

# Art Curriculum 2023/2024

## 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:**

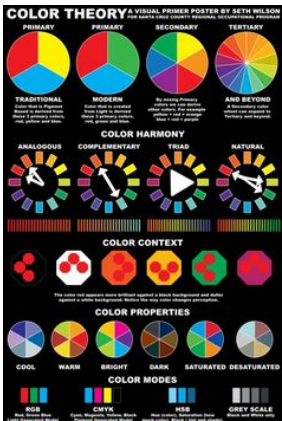


- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their 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.

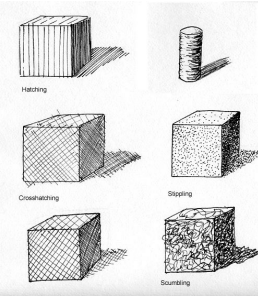
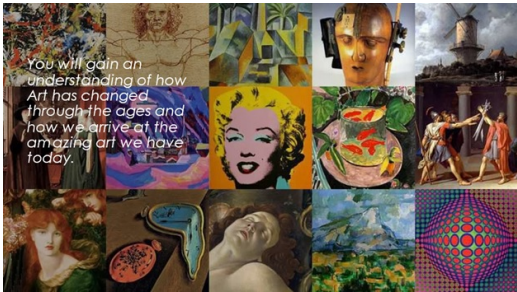
All skills are developed over time in a cyclical format, from basic recording and knowledge of artists and contexts to sophisticated exploitation of a broad range of media and contextual reference and analysis. The curriculum mixes repetition and practice with new skills and approaches.


Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Topic</b>  Covers skills and knowledge in Steps 5,	<b>Formal Elements</b> In this unit pupils use their sketchbooks to explore different mark making techniques. At the	<b>Fantasy Fish 3D Unit - Colour</b> In this unit pupils make a 3D sculpture using papier mache. They apply their knowledge of the	<b><u>Great Artists - Appreciating Art</u></b> In our Art Appreciation topic, we have created a whistle stop tour of Art History from ancient cave art to the 20th Century explosion of movements. The intent is to develop students' cultural capital as well as to give them the basis		<b>Cultures of the World Aboriginal Art</b> The study of different cultures in art is a critical element of Art and	<b>Portraiture (realistic and abstract)</b>  During this topic students will gain an understanding of drawing portraits

7	6, 7, 8 and 9	end of the unit pupils produce one piece of work which includes several of the techniques they have learned.	colour wheel when adding the surface colour.	for developing their own ideas for future artwork. Within this topic students create a series of mini outcomes based on each era utilising their knowledge of the formal elements from their prior learning.	Design. Students use this study as a basis to work with mixed media techniques including paint, clay, drawing skills and printmaking as well as develop their understanding of symbolism.	and developing their knowledge of visual language. Students will develop confidence in their proficiency to draw complex shapes of the human face. They will complete a final portrait at the end of the unit.
	Pupils should know... (Core knowledge and concepts to be learned)	Pupils understand that mark making techniques (hatching/crosshatching, stippling, etc) can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key Concept of Structure. Drawing and shading  Shapes, spaces and measures.	The study of the 3D form in art is a critical element of Art and Design.  Pupils build on colour theory knowledge, looking at harmonious, contrasting and complimentary colours  Pupils develop knowledge on how to make a 3D sculpture.	The study of different artists and periods in art is a critical element of Art and Design.  Explore the work of a range of great artists, architects and designers through time and understand the historical and cultural development of their art forms.  Replicate some of the techniques used by notable artists, artisans and designers.  Students explore colour theory, tonal painting and communicating emotions through colour. They explore cross-curricular combining maths and	By the end of the unit pupils will know and understand: <ul style="list-style-type: none"> <li>• How to describe what Aboriginal Art is</li> <li>• They will study elements of Aboriginal Art</li> <li>• They will create an Aboriginal dot picture</li> <li>• They will create a boomerang with symbols depicting a story</li> <li>• They will be able</li> </ul>	Pupils will be asked to engage with the idea of identity, which will aid their understanding of themselves and others.  Pupils will be given the opportunity to engage with a range of important artworks & interpret them.  Pupils will understand how to








