

ART & DESIGN STATEMENT OF AIMS

THE AIM OF THE KS3 CURRICULUM IS TO DEVELOP...

SUCCESSFUL LEARNERS

KS3 Art and Design encourages students to be equipped with knowledge and skills in a wide range of media, to experiment, invent, refine ideas and create their own works of art as personal outcomes. Students are challenged to develop ideas and critically reflect on how art and design both reflects and shapes our history and contributes to the culture and creativity of British values today. Art will build upon the soft skills required to make students successful, such as time management through home learning tasks, critical thinking and being adaptable when creating and exploring new skills/knowledge through different art movements and medias. These soft skills will also develop through Unifrog and use of the CEIAG platform.

CONFIDENT, INSPIRED INDIVIDUALS

KS3 students are encouraged to creatively record ideas through the development of increasing proficiency of acquired technical skills, especially drawing. Students learn how to be confident by refining and evaluating their own work and that of others, which includes the major art and design movements from ancient times to the present day. Extra curricular clubs promote and provide opportunities for the 'love' and enjoyment of subject. Students are guided through self-assessment and provided with feedback to support development of skill level and thus gaining confidence in the subject. Students will show the soft skills of communication through teamwork, while also having the opportunity to show leadership skills/initiative when problem solving through their creative process. Students will be confident by being open to criticism through one to one critiques and peer on peer critiques which will then inform them on better decision making in the future.

ASPIRING, RESPONSIBLE CITIZENS

KS3 students are encouraged to support cross curricular projects and school events with high quality visual impact practise. Students are also actively encouraged to employ excellent levels of presentation with confident, creative flair in all their KS3 subjects. Students will become aspiring, responsible citizens through the soft skills of organisation through learning routines through experimentation and resourcefulness through understanding how to get out the learning pit with independence.

CURRICULUM MAP KS3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y7	Drawing Skills and Still Life		Fauvist Landscapes and Colour Theory		Artist Profiles and Critical Analysis	
ASSESSMENT	<p>An introduction to the history of still life, drawing and mark making. 2D/3D shapes, Observational fruit drawing and painting</p> <p>Composite Assessment: Observational Drawing of an apple in pencil using a grid Components: Shape, Contours, Shade, Tone Key Artists: Van Gogh and Cezanne</p>		<p>Colour Wheel, primary, secondary, tertiary, warm, cool, complimentary colours in paint and sculpture. Fauvism analysis, techniques and landscapes.</p> <p>Composite Assessment: Landscape painting using complementary colours and Fauvism inspired bush marks in watercolour Components: Painting brushstrokes/stippling, Contour painting, Tone Key Artists: Matisse and Derain</p>		<p>Student choice of artist to research, analyse and replicate techniques in mixed media, fashion and sculpture</p> <p>Composite Assessment: Multiple choice test on key art vocabulary and art skills/knowledge Components: Key Vocabulary, Drawing and Colour Theory, Fauvism and Artist Knowledge Key Artists: Banksy, Munch, Escher, Marc, Blake, Riley, Dali, Saint Phalle, Turner</p>	
Y8	Pop Art and Food		Figures and Proportion		Cubism and African Masks	
ASSESSMENT	<p>History and Visual Themes of Pop Art through painting, collage and sculpture with links to Food.</p> <p>Composite Assessment: Lolly pop design using Pop Art inspired iconography in Acrylic paint Components: Shape, Composition, Texture Key Artists: Lichtenstein and Warhol</p>		<p>Study of the human form over the history of art, life drawing, gesture drawing and abstract proportion in sculpture</p> <p>Composite Assessment: Observational drawing of a hand in pencil Components: Scale, Proportion, Shape, Shade and Tone Key Artists: Da Vinci, Giacometti and Gormley</p>		<p>History of Cubism, abstraction, analytical and synthetic Cubism with links to African Masks and patterns through collage, 3D and oil pastel.</p> <p>Composite Assessment: Multiple choice test on key art vocabulary and art skills/knowledge Components: Key Vocabulary, Drawing and Colour Theory, Pop Art, Figures and Cubism Knowledge Key Artists: Picasso and Braque</p>	
Y9	Portraiture and Symbolism		Architecture and Perspective		Contemporary Art and Urban Graffiti	
ASSESSMENT	<p>Study of history of portraiture, including symbolism from historical royal paintings to contemporary digital art. Observational portrait drawing,</p> <p>Composite Assessment: Observational drawing of an eye in pencil using a hand held mirror Components: Scale, Proportion, Shape, Contour shading and tone Key Artists: Rembrandt, Khalo and Opie</p>		<p>An introduction to perspective, viewpoints, vanishing points and pen and ink drawing techniques looking at the Liverpool skyline and local iconic buildings.</p> <p>Composite Assessment: Study of Architectural Details in ink washes and fineliner hatching Components: Composition, Shape, Mark Making Key Artists: Ian Murphy and Stephen Wiltshire</p>		<p>Study of the history of Graffiti Art and it's impact on Contemporary Fine Art with studies in TAG design.</p> <p>Composite Assessment: Multiple choice test on key art vocabulary and art skills/knowledge. Components: Key Vocabulary, Drawing and Colour Theory, Portraiture, Architecture and Contemporary Art Knowledge Key Artists: Banksy, Haring and Jen Stark</p>	