

ART 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	<i>Drawing Skills and Still Life</i>		<i>Fauvist Landscapes and Colour Theory</i>		<i>Artist Profiles and Critical Analysis</i>	
ASSESSMENT	<p>An introduction to the history of still life, drawing and mark making. Skills and knowledge of Line, 2D/3D shapes, Tone and use of contour lines taught. Observational fruit bowl drawing with introduction to pencil gradients.</p> <p>AP1 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. Fausvist inspired Matisse window painting . Landscape painting using complementary colours and Fauvism inspired bush marks.</p> <p>Final outcome: Landscape painting using complementary colours and Fauvism inspired bush marks in watercolour paint. Key Artists: Matisse, Derain and Vlaminck</p>		<p>Student choice of artist to research, analyse and replicate techniques in mixed media. Experimenting with composition and style.</p> <p>AP2 Summative Skill Assessment: Realism pocket watch in the media of pencil with chosen artist composition background in coloured pencil. Components: Shape, Shade, Tone, Colour Theory, Composition Key Artists: Banksy, Munch, Escher, Marc, Blake, Riley, Dali, Saint Phalle, Turner</p>	
Y8	<i>Pop Art and Food</i>		<i>Figures and Proportion</i>		<i>Cubism and African Masks</i>	
ASSESSMENT	<p>History and Visual Themes of Pop Art through painting, collage and sculpture with links to Food. Using a range of media to explore. Introduction to hyperrealism drawing.</p> <p>AP1 Composite Assessment: Lolly pop design using Pop Art inspired iconography in coloured pencil. Components: Shape, Composition, Texture Key Artists: Lichtenstein, Warhol, Fabiano Millani, Ron Mueck, Pedro Campus, Arinze Stanley</p>		<p>Composite: perform a dance using expressive skills & a prop Components: focus, musicality, projection, facial expression Key dance history: Musical theatre, 60's dance crazes</p>		<p>Composite: students will complete a written exam that summarises knowledge and understanding of topics explored this academic year Components: cultural dance, performance, warm up & choreography Key dance history: Locking, Hip-Hop and Breakdancing.</p>	
Y9	<i>Portraiture and Symbolism</i>		<i>Architecture and Perspective</i>		<i>Contemporary Art and Urban Graffiti</i>	
ASSESSMENT	<p>Study of the history of portraiture, including symbolism from historical royal paintings to contemporary digital art. Observational self-portrait drawing with personalised symbolism.</p> <p>AP1 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>Final outcome: Study of abstract cityscape composition in pen and using cross hatching, hatching and stippling techniques. Key Artists: Ian Murphy and Stephen Wiltshire</p>		<p>Study of Contemporary art and relevance to Tate Galleries. Acrylic observational painting of everyday objects inspired by Michael Craig Martin linear style. The history of Graffiti Art and its impact on Contemporary Fine Art with studies in TAG design and fashion.</p> <p>AP2 Summative Skill Assessment: Iris drawing in pencil with fish eye cityscape in pen with the pupil. Components: Scale, Proportion, Shape, Contour Shading, Mark Making Key Artists: Banksy, Haring, Michael Craig Martin and Jen Stark</p>	