	<p>Fine motor skills Visual communication.</p> <p>Pupils can Identify and describe what formal elements in a piece of art.</p> <p>At the end of the unit pupils produce one piece of work which includes several techniques.</p> <p><b><u>Suggested Artists:</u></b> Jackson Pollock, Willem De Kooning, Franz Kline</p>	<p><b><u>Suggested Artists:</u></b> Koi Fish Hollie Storlie Michelle Parsons.</p> 	<p>art, with focus on numeracy.</p> <p>Create original pieces that are influenced by studies of other</p> <p><a href="https://www.invaluable.com/blog/art-history-timeline/">https://www.invaluable.com/blog/art-history-timeline/</a></p> <p><a href="https://artincontext.org/art-periods/">https://artincontext.org/art-periods/</a></p> <p><a href="https://www.youtube.com/watch?v=dfX1tvIoLNA">https://www.youtube.com/watch?v=dfX1tvIoLNA</a></p> <p><b><u>Suggested Artists:</u></b></p> <p>See above links to the Art Period Timeline.</p> <p>Pablo Picasso Vincent Van Gogh Andy Warhol Jackson Pollock Leonardo Da Vinci</p>	<p>to design for clay work</p> <ul style="list-style-type: none"> <li>• They will use their designs to make an Aboriginal Clay creature (3D)</li> <li>• They will visit a museum for inspiration and research.</li> </ul> 	<p>visualise means to communicate their own ideas about themselves or others to an audience.</p> <p><b><u>Portraiture</u></b> <b><u>Suggested Artists:</u></b> Frida Kahlo, Van Gogh, Francis Bacon, Roy Lichtenstien, Chris Ofile, Julian Opie</p> 
<b>Pupils should be able to do...</b> (Skills	Pupils can use various mark making techniques, including:	Pupils should demonstrate the intelligent use of sources, including using the internet	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time at an appropriate level.</li> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse various techniques and elements used in Aboriginal Art</li> <li>• Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Proficiency of technical skill</li> <li>• Reflect on their own identity.</li> <li>• Communication of</li> </ul>

	<p>being developed)</p>	<ul style="list-style-type: none"> <li>• Drawing in 2D</li> <li>• Drawing in 3D</li> <li>• Using perspective points.</li> <li>• Creating texture (rubbing techniques)</li> <li>• Producing different types of lines</li> <li>• Draws with different grades of pencil (HB to 6B)</li> </ul> 	<p>positively to find and extract information, inform purposeful enquiry, develop analytical skills and make progress with ideas.</p> <p>Pupils experiment with methods to create a 3D structure.</p> <p>Pupils will be able to communicate understanding in written, visual and practical forms to an audiences.</p> <p>Pupils develop 3D making skills.</p> <p>Pupils use a design to construct their final 3D structure and apply their knowledge of colour theory to create the surface colour of their final piece.</p>	<ul style="list-style-type: none"> <li>• Work on a range of scales e.g. thin brush on small picture etc Printing</li> <li>• Use brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Think critically about their art and design work.</li> <li>• How to draw and sketch from both observation and artist images.</li> <li>• Compare techniques which have been used in similar art pieces.</li> </ul> 	<p>working in the style of Aboriginal Art and create a picture using dots</p> <ul style="list-style-type: none"> <li>• Understand the symbols used by Aborigines in their work. Use these symbols to create a boomerang</li> <li>• Design a piece of clay based on an indigenous Aboriginal creature</li> <li>• Use knowledge and experience of clay making to create a clay creature</li> </ul> <p><a href="https://www.youtube.com/watch?v=mQi1NMh9CvA">https://www.youtube.com/watch?v=mQi1NMh9CvA</a></p> <p><a href="https://www.youtube.com/watch?v=YE-dfzb5wug">https://www.youtube.com/watch?v=YE-dfzb5wug</a></p> <p><a href="https://www.youtube.com/watch?v=YE-dfzb5wug">https://www.youtube.com/watch?v=YE-dfzb5wug</a></p>	<p>ideas both verbally and in writing using subject specific language.</p> <ul style="list-style-type: none"> <li>• Technical understanding of the structure of a portrait</li> <li>• Application of a range of materials</li> <li>• Good presentation skills</li> <li>• Pride in work</li> <li>• Research skills</li> <li>• Creative thinking and imagination.</li> </ul> <p><a href="https://theartteacher.net/2020/04/09/ks3-art-scheme-of-work-portraiture/">https://theartteacher.net/2020/04/09/ks3-art-scheme-of-work-portraiture/</a></p>
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	<b>Key Vocabulary</b>	Line, shape, space, form, colour, mark making, perspective.	Three dimensional, sculp, sculpture, make, design, colour theory	Art periods, timeline, draw, paint, technique, history, primary/secondary colours		Aboriginal, Culture, Boomerang, Clay, Three Dimensional, Design, Make	Portraiture, Self Portrait, Symbolism Formal Elements, Composition, Abstract, Realism, Expressionism, Identity, Culture, Representation Colour Theory, Composition
8	<b>Topic</b>  Covers skills and knowledge in Steps 7, 8, 9 and 10	<b>Formal Elements</b> In this unit pupils use their sketchbooks to explore different markmaking techniques. At the end of the unit pupils produce one piece of work	<b>Silhouettes</b> Students will explore various architecture/landscape designs in this multi-media art unit.. Students will study the art concepts of positive and	<b>Natural Forms</b> Antoni Gaudí was an architect born in Barcelona with a unique vision. Students will build their own three dimensional masterpieces using air dry clay/papier	<b>Perspective Drawing</b> Students will be introduced to one point and two point perspective drawing, using a vanishing point to accurately draw	<b>African Masks</b> Students will understand why it is important to study the art of Africa, as well as the art of other cultures. They will understand the use of masks in the African culture and	<b>PICASSO PORTRAIT</b> Pupils will be able to identify several works by Pablo Picasso. They will outline Picasso's life and career creating a work of art modelled after one of Picasso's

