

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 **"Nature Morte"**, **"Pattern & Print"** and **"Cultures"** pupils will be exposed to unique techniques, processes and materials such as still life observational drawing, 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 in a rotation basis with half the year group completing one project, whilst the other year group complete the other and switch. This is due to focus on 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 project that allows pupils to cultivate their knowledge & skills from the current project, as well as developing key skills such as 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	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)	Baseline drawing assessment: tonal studies timed drawing task Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale depending) this links to the way KS4 & 5 projects are marked. For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.	Visual Elements HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and skills of the project. This is set once within each half term.	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exemplar	<u>Knowledge</u> Visual elements definitions Successful Material/technique use practical and theory key words/terminology How to develop independent outcomes. <u>Skills</u> Tonal disposition/blending Watercolour mixing/painting skills Colour theory and application Independent pattern creation building up analytical skills	Key terms based on skills, techniques and processes and their meanings. Guided reading_(Structured analysis of artist and their work.) Analytical and evaluative language.

		HL Project: mark with feedback checklist once complete				
Y7 Autumn 2	<p>Nature Morte Project (Still life): building on key knowledge from the visual elements project (Autumn 1) Pupils will develop a project focusing on creating an A3 mixed media still life outcome.</p> <p>Inspired by the 7 visual elements pupils will develop a still life composition using various of the elements to apply to the objects such as colour theory, Tone and patterns. The main focus is to generate an A3 composition to allow pupils to develop their skills from the prior learning from autumn 1. Pupils are to explore 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 and are to be assessed approx. every 2 tasks (time scale depending) this links to the way KS4 & 5 projects are marked.</p> <p>For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.</p> <p>HL Project: mark with feedback checklist once complete</p>	<p>Nature Morte HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and skills of the project. This is set once within each half term.</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>Rotation: Y7 Spring 1 Or Y7 Summer 1</p>	<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.</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale depending) this links to the way KS4 & 5 projects are marked.</p> <p>For each marking point mark from 1-3</p>	<p>Patterns & Prints HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and skills of the project. This is set once within each half term.</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>Key terms based on skills, techniques and processes and their meanings.</p> <p>Guided reading_(Structured analysis of artist and their work.)</p> <p>Analytical and evaluative language.</p>

	<p>By using various tasks & HL pupils are to increase their knowledge by 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. Pupils are to explore how to composite geometric patterns combining practical skills & knowledge (key words and terminology)</p>	<p>(in line with school policies) will be entered indicating ability per task.</p> <p>HL Project: mark with feedback checklist once complete</p>			<p><u>Skills</u> Large scale layered lino print process Carving & layering lino prints Colour theory and application Tessellating/rotating prints Independent pattern creation building up analytical skills Pattern application</p>	
<p>Rotation: Y7 Spring 2 Or Y7 Summer 2</p>	<p>Patterns & Prints Project (Print): 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 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): Knowledge building- Building on prior knowledge from the previous terms (the visual elements) Pupils will develop a project focusing on creating a layered clay outcome inspired by indigenous cultures such as north American.</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale)</p>	<p>Cultures HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and</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 Understanding mark making, patterns, colour & shape relationships.</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Guided reading_(Structured analysis of artist and their work.)</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, midground 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>depending) this links to the way KS4 & 5 projects are marked.</p> <p>For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.</p> <p>HL Project: mark with feedback checklist once complete</p>	<p>skills of the project. This is set once within each half term.</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><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>Analytical and evaluative language.</p>
<p>Rotation: Y7 Spring 1 Or Y7 Summer 1</p>	<p>Cultures Project (clay):</p> <p>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, **"Imaginative Portraits"**, 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 **"Insects, Bugs & Aquatic forms"** and **"Numbers & Letters"** 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, **"Insects, Bugs & Aquatic forms"** and **"Numbers & Letters"** may be in a rotation basis with half the year group completing one project, whilst the other year group complete the other and switch. This is due to focus on 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 project that allows pupils to cultivate their knowledge & skills from the current project, as well as developing key skills such as 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	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. 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. 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. Pupils will be expected to also incorporate shape, colour, form and tone effectively & coinciding	Baseline drawing assessment: tonal studies timed drawing task Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale depending) this links to the way KS4 & 5 projects are marked. For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.	Imaginative Portrait HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and skills of the project. This is set once within each half term.	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla	<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. <u>Skills</u> Large scale oil pastel outcome compositional planning Collaging Oil pastel blending	Key terms based on skills, techniques and processes and their meanings. Guided reading_(Structured analysis of artist and their work.) Analytical and evaluative language. Identifying language terms such a narrative & metaphors linked to artist.

