

Art – Long term overview KS3

Subject		GCSE Art & Design		Year	7
Term	Autumn 1		Spring 1		Summer 1
Unit of learning	Colour Exploration Project		Portrait Project		Aboriginal project
Intent	<p>Introduction to colour and shape: Students research an artist (Carolee Clark & teacher chosen artist preference), they experiment painting with colour and drawing, they research their own ideas (using their own photographs), they design and then create their final painted piece. This project develops into 3D where students will use wire and papier-mâché to explore paper sculpture and investigate low relief to create animal heads and bodies.</p>		<p>Portrait project where students will choose an artist to study their style. Student's question and develop an understanding of What is a style? Students will create a mixed media collage based on the selected artist. Students will carry out their own portrait interpretation using the artist's style. There is an exploration on using a variety of media.</p>		<p>Aboriginal Art Project: Students will explore Aboriginal dot painting and will look at willow patterns, dots and symbols to learn about symbol making in this ancient art form. Students will enjoy drawing, making simplified pattern work and dot painting to create aboriginal style pieces. Ceramics Aboriginal Art Topic: Pupils will make a clay mask by building and adding smaller pieces of clay to create 3D aboriginal style masks.</p>
Term	Autumn 2		Spring 2		Summer 2
Unit of learning	Landscape Project		Spooky shadow Painting Project		Other Cultures with Textiles
Intent	<p>Students will focus on the following terms – fore/middle background and abstract terrains investigating artists David Hockney and Naïve art in landscapes. They will experiment with layers, pattern and colour and move onto printing techniques. Pupils will use blocks or stencils to create tessellating and overlapping patterns that represent their own idea of landscapes.</p>		<p>Students will have a fun look at tone and shadow in artwork. Students will paint showing light and shade (shadows) and experiment with tone from their own drawing and painting from observation of artists' work. Line and Tone observations where Pupils will use lighting (lights and torches) to use fun wash and ink or paint to create a range of shades of an object paying attention to long shadows. Students will look at artists Boyce, Rembrandt, Mondrian and observe light and shadow in the film by Tim Burton.</p>		<p>Pupils will explore simple quilting, pleating, padding, and gathering within the textile theme. They will look at fabrics, draw and design for textile outcomes. They will directly apply dye paints with brushes and sponges to create an item of clothing (T shirt) related to Chinese or Australian cultures.</p>
Rationale:	<p>Our KS3 curriculum is designed to build on prior learning in KS2 and to develop students' creativity ideas. It is underpinned by the national curriculum but flexible enough to meet the needs and aptitudes of our students. Students are able to build self expressions, confidence and resilience and learn transferable practical skills. Many of our students find that they are able to achieve well in this subject and KS3 provides them with a solid foundation for success in KS4. We aim to increase students proficiency in their execution, critical understanding of artists, architects and designers and enable them to express reasoned judgements to inform their work.</p>				

Continued on page below

Subject		GCSE Art & Design		Year	8
Term	Autumn 1		Spring 1		Summer 1
Unit of learning	Exotic Animals Project		Marine Life Project		Lino Printing Project
Intent	<p>Jungle animals, the exotic where students observe exotic animal shape and pattern.</p> <p>Through drawing techniques in sketching, continuous line, using the 'wrong hand' to draw, energetic drawing, detailed drawing and onto bold use of colour and pattern to create fun 'out-there' final pieces, all boldly drawn and painted to build a confident and bright collaborative display piece.</p>		<p>Students will research marine ecosystems and the diversity of living organisms from massive mammals like whales to tiny krill that form the bottom of the food chain. We will also observe 'new world' pollution in our oceans. Students will look at polar, temperate, and tropical waters to make observational drawings and mind maps to present their discoveries. Students will incorporate recycled materials, to design creatures observed in investigations to make a personal response to marine life and its beauty alongside the visible impact of pollution.</p>		<p>Students will begin to draw objects in a still life group items from about the classroom, or for example, fruit and veg. Students will look at the process of lino printing. From this make images with depth and form and save images at different stages of the developmental lino printing process. Pupils will explore complementary colours, tones and tertiaries through printing and try to create printed pieces that include shape and form captured from their still life drawings.</p>
Term	Autumn 2		Spring 2		Summer 2
Unit of learning	Consumerism in Art Project		Marine Life Artist Mike Savlen		Friedensreich Hundertwasser
Intent	<p>Students are to research situations in the world of consumerism. We question is consumerism good or bad?</p> <p>We encourage students to be positively political. Students will Look at the work of Banksy and Barbara Krugar and their messages. Students will observe artists' political artistic responses, and the use of emotive language within the artwork. Within this topic will use the world 'map' to inform and raise awareness of the importance of the '6Rs'</p>		<p>Marine life continued with artwork focus look at Mike Savlen with emphasis on crazy colour. Students will make observations using acrylic paint from Savlen's work using viewfinders focusing on the vibrant colour with the impasto technique.</p>		<p>Pattern in the abstract where students will research and observe the work of Hundertwasser's brightly coloured tachisme artwork. Then, development of painting skills using washes, blending and opacity designing and making their own dream abstract piece inspired by the magical work of Hundertwasser.</p>
Rationale:	<p>Our KS3 curriculum is designed to build on prior learning in KS2 and to develop students' creativity ideas. It is underpinned by the national curriculum but flexible enough to meet the needs and aptitudes of our students. Students are able to build self expressions, confidence and resilience and learn transferable practical skills. Many of our students find that they are able to achieve well in this subject and KS3 provides them with a solid foundation for success in KS4. We aim to increase students proficiency in their execution, critical understanding of artists, architects and designers and enable them to express reasoned judgements to inform their work. Year 8 students will have the opportunity to consolidate and extend their knowledge and skills from year 7.</p>				