		which includes several of the techniques they have learned.	negative space, silhouettes, and warm and cool colours, horizon line, foreground and background.	mache in the celebrated architectural style of Antoni Gaudi and learn about the history and work of Gaudi whose style is whimsical and organic	a number of scenes culminating in a final major drawing of a realistic city scene	will create their own mask out of card and papier mache.	pieces <a href="https://www.readwritethink.org/classroom-resources/calendar-activities/artist-pablo-picasso-born">https://www.readwritethink.org/classroom-resources/calendar-activities/artist-pablo-picasso-born</a>
	<b>Pupils should know...</b> (Core knowledge and concepts to be learned)	Pupils secure an understanding of imaginative drawing, generating a range of original ideas inspired by the work of others like Jon Carling and Sara Fanelli. They explore the use of sketching, markmaking, texture and collage techniques whilst using their imagination.	<p>Pupils will learn how to:</p> <ul style="list-style-type: none"> <li>● define 'silhouette painting'</li> <li>● describe how silhouettes are made</li> <li>● Express an understanding about light conditions in creating a silhouette.</li> <li>● discuss silhouette artists and their work</li> <li>● create a silhouette painting/oil pastel</li> </ul>	<p>Why are children learning about the starting point Natural World?</p> <p>Identifying objects and structures designed with the influence of natural forms.</p> <p>Pupils learn about the work of Antoni Gaudi and how he was inspired by nature. Pupils understand what an architect is and what</p>	<p>In this unit pupils will create a drawing using perspective</p> <p>Perspective drawing is how we draw 3 dimensional figures on a 2 dimensional surface.</p> <p>To understand the basics of horizon lines, vanishing points, and perspective) - this builds on the</p>	<p>Pupils explore African Masks. They research the meaning behind them and what they are used for. They look at how symmetry is used and how pattern is used. Pupils make a final 3D mask. This can be from paper sculpture or mixed media.</p> <p><a href="https://www.youtube.com/watch?v=98rlROYe4Xk">https://www.youtube.com/watch?v=98rlROYe4Xk</a></p>	<p>In this unit pupils will create 2 Picasso portraits. One depicting sadness and one happiness.</p> <p>Pupils learn about differences and similarities in the work of artists, in different times and cultures (compare to African masks from their previous unit)</p> <p>Pupils learn about the proportions of the face</p>

