




Art & Design Key Stage 3 Curriculum Overview


Key Stage 3 Curriculum Journey: Subject ART & DESIGN

Y7	Week 1 ← → Week 39			
	Unit of work Title Baseline Test	Unit of work Title Adinkra Symbols	Unit of work Title Metamorphosis	Unit of work Title Unit of work Title
Key content (know that...Know how ...)	This unit is made up of three components: <ul style="list-style-type: none"> • Drawing from direct observation. Students to draw their school shoe. • Written response. Students to act as 'picture detectives' and express their ideas and opinions about a piece of artwork. • Design activity. Students to design a cover for a mobile phone using symbols. The baseline explores knowledge of the art elements Line, tone, shape, pattern, composition and literacy, interpretation of artwork	This unit explores the understanding of symbols and formal and informal patterns through drawing and printmaking. Students complete a number of tasks, they demonstrate that they know that and know how to: <ul style="list-style-type: none"> • Explore ideas, drawing and design of symbols • Explore and understand of colour • Experiment in painting and mark making • Knowledge of informal and formal patterns 	This unit explores the understanding of change through drawn and stop motion animation. Students can demonstrate knowledge and understanding of movement, timing and sequencing, composition. Connections to animators Dav Pilkey and PES. Students complete a number of tasks, they demonstrate that they know that and know how to: <ul style="list-style-type: none"> • How to make a fliporama • Gather and present information in sketchbooks • Present a range of ideas • Work successfully with others • Create a short drawn animation • A group stop motion 	This unit of work explores working in three dimensions and public work and spaces. Students can demonstrate knowledge and understanding of recording ideas, gathering information and presenting in sketchbooks, design process, realising ideas in three dimensions. Connections to sculptors Anthony Gormley, Jaume Plensa, Elizabeth Frink. Students complete a number of tasks, they demonstrate that they know that and know how to: <ul style="list-style-type: none"> • An artist research page • Design to a brief, presenting ideas visually and verbally. • Making a maquette • Presenting in a virtual space
Prior Knowledge	Understanding of the art elements, drawing and literacy skills KS2 NC <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	The project builds upon the experiences of the baseline test. <ul style="list-style-type: none"> • Exploration of the drawing skills • art elements • expressing written opinions using full sentences 	Students build upon drawing skills and explore prior understanding of animation. <ul style="list-style-type: none"> • Working with others • Understanding of time and sequences 	This unit encourages learners to develop their understanding of the art elements from working in two dimensions to the demands of working in three dimensions. <ul style="list-style-type: none"> • Some knowledge of shape, scale, proportion, space.

KS3 National Curriculum Links	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Assessments	<p>Teacher assessment. Composite assessment SPAG on written response task. Assessment feedback grid using KS3 assessment criteria.</p> <p>Knowledge: Drawing from direct observation, showing and understanding of tone, shape and composition. Express ideas in written responses using full sentences and appropriate spelling and punctuation. Design activity showing an understanding of colour, shape, pattern, composition.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Self and peer assessment. Preparation: Sketchbook work, understanding of symbols, drawing and design skills, understanding of art elements shape and colour, peer and self assessment, presentation.</p> <p>Final piece: Printmaking piece showing understanding of tone, colour, shape, pattern colour and composition.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Self and peer assessment. Preparation: Sketchbook work, understanding of change, movement, timing, tracing and animating, drawing skills, peer and self assessment, presentation.</p> <p>Final piece: Two animations, traditional or drawn animation and an object based stop motion animation.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Self and peer assessment. Preparation: Sketchbook work, understanding of shape, scale and form, drawing skills, working in three dimensions. Peer and self assessment, presentation.</p> <p>Final piece: Maquette of sculptural idea, picture of final piece in virtual space.</p>

Y8	Week 1  Week 39			
	<i>Unit of work Title</i> Abstract Still Life	<i>Unit of work Title</i> Stitching the Landscape	<i>Unit of work Title</i> Detail	<i>Unit of work Title</i> Manga Portraits
Key content (know that...Know how...)	<p>This unit has a painting as the final outcome. It explores ideas and techniques by Picasso and the cubists. Learners explore a number of tasks in their sketchbook to prepare them for the final task. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • show an understanding of cubist still life. • Demonstrate a knowledge and understanding of tone, colour, shape, composition. • Make connections in their work to Picasso and Cubism. 	<p>This unit has an embroidery textile piece as the final outcome. It explores ideas and techniques by Impressionist, particularly Van Gogh and textile artists such as Vera Shimunia. Learners explore a number of tasks in their sketchbook to prepare them for the final task. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Develop an understanding of Impressionism, mark making, mood and emotion. • Demonstrate a knowledge and understanding of line, tone, colour, shape, texture, pattern and composition. • Make connections in their work to Van Gogh, Impressionists and textile artists. 	<p>This unit explores photography, macro and the detail of natural forms and mechanical objects. Because of the demands on equipment and materials this project will be done at different times of the year. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Develop an understanding of macro, detail, and using a digital camera and editing in Adobe Photoshop. • Demonstrate a knowledge and understanding of line, tone, colour, shape, texture, pattern and composition. • Make connections in their work to photographers Edward Weston, Peter Keetman. 	<p>This unit explores self portraits and the Manga genre. Learners build upon a range of drawing experiences culminating in a self portrait from imagination making references to likes, interests, representation, Manga techniques. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Develop an understanding of Manga techniques • Represent self, mood and emotion. • Demonstrate of knowledge and understanding of line, tone, colour, shape and composition. • Make connections in their work to Manga and artists Hiromu Arakawa and Akira Toriyama.
Prior Knowledge	<p>Builds on previous experiences of drawing from direct observation including the baseline test. Learners develop further paintings skills and knowledge and understanding of tone, colour, shape and composition explored in Y7 curriculum particularly Adinkra Symbols SOW.</p>	<p>Builds on previous experiences of drawing from secondary sources. Learners develop further paintings skills, knowledge and understanding of tone, colour, shape and composition using watercolours for the first time.</p>	<p>Builds on previous experiences of exploring tone, colour, shape, pattern, texture and composition. Learners may be using a bridge camera for the first time.</p>	<p>Builds on previous experiences of drawing from secondary sources and imagination. Learners develop further drawing skills and knowledge and understanding of line, tone, colour, shape and composition explored in Y7 and 8 curriculum.</p>

