



NESTON HIGH SCHOOL

KS3 Curriculum

The KS3 curriculum at Neston covers National Curriculum requirements, key curriculum pillars and knowledge and understanding and skills associated with the formal elements of Art, in a curriculum designed to support progression.

Art and Design Pillars	Theoretical	Disciplinary	Skills
Formal Elements	Year 7	Year 8	Year 9
Line	What is Line?	What are weights of line?	Exploring Line and the language of line (3D/S cultural)
	Continuous Line	Experimenting with weights of line	Using Line to develop 3D Forms on a 2D surface (perspective)
	Outline		
	Sketching in line		
	Analyse continuous line and outline in the work of artist Deb Weir and use to inform designs	Analyse weights of line through research into mythical beasts. Use evidence to inform designs	Analyse artists use of line to convey mechanical detail and movement.
Tone	What is Tone?	How is mark-making used to create tone?	What is positive and negative space?
	Shading Techniques	Layering Tone	3D Shading (Shadows and Highlights)
	Monochromatic	Mark Making	
	Tone (Monotone and Colour)		
	Analysing artists use of tone to inform student artwork	Analysing artists use of tone to inform student artwork	Analysing still life works of art to inform groups still life compositions
Texture	What is Texture?	What is the language of texture?	Analysing contrasting textures in your own work and discuss
	Texture and Mark making	Markmaking and texture in 3D and 2D forms and Materials	Explore texture through Paper manipulation
			Using techniques (stippling, rubbing, layering) representing textures in pencil and mixed media.
	Texture in Printmaking		
	Analysing artists/cultural references use of texture to inform student artwork	Analyse texture through cadavre exquis research and use to inform designs	Steampunk genre informs texture exploration
Colour	Secondary	Shades / Tones / Tints	Symbolism of colour
	Complementary	Opacity	Mood
	Harmonious	Transparency	Atmosphere
	Warm / Cool		Evocative Colour
	Analysing colour in the work of various portraits artists to inform ideas.	Analysing the work of contemporary artists use of colour to inform ideas.	Analyse steampunk themed art, looking at colour to inform designs
Pattern	Mixing in colour	Colour mixing (Glazing)	Apply Steampunk inspired colour palettes using appropriate media
	What is Pattern?	Creating patterns with objects	Rhythm and Movement
	Symmetry	Random / Organised	
	Repetition	Brick / Half Brick	
	Motif		
Form	Looking at pattern in medieval Mali masks to inform ideas		Developing pattern using 3D materials
	Developing types of pattern into a mask design and outcome	Analysing artists use of pattern to inform student artwork	Analysing artists use of rhythmic pattern in 2D and 3D work
	What is Form?	Evaluating form and the language of form?	Analysing and evaluating and discuss own responses to form using appropriate subject specific language
	Recording form in portraits	Realising 2D designs into 3D forms	Recording accurately 3D forms through still life observation
		Exploring different viewpoints	
PROJECTS	Looking at form in Medieval Mali masks and its cultural background	Analysing form through the work of various artists e.g. James De Rosso	Analysing artists use of form to inform student artwork
	Create 3D gallery informed by research into the history and cultural origins of portraits		
	2 Projects	2 Projects	2 Project
	Identity- drawing and painting	Mythical Monsters- Drawing / 3D Sculptures	Carousel Project- Painting / Drawing 3D
	Mali Masks - Relief print making	Animals - Painting and Drawing	Icons - mixed media