

## Key Stage 3 Art Curriculum

Art education has been proven to have remarkable impacts on academic, social, and emotional outcomes, helping us develop empathy as we learn more about societies, cultures and history. Engagement with art helps us stretch our minds beyond the boundaries of the printed text or the rules of what is provable to encompass visual spatial learning and develop motor skills.

Art is a high profile at our school. Our pupils are confident with using a range of resources to create artwork and display a sense of pride over their creations. This can be demonstrated through the fantastic and engaging classroom displays which showcase brilliant work. The Key Stage 3 curriculum enables the development of skills and knowledge enabling them to become independent learners by the time they reach Key Stage 4.

Parks Year 7 Sensory	<b>Colour Theory</b>  Pupils will take a baseline art assessment to see the knowledge they already know. They will have a series of lessons based around the colour wheel. Refer to artists such as Kandinsky to see how artists use colour theory in their work	<b>Collaborative Project around Colour Theory</b>  Using the skills gained during the first unit pupils will work together on a collaborative project.  They will use photographs of animals- Using Colour to transform the animal- What does this do?  Artist Reference -	<b>Aboriginal Art</b>  Pupils will explore the artwork of the Aborigines. They will look at Rock painting, dot painting, bark painting. Pupils are to explore Dream Paintings and create their own Dream Paintings using symbols and dot painting techniques.  Pupils will analyse a Dream Painting and	<b>All Around the World</b>  Pupils will complete research and investigation work into different cultures.  They will explore World Art Festivals and Celebrations.including Day of the Dead Festival of Light  Pupils will evaluate their own work.	<b>Great Artists</b>  Pupils explore different techniques of the Great Artists. From Vincent Van Gogh to Andy Warhol.  Pupils are to understand what techniques are and how to recognise different artists' work.  Pupils will complete a 'compare and	<b>Colours of Asia</b>  Students will use their skills gained across the year to produce pieces of work which reflect the continent of Asia. This will include using different types of media for example printing, modelling, sketching, jewellery making gathered from both primary and secondary sources. They will examine and reflect on the different
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		Steven Brown	describe what the painting is about.	Cultural references.	contrast' of different artists' work.	colours used to represent the continent and use them in a final piece of artwork.
Newton Year 7 Social	<p><b>Colour Theory</b></p> <p>Pupils will take a baseline art assessment to see the knowledge they already know. They will have a series of lessons based around the colour wheel. Refer to artists such as Kandinsky to see how artists use colour theory in their work.</p>	<p><b>Collaborative Project around Colour Theory</b></p> <p>Using the skills gained during the first unit pupils will work together on a collaborative project.</p> <p>They will use photographs of animals- Using Colour to transform the animal- What does this do?</p> <p>Artist Reference - Steven Brown</p>	<p><b>How media influences art</b></p> <p>Using favourite media e.g. film, music, tv within art - collage making. Art based on a celebrity/role model.</p> <p>Creating art to music - how a piece of music they listen to can be reflected within a pupil's work.</p> <p>Artist Reference - Kandinsky.</p>	<p><b>All Around the World</b></p> <p>Pupils will complete research and investigation work into different cultures.</p> <p>They will explore World Art Festivals and Celebrations.including Day of the Dead Festival of Light</p> <p>Pupils will evaluate their own work.</p> <p>Cultural references.</p>	<p><b>Great Artists</b></p> <p>Pupils explore different techniques of the Great Artists. From Vincent Van Gogh to Andy Warhol.</p> <p>Pupils are to understand what techniques are and how to recognise different artists' work.</p> <p>Pupils will complete a 'compare and contrast' of different artists' work.</p>	<p><b>Colours of Asia</b></p> <p>Students will use their skills gained across the year to produce pieces of work which reflect the continent of Asia. This will include using different types of media for example printing, modelling, sketching, jewellery making gathered from both primary and secondary sources. They will examine and reflect on the different colours used to represent the continent and use them in a final piece of artwork.</p>

