

Key Stage 3 Curriculum - Year 7

ART Year 7

Aims for the Year

The aim for the year 7 scheme of learning is to develop and apply the formal elements of art in a range of learning scenarios, ensuring students have sound theoretical knowledge and the ability to apply this in a range of practical situations.

Modules/Units to be Covered

	Key Learning covered this term:	Assessment will be:	Revision & resources	Further Reading	How parents could support students
Autumn 1	<p><u>Colour theory</u> Students will explore colour mixing and application, range of tone and how this affects form and shape</p>	<p>Students undertake a baseline assessment which aims to identify areas of strength and development. In addition, students will be assessed on: their application of materials such as the use of tone and paint, accuracy of shape through the use of line and measurement, creating 3D shape and form through the use of tone.</p>	<p>Students may benefit from independent research into colour theory, looking at types and groups of colours. In addition, students should prepare their art equipment such as a pencil, sharpener, rubber and ruler</p>	<p>https://www.colormatters.com/color-and-design/basic-color-theory https://www.studentartguide.com/articles/color-theory-lessons</p>	<p>Experimentation with colour and different materials will develop students confidence and understanding of basic colour theory. Looking at the artist Andy Goldsworthy and his use of natural materials to explore colour is a free, family-friendly activity.</p>
Autumn 2	<p><u>Cultural pattern</u> Extending the use of colour theory and the formal elements of Art. Students will explore links between Maths and art through the use of pattern and tessellation</p>	<p>Students will be assessed on their use of shape and form as well as their application of materials, and understanding of art from different cultures. The final outcome for the project will form students final assessment for the</p>	<p>Students can prepare for the project through the exploration of their own cultural patterns such as the use of motifs, fabrics and national costume that represents their own heritage.</p>	<p>https://www.pinterest.co.uk/vanessavr73/patterns-in-different-cultures/?lp=true</p>	<p><u>Suggested activities:</u> Exploring your family heritage and the traditional clothing and patterns used will give students a sense of understanding and also develop their confidence</p>

		project.			in sharing this in class activities
Spring 1	<u>3D portraits</u> Exploring portrait drawing and the application of tone creating form and shape. Students will look at a range of sculptures and artists to develop a 3D clay portrait	Students will be assessed on their ability to plan and design an outcome in relation to the work of artists. Assessment will also be based on students' knowledge and working with 3D materials to create a final outcome	Students can start the project by researching one of the following artists Elizabeth Frink, Pamela Day or Messerschmidt. Alternatively, students can challenge themselves to find their own sculptural artist to further develop their ideas. It is always helpful for students to have a good understanding of different materials, therefore, students can research different clay methods and techniques in preparation for their final outcome.	http://www.elisabethfrink-state.com/ http://www.tate.org.uk/art/artists/dame-elisabeth-frink-1124 http://www.pameladaystudio.com/ http://www.neuegalerie.org/exhibitions/messerschmidt https://kinderart.com/art-lessons/sculpture/about-clay/	<u>Suggested activities:</u> Visiting galleries and exhibitions such as the National portrait gallery will expose students to a wide variety of styles and influences. Admission to the general gallery is free.
Spring 2					
Summer 1	<u>Cells</u> Students will explore the visual elements of cells through mixed media approaches such as textiles, paint and drawing, whilst developing links with STEM subjects. This will enable students to build on their learning from year 7 applying knowledge of shape, colour, pattern and tone.	Students will be assessed on their use of a range of materials, including textile application, understanding of terminology and the use of the design process to create a final outcome.	Students will undertake a unit in their Science work based on cells. Reviewing their work and understanding of scientific terminology will enable them to further develop these areas through visual formats and enable them to build on prior knowledge.	https://www.sciencemuseum.org.uk/ https://www.bbc.com/education/guides/z9hyvcw/revision/2 https://www.klariart.com/ http://www.kathryngarnier.co.uk/	<u>Suggested activities:</u> Visits to the science museum or the natural history museum will support students understanding of cells from different species whilst developing the connections to STEM subjects. Both of these museums are free to view their permanent displays
Summer 2					

Students will regularly complete "Directed Reflection & Improvement Time" (DIRT) within modules of work



ART Year 8

Aims for the Year

The aims for the year 8 scheme of learning is to explore a wider range of critical and contextual artists, building on their knowledge of the formal elements and developing critical understanding of art and art history

