

## KS3 ART Curriculum Narrative

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. Pupils will be taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

This curriculum of learning has been designed to build upon the experiences encountered at Key Stage 2 at and the [curriculum](#) taught at Primary school.

## KS3 ART Curriculum Map

	Autumn	Spring	Summer
<b>Year 7</b>	<p>Health &amp; Safety classroom rules.</p> <p>Knowledge of different media, using Art related terminology.</p> <p>Material tests, technique and mark making.</p> <p>Learning key terms and putting them into practice through the sketchbook introductory page. (Scale, space, proportion, composition, mixed media...)</p> <p>Development of research skills looking at the work of artists.</p> <p>Emphasis on presentation techniques.</p>	<p>Development of basic drawing skills and relating this to drawing three dimensionally.</p> <p>Showing understanding of skills learnt.</p> <p>Basic theory of clay and simple construction methods (pinch pot).</p> <p>Evaluation skills.</p> <p>Colour mixing and painting techniques.</p> <p>Learning traditional aboriginal techniques (painting).</p> <p>Understanding Aboriginal culture and presenting information. Emphasis on presentation skills.</p>	<p>Developing design skills through considering composition and cultural imagery.</p> <p>Colour theory and applying this to clay slab work.</p> <p>Clay theory and construction techniques (slab work/relief work).</p> <p>Being able to compare and contrast when talking and writing about the work of others through writing an evaluation.</p> <p>Using traditional colours of the Aboriginals to paint the clay work.</p>

<p><b>Year 8</b></p>	<p>Building on use of pencil techniques through observational work.</p> <p>Mono printing skills.</p> <p>Looking at the work of Mark Hearld.</p> <p>Continued development of mixed media work, techniques and materials.</p> <p>Advanced evaluation skills.</p> <p>Develop a critical understanding of an artist's work.</p>	<p>Analysing and using the language of art, craft and design. Expanded terminology usage.</p> <p>Enlarged drawing, working on a different scale. Developing drawing techniques showing links to the understanding of artists.</p> <p>Advanced evaluation skills, developing terminology.</p> <p>Learning about different artistic styles. In particular graphic art.</p>	<p>Design skills.</p> <p>Watercolour and pencil crayon skills.</p> <p>Paired work.</p> <p>Further 3D experiences and techniques using card modelling.</p> <p>Advanced evaluation skills.</p> <p>Gridded enlarged drawing.</p>
<p><b>Year 9</b></p>	<p>Surrealism</p> <p>Introduction into assessment objectives. Expectations for GCSE.</p> <p>Artist study 1</p> <p>Implementing further understanding of AO1.</p>	<p>Artist study 2</p> <p>Building on previous artist study skills.</p> <p>Ipad work - surreal eyes. Looking at surrealism. Creative editing skills using apps and filters.</p> <p>Observational drawing. Continued development of pencil techniques from previous years.</p>	<p>Planning and development leading to a final piece of artwork.</p> <p>Developing independent thinking.</p> <p>Reflection and evaluation.</p>

## KS4 ART Curriculum Map

We follow the AQA GCSE specification in Art, Craft and Design. This fully prepares students for A-Level study through the development of skills first nurtured at KS3. During the first year of study, students are shown, and given the opportunity to use a wide range of media and techniques they may not have had the opportunity to use at Key Stage 3. All Art students are encouraged to take risks within their work and try new things to broaden their thinking and creativity and supported to produce different, more creative and innovative art. Students are constantly challenged to learn new techniques and develop their understanding of art, artists, art movements and subject matter. Students will complete two projects and an externally set assignment over the course of the two years. All skills and techniques learnt in the first year are then developed further in the second. Component One is completed before the externally set assignment, Component Two (40% exam) to start in January. Component Two consists of an externally set exam paper, with a choice of themes that the student then selects one to respond to. Throughout the two years, students are assessed on their ability to investigate sources, show understanding of context whilst developing a wide range of ideas, skills and techniques, using a variety of media in order to create their own personal response and develop their own artistic style.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Culture Project</b></li> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Artist Study 1</li> <li><input type="checkbox"/> Artist Study 2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pencil Portrait –large scale</li> <li><input type="checkbox"/> Black and white abstract photography</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Response to photography</li> <li><input type="checkbox"/> Pattern work based on culture</li>   <li><input type="checkbox"/> Mock exam – eye</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Painting portrait skills</li> <li><input type="checkbox"/> Planning development of ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Final piece</li> <li><input type="checkbox"/> Evaluation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Twists and Turns</b></li> <li><input type="checkbox"/> Artist study</li> <li><input type="checkbox"/> Charcoal work</li> </ul>

<b>Year 11</b>	<input type="checkbox"/> Ink work <input type="checkbox"/> Design sheets for 3D work.	<input type="checkbox"/> Clay work - coil pot <input type="checkbox"/> Evaluation <input type="checkbox"/> Finalising coursework	<input type="checkbox"/> <b>Unit 2 preparation</b> <input type="checkbox"/> Sketchbook: <input type="checkbox"/> Cover Assessment objectives	<input type="checkbox"/> <b>Continue with Unit 2 preparation</b>	<input type="checkbox"/> <b>10 hour exam during this term</b> <input type="checkbox"/> Evaluation of final piece	
----------------	--	--	---	--	---	--