

KS3 Curriculum for Art and Design		
INTENT: The emphasis at Key Stage 3 is understanding art as a visual language and to enable students to form practical and theoretical knowledge. In Year 7, a bedrock of practical knowledge is formed through the introduction of a broad range of disciplines such as drawing, painting, printmaking, sculpture/ceramics, exploring the formal elements of art and Design. Using a carefully sequenced spiral curriculum, students revisit each discipline with an increased level of complexity as their journey through KS3 progresses. Each year, students work through a series of projects that enable them to develop theoretical knowledge alongside practical knowledge, learning how they can interpret and be inspired by the work of others and understand the contexts in which work is made. Students are encouraged to express ideas, views, and opinions, and develop critical and analytical thinking skills. Interleaving skills, techniques, and processes, underpinned by artist/contextual inspiration throughout every stage at KS3, empowers students with the confidence to harness their creativity to produce original and highly personalised outcomes, in response to each project theme. Lesson work is supported by homework, which presents opportunities to extend learning beyond the classroom with self-directed and in-depth explorations of a theme. In year 9, the subject is organised as a carousel, enabling all students 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 assessment objectives (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. Personal Development: Art clubs are available to students at KS3		
Key: Context. Artist research and analysis. 2D skills, techniques and processes. 3D Skills, techniques and processes. Photography. Assessment.		
Year 7	Year 8	Year 9
Autumn term: Introduction to the formal elements of art and design: line, shape, 3D form, tone, colour theory, pattern, texture. Each element is explored individually using a variety of media, processes and activities. (sp, m, c, s) 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 Looking closely at surroundings- Architecture (NC) 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. Context: Architecture, reference Birmingham Central Library architect Francine Houben. Ceramics by Jamil Hussain, Pakistan (sp, m, c, s, bv, ch, ed, CIEG) Artist research: Jamil Hussain 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. Spring and Summer Term: Looking closely at the natural environment- Spring Flowers and insects. 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. Context: Nature, spring flowers, pollinating insects (sp, m, c, s, bv, ch, ed) Artists: Imogen Cunningham, Vincent Van Gogh (Post Impressionism) 2D: Drawing: Observational drawing, shape, directional/contour shading, tone, detail, texture, pencil pressure. Anatomy of a bee. Oil pastel study of Van Gogh Irises to practise directional application of colour, layering, blending. Painting: Flat head, round head brushes, acrylic painting, wash, layering, colour mixing (including mixing natural black), blending, impasto Photography: Close up studies of flowers, flowers and insects focus, macro photography Assessment: Mid-point and summative, covering 4 assessment objectives.	Autumn Term: Great British Bake Off (ceramics) 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. Context: British tea parties: The Great British Bake-Off Ceramics Style! (sp, m, c, s, bv, ch, CIEG) Artist research: Pop artist Wayne Thiebud, 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 Spring term: Context: Cross-curricular Art and Science. Environmental campaign art (Sp, m, c, s, bv, ch, CIEG) Metacognition of 2D techniques and skills learned in year 7 Under the Sea: 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. 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.	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 the selection of GCSE options. Rotation cycles last for approximately 9 weeks and cover the disciplines of 2D drawing and mixed-media, 3D ceramics and photography. Autumn –Spring rotations Varied contexts (sp, m, c, s, bv, ch, ed, CIEAG) Artist research underpins each rotation EEV 3D: Culture and Identity project: <i>Stories in Clay</i>. 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 DZI 2D: mixed media graphics and illustration album cover design. 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 Summer rotations Varied contexts (sp, m, c, s, bv, ch, ed, CIEAG) 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. EEV and DZI: 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. JAB Photography: Dada movement, Photo montage, photoshop techniques, collage Assessment: verbal, peer/self in lessons. Summative assessment, covering 4 assessment objectives.

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