Modules/Units to be Covered

	Key Learning covered this term:	Assessment will be:	Revision & resources	Further Reading	How parents could support students
Autumn 1	<u>Local environment</u> Students will explore the use of pattern and colour through the work of Hundertwasser. This will form the basis of a collaborative piece of work that explores the positive and visual aspects of the student's surroundings	Students will be assessed on the key elements of Hundertwasser's work and their contribution to a collaborative final outcome	Students can explore the key elements of Hundertwasser's work and the connections between his work and Gustav Klimt, in order to make connections between different artists and artwork	http://hundertwasser.com/	Simply walking with students in their local surroundings and documenting shapes and patterns that they can find will enable students to create links through Hundertwasser's work and their own environment
Autumn 2					
Spring 1	<u>Pop and abstract art</u> Students are exploring the two art movements to develop practical technique and processes. This will result in the development of analytical thought and the development of a painted outcome that visually explores both art movements	Students will be assessed on their use of different media and the development of their own ideas in relation to the chosen artists. Students will also be assessed on their final outcome	Students will benefit from exploring the different art styles and associated artists to develop their understanding of art history	http://www.tate.org.uk/art/art-terms/p/pop-art http://www.tate.org.uk/art/art-terms/a/abstract-art https://www.warhol.org/andy-warhols-life/ http://www.wassilykandins	Encouraging students to practice observational drawing of objects such as drinks cans will develop their depth perception and use of shape – both of which will be used to develop work related to Pop art.
Spring 2					

				ky.net/	
Summer 1	<u>Giacometti</u>	Students will be assessed on their understanding and use of 3D elements. Students will work in a range of 3D media and the final assessment will be based on their final outcome	Students are encouraged to explore a range of 3D art and can extend their learning through the use of modelling clay, mod roc and paper craft	https://www.fondation-giacometti.fr/en	Students can visit the Henri Moore foundation and interact with his work, the gardens and studio are open between March and October. Based in Much Haddam
Summer 2	Through the exploration of both Henri Moore and Giacometti students will develop an understanding of sculptural styles and purpose. Resulting in the use of armature, mod roc and clay to build develop a 3D sculpture			https://www.henry-moore.org/	https://www.henry-moore.org/visit/henry-moore-studios-gardens

Students will regularly complete "Directed Reflection & Improvement Time" (DIRT) within modules of work



ART Year 9

Aims for the Year

The aims for the year 9 scheme of learning is to advance and build on students skill and knowledge, this will enable students to develop their own artistic identity and prepare students for advancement on the GCSE course

Modules/Units to be Covered

	Key Learning covered this term:	Assessment will be:	Revision & resources	Further Reading	How parents could support students
Autumn 1	<p><u>Sweet treats</u> Will focus on developing form and shape through observational drawing and painting, developing on the student's knowledge of advanced skills and mediums</p>	<p>Students will be assessed on their ability to mix and layer paints to develop form and shape in work.</p>	<p>Students should refer to work from years 7 and 8 specifically looking at the development of colour theory.</p>	<p>http://www.tate.org.uk/art/art-terms/s/still-life http://joelpenkman.com/ http://www.creativeblog.com/art/painting-techniques-artists-31619638</p>	<p>Encouraging students to research and explore a range of still life artists such as Nigel Humphries, Amanda Deadman, Wayne Thiebaud, Anne Abgott, Kate Brinkworth, Sarah Sartain or Burton Morris will enable students to understand a wide variety of techniques and styles.</p>
Autumn 2					
Spring 1	<p><u>Portraits</u> Students will develop and use a range of drawing and painting techniques to develop and explore portrait drawing by looking at the work of artists such as Saville, Nielly and Boakye. The aim of this unit is to introduce students to the assessment and working styles of the GCSE course</p>	<p>Students will be assessed on their use of drawing technique and use of materials to develop a final portrait</p>	<p>Students will benefit from practicing drawing using the 'grid method'. There are a range of excellent resources on youtube and the internet</p>	<p>https://liannewilliams.com/blog/the-grid-method-a-beginners-guide-to-using-the-grid-method-for-drawing https://www.npg.org.uk/visit/</p>	<p>Students should be encouraged to draw from resource images to develop their use of proportion and placement. Drawing self-portraits using a mirror will further develop their skill as well as their hand-eye coordination. The national portrait gallery in London is free to visit and offers</p>
Spring 2					

					students a broad view of portraiture through the ages and in various mediums.
Summer 1	<p><u>Identity</u> To prepare those students who wish to take art as a GCSE subject students will develop a mini personal project based on identity. This will enable students to develop their artistic style and interests. Students will develop a personal outcome either extending their use of portraiture or using still life to express their identity</p>	<p>Students will be assessed in their links to relevant artists, exploration of materials and production of a personal final outcome</p>	<p>Students need to develop their own artistic voice and will need to research and explore artists of their own choosing.</p>	<p>The art department has a Pinterest board which will enable students to identify artists that link to their own ideas for the project</p> <p>https://www.pinterest.co.uk/surrealist1/</p>	<p>Encouraging students to explore a wide range of art styles and movements will engage students in producing a personal outcome. In addition visiting, exhibitions and galleries will further support their own artistic voice. Many galleries are free to enter</p> <p>https://www.tate.org.uk/visit/tate-modern</p> <p>https://www.tate.org.uk/visit/tate-britain</p>
Summer 2					

Students will regularly complete "Directed Reflection & Improvement Time" (DIRT) within modules of work