KS3 National Curriculum Links	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Assessments	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from direct observation, artist research, photo collage, painting exercises, peer and self assessment, presentation.</p> <p>Final piece: Painting showing an understanding of tone, colour, shape, composition.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from secondary sources, artist research, embroidery techniques, peer and self assessment, presentation.</p> <p>Final piece: An impressionist landscape based on a landscape that is significant to students. Learners explore water colour painted background with embroidery embellishments.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: A small photo shoot, photographers research page, contact sheet self assessment,</p> <p>Final piece: Two edits, one soft and one hard.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from secondary source, and imagination, peer assessment, presentation.</p> <p>Final piece: A drawn self portrait using coloured pencil, making links to Manga techniques codes and conventions.</p>

Y9	Week 1 Week 39 		
	<i>Unit of work Title</i> <p style="text-align: center;">Texture</p>	<i>Unit of work Title</i> <p style="text-align: center;">Optical Illusions</p>	<i>Unit of work Title</i> <p style="text-align: center;">Street Art</p>
Key content (know that...Know how...)	<p>This unit has a clay piece as the final outcome. It explores ideas around Flora and Fauna and the Environment. Learners study basic techniques in clay and those used by ceramic artists including Courtney Mattison and Heather Knight. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Demonstrate connections to other artists work • Show awareness of sea pollution and it's effect on coral reefs. • Explore ideas of texture through applied and incised ceramic techniques 	<p>This unit is a drawing project exploring optical illusions and perspective. It explores the development of representing distance and perspective in renaissance art to the present day, ideas and techniques in one and two perspective. Learners explore a number of tasks in their sketchbook to prepare them for the final task. They have a range of materials to choose from for their final task</p> <p>Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Develop an understanding of one and two point perspective • Demonstrate a knowledge and understanding of line, tone, colour, shape, scale and composition. • Make connections in their work to Leonardo, Magritte 	<p>This unit has a mixed media piece as the final outcome. It explores ideas around portraiture and messages. Learners study basic techniques in clay and those used by street art artists including Ant Carver and Banksy. Links to mental health in the style and expression of the portrait to link with PSHE themes. Students complete a number of tasks, they demonstrate that they know that and know how to:</p> <ul style="list-style-type: none"> • Demonstrate connections to other artists work • Show awareness of portraiture exploring expression and emotion. • Explore ideas, mark making through oil pastel, paint and photo editing.
Prior Knowledge	<p>This unit of work builds on previous experiences of drawing from direct observation and working from secondary sources. Learners may experience working with clay for the first time. They make a clay tile as part of preparation work exploring shape, pattern and texture using applied and incised techniques. References are made to other projects where the same ideas may have been explored in two dimensions, such as Abstract Still Life and Stitching the Landscape in Y8.</p>	<p>Builds on previous experiences of drawing from secondary sources and imagination. Links are made to other areas of the curriculum where learners may have explored perspective.</p>	<p>This unit of work builds on previous experiences of drawing from direct observation, manga portraits, marking making, photo editing and working from secondary sources. They make photo edit as part of preparation work exploring pattern and colour. References are made to other projects where the same ideas may have been explored in two dimensions, such as Abstract Still Life and Manga portraits in Y8.</p>

KS3 National Curriculum Links	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and oil pastels 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.
Assessments	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from direct observation and secondary sources, artist research, applied and incised clay techniques, peer and self assessment, presentation.</p> <p>Final piece: An imaginative and creative ceramic piece called a ‘beautiful monster’ based on creatures from under the sea.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from secondary sources and imagination, peer and self assessment, presentation.</p> <p>Final piece: An imaginative and creative piece in one or two point perspective.</p>	<p>Teacher assessment. Component - verbal, highlighted feedback sheets recording conversations, tick and flick, highlighting grid. Composite – written on assessment and marksheet.</p> <p>Preparation: Sketchbook work, drawing from secondary source, and imagination, peer assessment, presentation.</p> <p>Final piece: A drawn portrait using coloured pencil, making links to abstract mark making techniques and other street art artists.</p>