Subject		GCSE Art & Design	Year	9
Term	Autumn 1		Spring 1	
Unit of learning	Commercial objects through Pop Art Project		Save the Planet. Exploring environmental factors	
Intent	<p>Students will look at artists Keith Haring, Roy Lichtenstein & Andy Warhol, Michael Craig-Martin and question how consumerism is depicted in art through discussion and drawn observations.</p> <p>Students will make use of mapping and rendering skills by producing a drawing of a commercial object to use manipulation skills using IT skills.</p> <p>Students can go down the route of making an advert here to represent their findings.</p> <p>Students then transfer object design onto a lino block and use Andy Warhol knowledge to produce repetitive print.</p>	<p>Students will explore pollution, global warming, and plastic in techniques of wax relief sketches with heavy emphasis on the colour that link colours to moods and emotions.</p> <p>Students will work to create collage animal silhouettes using positive and negative space. Then we will go onto Create skyscraper staple sculptures with polluted backgrounds using Peter Root as reference and under the sea mixed media poly prints using netting, rubbish etc for the background space in the final piece.</p>	<p>Create a Mixed-Media Collage titled 'What's Inside my Head?' to Explore Students' Creative Imaginations</p> <p>In this project we will encourage our students to delve deep and explore their creative imaginations, by mind mapping, drawing on quotes from literature, photo collage and thought curation in the form of lists. Continuous blind contour drawing without looking at the paper exercises!</p>	
Term	Autumn 2		Spring 2	
Unit of learning	Dia De Los Muertos - Mexican Day of the Dead		Figures and Form	
Intent	<p>Students will develop a social and spiritual understanding of the festival. Research sugar skulls and understand the main features of them (symmetry, bright colours, symbols). Students will look at the importance of dogs during the Day of the Dead and how it can be symbolised. Then we will create a final graphical representation and personal outcome in the style of Dia De Los Muertos.</p>	<p>Students will make a 300 mm jointed card figure to draw action figures. Students develop drawing skill to draw each other in a life drawing topic. We look at Leonardo da Vinci, Lowry, Beverly Cooper, Anat Shefer making drawing observations of the 4 different artists. The final piece will be to portray the human form in a pose that shows movement and energy. Final piece can be painted, drawn, have added collage and print and be in the style of one or a combination of the artist's work researched.</p>	<p>Thinking about our techniques learned so far in KS3 and further possibilities! ...Basquiat, DaVinci, Poetry, Proportion. Life drawing, Monoprints, Observational drawing, Pencil, charcoal sketch, Mixed media, Composition, Textile stitching and the big idea of putting a piece together that represents a personal response to 'what's inside my head'.</p>	
Rationale:	<p>Our KS3 curriculum is designed to build on prior learning in KS2 and to develop students' creativity ideas. It is underpinned by the national curriculum but flexible enough to meet the needs and aptitudes of our students. Students are able to build self expressions, confidence and resilience and learn transferable practical skills. Many of our students find that they are able to achieve well in this subject and KS3 provides them with a solid foundation for success in KS4. We aim to increase students proficiency in their execution, critical understanding of artists, architects and designers and enable them to express reasoned judgements to inform their work.</p>			

Continued on page below