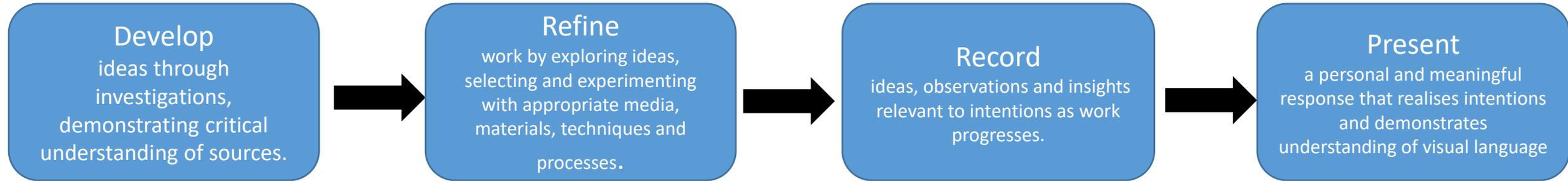


Art KS3 Scheme of Work Overview



Throughout the year, Year 7 and Year 8 students visit all 4 assessment criteria. Each piece of work and project builds on techniques and skills in different media to give a good grounding of the subject.



These are the same stages that students are expected to go through during the GCSE and A' level courses.

There are several areas in each project that build on skill from Year 7 to Year 8 to develop knowledge and refinement in preparation for the GCSE.

The KS3 curriculum: Art, Craft & Design

Purpose of study

- Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- The national curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

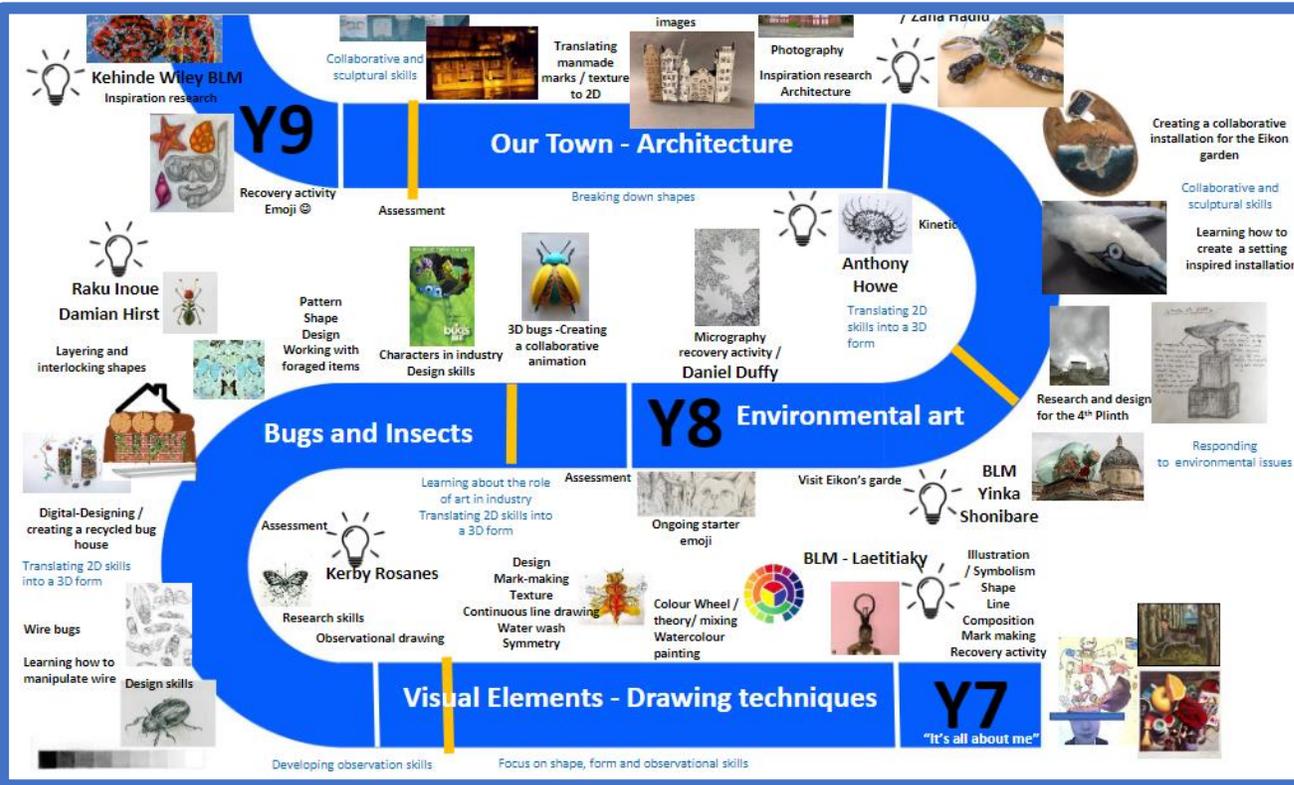
Attainment targets

- By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study. **Art and design – key stage 3 2**

Subject content

Key stage 3

- Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
- Pupils should be taught:
 - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
 - to use a range of techniques and media, including painting
 - to increase their proficiency in the handling of different materials
 - to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.



