p>Pupils are to explore how to composite a 3D human form combining practical skills & knowledge (key words and terminology)</p>	<p>body of work with feedback given (and recorded via dept post it) work to be assessed at the end of the half term using formal feedback sheet.</p> <p>(using Towards, Expected & Beyond indicators)</p> <p>HL Project: mark applied in line to class feedback (using Towards, Expected & Beyond indicators)</p>	<p>research and analysis, this project is to be set over 2 weeks to coincide with the project</p>	<p>Including PowerPoints worksheets & exempla</p>	<p>Successful Material/technique use</p> <p>Primary observational Tonal studies</p> <p>Comprehending the relationship between 2D forms and 3D forms</p> <p>How to you and manipulate clay</p> <p>Explore into various materials and their relationships with each other</p> <p>practical and theory key words/terminology</p> <p>How to develop independent outcomes.</p> <p><u>Skills</u></p> <p>Releasing 3D intentions form a 2D outcome</p> <p>Construction/Structural techniques</p> <p>3D texture application</p> <p>colour application</p> <p>Independent static or dynamic design</p> <p>building up analytical skills</p>	<p>Contextual, unique, refinement</p> <p><u>Key terms based on skills, techniques and processes such as:</u></p> <p>Proportions, dimensions human features, tonal ranges (form), blending, construction, layers. Static -Dynamic, pose</p> <p><u>Guided reading -</u> Structured analysis of artist and their work.- Antony Gormley</p> <p><u>Analytical and evaluative language-</u> used during HL linked to contextual sources.</p>
<p>Rotation: Y8 Spring 1 Or Y8 Summer 1</p>	<p>Human Figure (3D)</p> <p>Skill building-</p> <p>Building on prior knowledge. The main focus is to increase pupil's skills by developing and generating a 3Dimensional human figure outcome. Each pupil is to use their prior knowledge from summer 1 to aid in their final 3D outcome.</p> <p>Each outcome will be uniquely created and developed by the student.</p> <p>Pupils are to explore how to create a 3Dimensional outcome combining practical skills & knowledge (key words and terminology)</p>					