		<p>Pupils explore and develop a technical understanding of colour and shape and experiment with media materials and processes. Using a mixing paint to understand primary and secondary colours.</p> <p><b><u>Suggested Artists:</u></b> Jackson Pollock, Andy Warhol</p>	<p>piece.</p> <p><b><u>Suggested Artists:</u></b> <b>Auguste Edouart</b> <b>Kara Walker</b></p> 	<p>architecture means.</p> <p><b><u>Suggested Artists:</u></b> Antoni Gaudi.</p>  <p><a href="https://www.oasisacademydonvalley.org/uploaded/Don_Valley/Learning/Home_Learning/Secondary/Art_and_Technology/Art_y7/AKE_Y7_booklet-Art.pdf">https://www.oasisacademydonvalley.org/uploaded/Don_Valley/Learning/Home_Learning/Secondary/Art_and_Technology/Art_y7/AKE_Y7_booklet-Art.pdf</a></p>	<p>Formal Element unit.</p> <p>Perspective is a fundamental art skill which will empower students with an ability to create depth and space in their drawings.</p> <p><a href="https://www.youtube.com/watch?v=bjhxkFDvD78">https://www.youtube.com/watch?v=bjhxkFDvD78</a></p> <p><a href="https://www.youtube.com/watch?v=c1teaJw1QW8">https://www.youtube.com/watch?v=c1teaJw1QW8</a></p>  <p><b><u>Suggested Artists:</u></b> MC Escher</p>	 <p>Pupils will learn how colours create mood</p> <p>Pupils learn the differences between realism and abstract</p> <p>Pupils learn to recognise the role of an artist in society.</p> <p><b><u>Suggested Artists:</u></b> Pablo Picasso African masks</p> 
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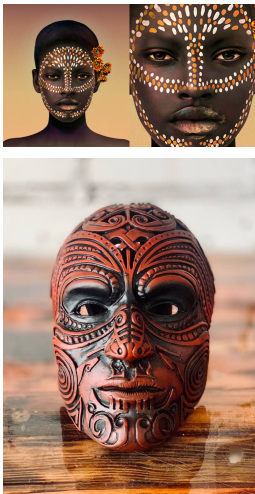