KS3 Art Curriculum Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Surrealism and Symbolism</u> <ul style="list-style-type: none"> To develop a knowledge/understanding of different media, skills and techniques – awareness and skill building To develop individual practical skills to achieve confidence To develop researching skills relevant to intentions To develop independent working To learn how to analyse their work and artists' work using subject specific vocabulary To learn to understand their strengths through reflection To develop refinement skills 				<u>Insects and Bugs</u> <ul style="list-style-type: none"> To develop a knowledge and understanding of different media, skills and techniques – awareness and skill building To develop individual practical skills To develop researching skills relevant to intentions To develop independent working To learn how to analyse their work and artists' work using subject specific vocabulary To learn to understand their strengths through reflection To give students confidence to achieve 	

Assessments		Assessment 1: Symbolism line drawings				Assessment 2: Bug drawing
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Homework	HW 1	HW 2	HW 3	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
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Year 8	<u>Environmental Art:</u> <ul style="list-style-type: none"> To develop a knowledge/understanding of different media, skills and techniques – awareness and skill building To learn to work as a team member To learn to work with recycled materials To learn to listen and reason with a team To develop individual practical skills to achieve confidence To develop researching skills relevant to intentions To develop independent working To learn how to analyse their work and artists' work using subject specific vocabulary To learn to understand their strengths through reflection To develop refinement skills To give students confidence to achieve 					<u>Architecture:</u> <ul style="list-style-type: none"> Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. To develop strengths 				
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Assessments		Assessment 1: Micrography				Assessment 2:
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Homework	HW 1	HW 2	HW 3	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
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KS3 Art Curriculum Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 7

- Surrealism and Symbolism:**
- To develop a knowledge/understanding of different media, skills and techniques – awareness and skill building
 - To develop individual practical skills to achieve confidence
 - To develop researching skills relevant to intentions
 - To develop independent working
 - To learn how to analyse their work and artists' work using subject specific vocabulary
 - To learn to understand their strengths through reflection
 - To develop refinement skills

- Insects and Bugs :**
- To develop a knowledge and understanding of different media, skills and techniques – awareness and skill building
 - To develop individual practical skills
 - To develop researching skills relevant to intentions
 - To develop independent working
 - To learn how to analyse their work and artists' work using subject specific vocabulary
 - To learn to understand their strengths through reflection
 - To give students confidence to achieve

Extended writing tasks											
Analyse like an Artist: Frida Kahlo				Analyse like an Artist: Kerby Rosanes/Raku Inoue				Analyse like an Artist: Damien Hirst			

Homework												
Inspirational artworks title page	Research, Interpreting an artwork, BHM	4 personal drawings	Line drawings	Assessment 1: Symbolism line drawings Teacher assessed	Colour wheel photograph	Tonal scale photograph	Bugs title page	Mark-making bug	Raku Inoue photography task	Assessment 2: Bug drawing Teacher assessed	Damien Hirst kaleidoscope	Complete animations
Flipped	Peer mark	Self-mark			Whole class feedback	Peer mark	Flipped	Self-mark	Whole class feedback		Peer mark	Flipped
Feedback and marking												

KS3 Criteria
Develop
Refine
Record
Present

Assessed skills

WWW, EBI, self, peer and teacher reflection once a term.	Mid project formally assessed	Teacher verbal feedback ongoing
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KS3 Art Curriculum Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 8

Assessed skills

Environmental Art:

- To develop a knowledge/understanding of different media, skills and techniques – awareness and skill building
- To learn to work with recycled materials
- To learn to listen and reason with a team
- To develop individual practical skills to achieve confidence
- To develop researching skills relevant to intentions
- To develop independent working
- To learn how to analyse their work and artists' work using subject specific vocabulary
- To learn to understand their strengths through reflection
- To develop refinement skills
- To give students confidence to achieve

Architecture:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- To explore the world of the architecture industry.
- To respond personally to the world around them.

Extended writing tasks

Analyse like an Artist: Yinka Shonibare (BHM)

Analyse like an Artist: Anthony Howe

Analyse like an Artist: Zaha Hadid

Homework

Exploring Lettering Ideas	Fourth Plinth research	Researching an environmental issue	Assessment 1: Micrography Teacher assessed	Fourth Plinth sculpture design	Ice sculpture photography	Architecture moodboard	Photographs of local and personal buildings	Continuous line drawings	Assessment 2: Teacher assessed		
Flipped	Peer mark	Self-mark		Whole class feedback	Peer mark	Flipped	Self-mark	Whole class feedback		Peer mark	Flipped
Feedback and marking											

KS3 Criteria
Develop
Refine
Record
Present

Assessed skills

WWW, EBI, self, peer and teacher reflection once a term.	Mid project formally assessed	Teacher verbal feedback ongoing
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