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Curie and Castner Year 8 Sensory	<b>Day of the Dead</b>  Pupils will explore the Mexican festival "Day of the Dead" They will complete research into what the festival is about and the meanings behind it. They will complete designs for their own 3D mask and make a 3D mask as the final outcome.	<b>Great Artists</b>  Pupils will explore the artwork of Paul Cezanne and create observational drawings from items of fruit. They will develop their drawing skills, using tone and shade correctly.	<b>African Masks</b>  Exploring the culture, art and artefacts of Africa. Pupils will learn about the symbolic meaning of African masks and design a mask with a personal meaning. They will develop their masks into Clay.	<b>Pop Art</b>  Pupils will create a project based on the art movement Pop Art. They will look at the artists Andy Warhol and Roy Lichtenstein.  They will create their own 2D piece of work based around their own popular culture using aspects from the Pop Art Movement.  Artist Reference - Andy Warhol	<b>exploring natural pattern</b>  students will complete Texture/rubbings and mark making experiments using natural objects to understand the difference between actual and visual texture. Mark making  Making Pinch pot fossils using the pinch technique  Decorating pinch pots using glaze/ oxides/ coloured glass  Oil pastel studies of different natural patterns	<b>SILHOUETTES</b>  Students will choose a silhouette of a sporting activity and lay out before using blended background technique to complete the different sections of the piece of work  They will experiment with backgrounds to enhance their silhouettes.  Artist Reference - Banksy

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					<p>multi layer polytile printmaking using base layer prints followed by layer to create a multi-layer print</p> <p>Artist Reference - Antoni Gaudi</p>	
<p>Anderson Year 9 Sensory</p>	<p><b>Day of the Dead-3D Making</b></p> <p>Pupils are to explore the Day of the Dead Festival. They are to explore shape and pattern as well as exploring colour. Pupils will start to recognise relationships through colour and also develop techniques such as colour blending.</p> <p>Cultural Reference.</p>	<p><b>Formal Elements and Mark Making</b></p> <p>Pupils will explore formal elements and build on their prior knowledge from previous years. They will look at mark making techniques and materials. They will explore the theme of Autumn and Natural Forms.</p> <p>Skills development. Pupils will evaluate their techniques.</p>	<p><b>Observational Drawing</b></p> <p>Pupils will learn how to draw from direct observation. Using classroom resources such as trainers etc.. They will use their knowledge of mark-making techniques to make a series of observational drawings and paintings. Photography.</p> <p>Artist Reference Vincent Van Gogh - Shoe paintings.</p>	<p><b>Portraits</b></p> <p>Building on their previous knowledge of facial structure pupils will look at the technical side of drawing portraits. They will use grids and photography to develop realistic portraits. They will use digital media and photography. Chuck Close Hyper-Realistic Photography</p> <p>Artists Reference - Chuck Close</p>	<p><b>Silhouettes</b></p> <p>Pupils will explores silhouettes in Art. They will explore moonscapes and sunsets. Pupils will work around the concept of light and dark and complete work with paints, chalks, pastels, photography, spray paints and collage.</p> <p>Artist reference Banksy</p>	<p><b>GCSE Art</b></p> <p>Introduction to GCSE Art. Pupils will experience what a GCSE Art course entails. They will look at past work and portfolios. Pupils will complete a mini Sketchbook project which they will take home to complete during the Summer Holidays.</p>

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<p>Turing Year 9 Social</p>	<p><b>Day of the Dead-3D Making</b></p> <p>Pupils are to explore the Day of the Dead Festival. They are to explore shape and pattern as well as exploring colour. Pupils will start to recognise relationships through colour and also develop techniques such as colour blending.</p> <p>Cultural Reference.</p>	<p><b>Formal Elements and Mark Making</b></p> <p>Pupils will explore formal elements and build on their prior knowledge from previous years. They will look at mark making techniques and materials. They will explore the theme of Autumn and Natural Forms.</p> <p>Skills development. Pupils will evaluate their techniques.</p>	<p><b>Observational Drawing</b></p> <p>Pupils will learn how to draw from direct observation. Using classroom resources such as trainers etc.. They will use their knowledge of mark-making techniques to make a series of observational drawings and paintings. Photography.</p> <p>Artist Reference Vincent Van Gogh - Shoe paintings.</p>	<p><b>Portraits</b></p> <p>Building on their previous knowledge of facial structure pupils will look at the technical side of drawing portraits. They will use grids and photography to develop realistic portraits. They will use digital media and photography. Chuck Close Hyper-Realistic Photography</p> <p>Artists Reference - Chuck Close</p>	<p><b>Silhouettes</b></p> <p>Pupils will explores silhouettes in Art. They will explore moonscapes and sunsets. Pupils will work around the concept of light and dark and complete work with paints, chalks, pastels, photography, spray paints and collage.</p> <p>Artist reference Banksy</p>	<p><b>GCSE Art</b></p> <p>Introduction to GCSE Art. Pupils will experience what a GCSE Art course entails. They will look at past work and portfolios. Pupils will complete a mini Sketchbook project which they will take home to complete during the Summer Holidays.</p>
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