	<p><b>Pupils should be able to do...</b> (Skills being developed)</p>	<p>Records and inventively presents relevant ideas as the work progresses</p> <p>Experiments with a wide range of colour schemes and compositions appropriate to the development of the project work</p> <p>Determines the focus of the artwork through the composition</p> <p>Tries different techniques before developing one into a final design</p> <p>Demonstrates evidence of a background, middle ground and foreground in artwork</p>	<ul style="list-style-type: none"> <li>• Blend oil pastels using warm colours</li> <li>• Blend oil pastels using cool colours</li> <li>• Paint with a foreground and background</li> <li>• Analyse artists work</li> <li>• Develop ideas for a final outcome</li> <li>• Students will create a warm or cool watercolor wash background for their cityscape/landscape</li> <li>• Students will create a warm or cool oil pastel background for their cityscape/landscape</li> <li>• Use a variety of media, techniques, and processes to create works of visual art</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming familiar and more confident when using subject language.</li> <li>• How to produce a successful 3D model</li> <li>• Develop 3D making skills</li> <li>• Becoming visually aware of their pattern formation/structure</li> <li>• Applying design ideas and selecting final design</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with 1 point perspective</li> <li>• Draw in 2 point perspective</li> <li>• Be able to use a horizon in their drawings</li> <li>• Shade taking into account the source of light</li> <li>• Plan and draft work.</li> <li>• Distinguish between background and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw from first hand observation.</li> <li>• Research using the internet.</li> <li>• Identify African patterns and colours,</li> <li>• Use 3D materials to make a 3D mask.</li> <li>• Refine 3D making skills (cutting, sculpting, designing)</li> <li>• Pupils will try different techniques before making a final outcome.</li> <li>• They will learn how to communicate their ideas by adding notes and annotation.</li> <li>• Plan and design a final piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to create /mood/ in their portraits using colour (blue and rose period)</li> <li>• Pupils will be able to create an abstract portrait</li> <li>• Pupils will be able to blend with oil pastels</li> <li>• Pupils will be able to draw in proportion</li> <li>• Pupils will be able to create final outcomes.</li> </ul>
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	<b>Key Terminology</b>	Charcoal, Mark-making, Lines, Thick, Thin, Texture, two dimensional, three dimensional, perspective.	Horizon, silhouette, colours, blend, foreground, background, sunset, dusk, dawn, technique, cityscape, landscape.	Mosaic, ceramic, Spain, Barcelona, Architecture, Sketching, Shading, Transparent, Natural, Organic, Layers, Observation	Perspective, one point, two point, horizon, view point, plan, sketch, light source.	Roll, Smooth, Flatten, Shape, Cut, Pinch pot, Thumb pot, Ceramic, Glaze, Score, Slip, Surface, Join, Sculpture, Sculptor, Plaster, Casting, Negative space, Three dimensional, In relief, Detail, Impressing	Cubism, Abstract, Contrast, Composition, Realism, Juxtaposition, Portrait, Self-Portrait, Mood, Emotion, Line, Shape, Pallet, Warm, Cool
9	<b>Topic</b>	<b>Formal Elements Zentangle</b> This animal zentangle unit requires to level up pupils drawing skills and create Zentangle patterns within the shape of an animal. Pupils focus on the formal elements of shape, pattern and texture.	<b>Looking at Artists - Art Appreciation.</b> This unit builds on the Art Appreciation unit from year 7 and prepares pupils for AO1 (contextual understanding) of their GCSE Art Course. Pupils focus on evaluating and analysing artists work both in written and visual forms.	<b>FACE PAINTING AND MASKS FROM OTHER CULTURES</b> Pupils will discuss as a group the various types and functions of masks both in day to day life. They will explore masks and face paintings from different cultures resulting in them making one final mask.	<b>Observational Drawing</b> The aim of the unit is to develop Year 9 students' drawing skills and develop the steps taken when creating realistic observational drawings. It prepares pupils for A03 (reflective recording)	<b><u>Sketchbook Project</u></b>	



