

### KS3 Curriculum Map for Art and Design:

Our emphasis at Key Stage 3 is the development of core skills, techniques and processes and a firm understanding of the formal elements of art and design. Interleaving skills, techniques and processes, underpinned by artist/contextual inspiration throughout every stage at KS3, empowers students with the confidence to harness their creativity in order to produce original and highly personalised outcomes, in response to each project theme. Students work through a series of projects that enable them to develop understanding of a variety of techniques and processes, whilst understanding how they can learn from the work of others. We explore the work of artists and designers from a wide variety of contexts, and students are supported in the development of their critical and analytical skills. Lesson work is supported by homework, which present opportunities to extend learning beyond the classroom with self-directed and in-depth explorations of a theme. Students have one art lesson a week. We aim to give every student the widest possible experience of media, including drawing, painting, ceramics, printmaking, sculpture and mixed-media. In year 9, the subject is organised as a carousel, enabling all students to have the opportunity to spend time in the Photography Department for part of the year. Assessment at KS3 familiarises students with the framework for assessment at GCSE and A-Level, covering 4 AOs: Developing ideas, refining ideas, recording ideas and presenting ideas. Assessment sheets with student-speak success criteria accompany each scheme. Visual examples of graded work can also be seen on display and on laminated example sheets.

**Key:** Context. Artist research and analysis. 2D skills, techniques and processes. 3D Skills, techniques and processes. Photography. Assessment.