	with each other to develop an oil pastel portraiture outcome. Pupils are to explore how to composite a narrated portrait outcome design combining practical skills & knowledge (key words and terminology)	HL Project: mark with feedback checklist once complete			Colour theory and application Tonal object studies building up analytical skills	
Y8 Autumn 2	Imaginative Portrait Project (portraiture): Skill building- Building on prior knowledge, especially from the Autumn term 1. 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. Each outcome will be uniquely created and developed by the student. Pupils are to explore how to create a narrated oil pastel outcome combining practical skills & knowledge (key words and terminology)					
Rotation: Y8 Spring 1 Or Y8 Summer 1	Numbers & Letters Project (painting): Knowledge building- Building on prior knowledge from year 7 (visual elements) Pupils will develop a project focusing on creating a series of collage & layered painted outcomes inspired by Cecil Touchon. To develop their understanding pupils will undergo a series of tasks to increase their knowledge of collaging, colour theory & acrylic painting methods within their sketchbooks. By using various tasks & HL pupils are to increase their knowledge by	Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale depending) this links to the way KS4 & 5 projects are marked. For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.	Numbers & letters HL : pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is completed via research & analysis, knowledge and skills of the project. This is set once within each half term.	Full schemes of learning with associated resources on Staff Resources. Including PowerPoints worksheets & exempla	Knowledge Visual elements definitions (reinforced) Successful Material/technique use Pattern/composition creation Collage application Layered paint application practical and theory key words/terminology How to develop independent outcomes. relationship light, tone & shadows within 2D forms Explore into various materials and their relationships with each other	Key terms based on skills, techniques and processes and their meanings. Guided reading_(Structured analysis of artist and their work.) Analytical and evaluative language.

	<p>looking into key terms such as layering, colour theory, collage arrangements, proportions, structural drawings, studies, tonal blending, acrylic painting techniques and application. 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>	HL Project: mark with feedback checklist once complete			<p><u>Skills</u></p> <p>Large scale acrylic paint outcome</p> <p>Colour tonal disposition/blending</p> <p>Acrylic tonal mixing/painting skills</p> <p>Colour theory and application</p> <p>Independent pattern creation building up analytical skills</p> <p>Pattern application colour application</p> <p>Independent design building up analytical skills</p>	
<p>Rotation: Y8 Spring 2 Or Y8 Summer 2</p>	<p>Number & Letters Project (painting):</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 a layered painted 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>Insects, Bugs & Aquatic Lifeforms (Sculpture)</p> <p>Knowledge building-</p> <p>Building on prior knowledge from year 7 (visual elements) Pupils will develop a project focusing on creating an 3Dimensional insect/aquatic lifeform sculpture outcome</p>	<p>Ongoing assessment of class learning based tasks/skills: Pupils are to create a body of work and are to be assessed approx. every 2 tasks (time scale depending) this links</p>	<p>Insects, Bugs 7</p> <p>Aquatic Lifeforms HL: pupils will complete a structured research task(s) to build vital skills to enhance their contextual understanding of the theme. This is</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>Primary observational Tonal studies</p>	<p>Key terms based on skills, techniques and processes and their meanings.</p> <p>Guided reading_(Structured analysis of artist and their work.)</p>

	<p>To develop their understanding pupils will undergo a series of tasks to increase their knowledge of first hand observational studies & proportional drawing techniques within their sketchbooks. By using various tasks & HL pupils are to increase their knowledge by looking into key terms such as proportions, structural drawings, 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 insect/aquatic lifeform sculpture outcome. Pupils are to explore how to composite a 3D insect/aquatic lifeform inspired design combining practical skills & knowledge (key words and terminology)</p>	<p>to the way KS4 & 5 projects are marked.</p> <p>For each marking point mark from 1-3 (in line with school policies) will be entered indicating ability per task.</p> <p>HL Project: mark with feedback checklist once complete</p>	<p>completed via research & analysis, knowledge and skills of the project. This is set once within each half term.</p>		<p>Comprehending the relationship between 2D forms and 3D forms How manipulate cardboard Explore into various materials and their relationships with each other practical and theory key words/terminology How to develop independent outcomes.</p> <p><u>Skills</u> Releasing 3D intentions form a 2D outcome Structural techniques 3D texture application colour application Independent human figure design building up analytical skills</p>	<p>Analytical and evaluative language.</p>
<p>Rotation: Y8 Spring 1 Or Y8 Summer 1</p>	<p>Insects, Bugs & Aquatic Lifeforms (Sculpture) Skill building- Building on prior knowledge, especially from the Summer term 1 (and prior learning in year 7) The main focus is to increase pupil's skills by developing and generating a 3D insect/aquatic lifeform outcome. Each pupil is to use their prior knowledge from summer 1 to aid in their final 3D outcome. 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>					