	<p><b>Pupils should know...</b> (Core knowledge and concepts to be learned)</p> <p>Covers skills and knowledge in Steps 7, 8, 9 and 10</p>	<ul style="list-style-type: none"> <li>• Pupils should be able to name the formal elements in art - building from their previous units.</li> <li>• Pupils should be able to explain the importance of the formal elements in Art.</li> <li>• Name the formal elements used in a Zentangle.</li> <li>• Understand what a ZENTANGLE is and how to create a range of patterns.</li> </ul> <p><b><u>Suggested Artists:</u></b> Rick Roberts Maria Thomas</p>	<ul style="list-style-type: none"> <li>• The study of different artists and periods in art is a critical element of Art and Design.</li> <li>• Explore the work of a range of great artists, architects and designers through time and understand the historical and cultural development of their art forms.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Students explore colour theory, tonal painting and communicating emotions through colour. They explore cross-curricular combining maths and art, with focus on numeracy.</li> <li>• Create original</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to recognise masks from different cultures (Native American, Maori and African)</li> <li>• They demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art</li> <li>• They understand there are various purposes for creating works of visual art</li> <li>• They develop an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to become visually aware of pattern formation/shape/structure</li> <li>• Pupils understand why annotation, critical analysis and evaluation are important.</li> <li>• Pupils understand how tone creates depth and the illusion of being 3D</li> <li>• Pupils understand what a light source is</li> </ul> <p><b><u>Suggested Artists:</u></b> Marcello Barenghi Sarah Graham</p> <p><a href="https://www.youtube.com/watch?v=y2lgutQ0HLg">https://www.youtube.com/watch?v=y2lgutQ0HLg</a></p> <p><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></p>	<p>This unit Introduces students to making a sketchbook in preparation for GCSE. The topic for the project can be set by the teacher. Examples are:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Culture</li> <li>• Popular Culture</li> <li>• Natural Forms</li> <li>• Distortion</li> <li>• Journey</li> </ul> <p>There is a set task at the end of the unit where students create a final outcome from their sketchbooks.</p> <p>The main skills gained are:</p> <ul style="list-style-type: none"> <li>• Students will learn to take a creative risk, try new things, use different media, and experiment with a variety of materials and techniques</li> <li>• Students will learn to focus on one topic, creating several different possible outcomes.</li> <li>• Students will learn how to communicate ideas through visual images they provide in their sketchbooks.</li> <li>• Students will learn that mistakes are not a sign of failure but a natural process for learning and problem-solving.</li> <li>• Students will learn about different artists and cultures.</li> </ul>
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		<p>pieces that are influenced by studies of other</p> <p><b>Suggested Artists:</b></p> <p>Bansky Van Gogh Picasso Roy Lichtenstein</p>	<p><b>Suggested Artists:</b></p> <p>Pablo Picasso African Culture Native American Culture Maori Culture</p> 	<p><a href="https://doartbetter.com/the-ultimate-observational-drawing-idea-list-for-kids/">articles/realistic-observational-drawings</a>  <a href="https://doartbetter.com/the-ultimate-observational-drawing-idea-list-for-kids/">https://doartbetter.com/the-ultimate-observational-drawing-idea-list-for-kids/</a></p> 	<p><b>Critical thinking and Prior Knowledge</b></p> <p>Why is a sketchbook considered a valuable tool? Who do you know that once used or still uses a sketchbook and why?</p> 
<p><b>Pupils should be able to do...</b> (Skills being develop</p>	<ul style="list-style-type: none"> <li>● Apply the formal elements to your baseline assessment.</li> <li>● Pupils will develop Line,</li> </ul>	<ul style="list-style-type: none"> <li>● Draw for a sustained period of time at an appropriate level.</li> <li>● Evaluate and analyse creative works using the</li> </ul>	<ul style="list-style-type: none"> <li>● Students use different media, techniques, and processes to communicate ideas, experiences, and stories -</li> </ul>	<ul style="list-style-type: none"> <li>● They will develop observational skills by closely observing a work of art and drawing objects from life.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and compare artists/artwork</li> <li>● Improve observational drawing skills</li> <li>● Improve painting skills</li> <li>● Students will learn about new techniques (inks, batik, etching, printing...)</li> <li>● Students will learn to annotate their work, using guides to support them</li> </ul>

	ed)	<p>Texture, and Patterns.</p> <ul style="list-style-type: none"> <li>• To construct a zentangle design and apply this to a design.</li> <li>• To construct a creative and detailed feather as part of your assessment.</li> <li>• Distinguish primary, secondary and tertiary colours to add colour to their design.</li> </ul> <p><a href="https://www.youtube.com/watch?v=8TXdx0dqlVY">https://www.youtube.com/watch?v=8TXdx0dqlVY</a></p>	<p>language of art, craft and design.</p> <ul style="list-style-type: none"> <li>• Work on a range of scales e.g. thin brush on small picture etc Printing</li> <li>• Use brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours and know which primary colours make secondary colours</li> <li>• Think critically about their art and design work.</li> <li>• How to draw and sketch from both observation and artist images.</li> <li>• Compare techniques which have been used in similar art pieces.</li> </ul>	<p>building on prior experience</p> <ul style="list-style-type: none"> <li>• Students use art materials and tools in a safe and responsible manner</li> <li>• Students select and use subject matter, symbols, and ideas to communicate meaning</li> <li>• They add personal symbols and meaning to their art</li> <li>• They use a range of techniques to record their observations in sketchbooks,</li> </ul>	<ul style="list-style-type: none"> <li>• Handling of materials: pencil, coloured pencil, oil pastels...</li> <li>• Communication of ideas both verbally and in writing using subject specific language.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn to evaluate their own work, giving suggestions on how they can improve.</li> </ul>
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	<b>Key Terminology</b>	Zentangle, pattern, value, shape, texture, mindfulness, draw, Freestyle, animal, positive, negative, colour.		Masks, culture, African, Maori, Native American, symbol, meaning, tradition, design	Observational, proportion, perspective, shade, tone, Still life genres. measurements Angle pressure tone, expressive, shadow, highlights ,blending, realism, abstract	Sketchbook, analysis, evaluation, annotation, theme, materials, techniques, refine, master, artist, theory, culture, periods, research, compare, contrast.