Year 7	Year 8	Year 9
<p><b>Autumn term:</b>  <b>Introduction to the formal elements of art and design:</b> line, shape, 3D form, tone, colour theory, pattern, texture. Each element is explored individually using a variety of media, processes and activities.                      Base-line assessment for department purposes: soft toy observational drawing to assess prior understanding of drawing techniques and formal elements.                      2D Skills:                      Drawing: drawing techniques, mark making, tonal range, contour/directional shading                      Painting: Colour theory, mixing colours, water colour painting colour wheel</p> <p><b>Looking closely at surroundings- Architecture (NC)</b> students apply their emerging skills, knowledge and understanding of the formal elements through observational drawing of architectural features of the school and the local area. They learn how to research the work of artists to help to inform their ideas. They develop designs from their observations through collagraph printmaking and slab construction ceramics, learning subject specific skills and techniques.</p> <p><b>Context:</b> Architecture, reference Birmingham Central Library architect Francine Houben                      Artist research: Jamil Hussain                      Homework project: POP-UP journey, responding to the work of Sarah Morris and Sarah Bridgeland. Independent exploration of pop-up techniques, cutting out, composition                      2D skills:                      Drawing: Primary observational drawing, architectural shapes, accuracy of shape, tone, detail.                      Print making: collagraph printmaking, design drawing, shapes, accurate cutting, accurate ink quantities, intaglio and relief methods.                      3D Skills: Learning basic ceramic slab and relief construction, basic shapes, score and slip, modelling and incise.                      Photography: close up photos of architectural features in the local area                      Assessment: Verbal feedback, peer/self-assessments in lessons. Mid-point and summative, covering 4 assessment objectives.</p> <p><b>Spring Term:</b>  <b>Looking closely at the natural environment- Spring Flowers.</b> Students build on their emerging understanding of colour theory. They learn how to mix a variety of colours from a limited palette. Inspired by the work of artists, they develop large scale painted compositions.</p> <p><b>Context:</b> Nature, spring flowers                      Artist: Imogen Cunningham, Georgia O’Keeffe.                      Homework Project: COLOUR Theory: Learn how Impressionist painter Monet used colour in his painting of Haystacks. Produce artwork inspired by Monet.                      2D: Drawing: Observational drawing, shape, directional/contour shading, tone, detail, texture, pencil pressure.                      Coloured pencil: directional application, layering pencil crayon light to dark, shape, tone, detail, texture.                      Chalk pastel: artist trial, layering, blending                      Painting: Flat head, round head brushes, water colour/acrylic painting, wash, layering, colour mixing (including mixing natural black), blending.                      Photography: Close up studies of flowers, focus, macro photography                      Assessment: Mid-point and summative, covering 4 assessment objectives.</p> <p><b>Summer Term: Extension mini project</b>  <b>Me, Myself and I</b>                      A mini project in the summer term. Students are introduced to portrait proportion and explore micrography and collage techniques as a vehicle for self-expression.</p> <p><b>Context:</b> identity                      Artist research: Anatol Knotec (artist and poet)                      2D skills: Portrait drawing, portrait proportion, micrography, tone, detail, collage                      Assessment: summative</p>	<p><b>Autumn Term:</b>  <b>Building upon skills learned in year 7</b>  <b>Under the Sea:</b> a project aimed at raising awareness of man’s impact on the environment. Students experiment with a variety of techniques and processes inspired by artist and contextual research. Following a series of skills workshops, students are encouraged to develop independent outcomes to conclude the project. This may take the form of a fine art final piece inspired by their artist research or a campaign piece inspired by WWF campaigns and the plight of our oceans and marine life. Students select their preferred/ most successful medium or media and technique in which to produce their final piece.</p> <p>Homework tasks are predominately research based in order to develop analytical thinking skills and to inform the development of ideas. This includes researching the work of artists and responding to their work practically, which in turn helps to inform the development of their own ideas in response to the theme. Researching existing environmental.</p> <p><b>Context:</b> Cross-curricular Art and Science. Environmental campaign art                      Artist/contextual research homework tasks: Ernst Haeckle, Josh Keyes, WWF campaigns                      2D Skills:                      Drawing: accurate shape, form, fine detail, texture through mark making, tonal range.                      Pencil crayon: Layering light to dark, texture, achieve natural black through colour mixing.                      Oil pastel: layering, blending, mixing colours.                      Painting: Flat head, round head brushes, wash, layering, blending, mixing colours, natural black, directional brush strokes.                      Assessment: Verbal feedback, peer/self-assessment in lessons. Mid-point and summative, covering 4 assessment objectives.</p> <p><b>Spring term:</b>  <b>Great British Bake Off (ceramics)</b>                      Following initial research into the paintings of 1950’s Pop artist Wayne Thiebaud and contemporary artist Sarah Graham, students respond to the artists through observational studies of cakes and biscuits and explore colour through pencil crayon and watercolour.                      3D development encourages students to problem solve and explore ways to transform a 2D mage into a 3D form, initially with cardboard and then with clay; building upon knowledge and skills learned in year 7. The project concludes with a group installation and forced perspective photography.</p> <p><b>Context:</b> British tea parties: The Great British Bake Off Ceramics Style!                      Artist research: Pop artist Wayne Thiebaud, Sarah Graham                      2D skills: isometric drawing of a custard cream, parallel lines, tone, pattern, detail, texture.                      Chalk pastel study of Wayne Thiebaud’s work: accurate shape, form, observation of colour, accurate mixing, layering and blending.                      Water colour study of Sarah Graham’s work: accurate shape, accurate observation of colour, wash, layering, blending, texture, tone.                      3D skills:                      Card construction: templates, cutting, layering, cutting in/adding on detail and texture.                      Ceramics: Pinch pot, coil or slab construction, modelling fine details, achieving texture, painted/glazed finish.                      Photography: Forced perspective</p> <p><b>Summer term: Extension (mini project)</b>  <b>Wish You Were Here</b>                      A mini project in the summer term where students learn the rules of perspective. 1- and 2-point perspective techniques are explored before producing a final outcome inspired by the theme <i>Wish You Were Here</i>. Postcard style outcomes completed in a medium of their own choice demonstrate their knowledge, skills and understanding of perspective.</p> <p>Homework tasks encourage students to explore the history of postcards and their cultural significance. Research serves to inform the development of ideas and outcomes produced in lessons.</p> <p><b>Context:</b> History of postcards                      Contextual research: the history of postcards.                      2D: Graphic drawing- 1 point and 2-point perspective drawing rendered with pencil crayon/watercolour                      Assessment: verbal, peer, self in lessons. Summative covering 4 assessment objectives</p>	<p>In Year 9 students embark on an Art and Photography rotation to enable students to learn skills in photography and experience the subject prior to GCSE options are selected. Rotation cycles last for approximately 8 weeks and cover the disciplines of 2D drawing and painting, 3D construction, printmaking and photography.</p> <p><b>Autumn –Spring rotations</b>  <b>Rotations:</b>  <b>Context: varied</b>                      Artist research underpins each rotation                      EEV 2D: Portrait proportion, grid technique, achieving accurate tonal range through directional/contour shading, achieving hair texture: ‘tone first texture second’ rule.                      Collage/mixed media to describe a person’s identity.                      MRA 3D: Book sculpture, concept design, paper and wire construction, 3D paper construction, problem solving.                      JAB Photography: Learning the functions of and how to use a digital SLR camera (foundation skills) and key terms in photography. Learning how to see the visual potential of the world around us. Introduction to Photoshop.                      Assessment: verbal, peer, self in lessons. Mid-point and summative, covering 4 assessment objectives</p> <p><b>Spring- Summer rotations</b>  <b>CONTEXT: culture/ social politica</b>                      Artist research underpins each rotation. Homework in each rotation is predominately research based to further develop analytical thinking skills and inform the development of ideas.                      MRA 2D Lino-cut printmaking inspired by Non-Western patterns. Pattern design, rotational design, symmetry, lino cutting, colour reduction method, ink application, predicting outcomes.                      Screen printing: Banksy inspired socio-political art, current affairs, protest art, designs drawings, photoshop processes, paper cut stencil cutting, screen print process.                      Ceramics: Japanese symbolism inspired ceramics, pottery or sculpture. Revisiting ceramic processes learned in year 7 and 8. Pinch pot, coil, slab construction, with the aim to achieve sophisticated outcomes through hand modelling, achieving fine details using incise/relief, precision in glaze application, layering and blending where necessary.                      Photography: Dada movement, Photo montage, photoshop techniques, collage                      Assessment: verbal, peer/self in lessons. Summative assessment, covering 4 assessment objectives.</p>