

Key Stage 3 Curriculum Map: Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Year 7	Entry Level Tests (Establishing Information on Individual Baseline Ability)	Colour Essentials Key Skills: Colour Relationships	Colour Creativity Key Skills: Informed Application of Colour Knowledge	Fantastic & Mythical Creatures Key Skills: Imaginative Drawing & Design	Pattern Key Skills: Decorative Design (Stage 1)
	Brief summary – A series of 3 tasks that provide baseline evidence of the individual student’s ability: Observational Drawing, Expressive Drawing, Research & Understanding	Brief summary – A sequence of practical exercises that combine learning and recording information about essential elements of colour relationships with sustained focus on developing practical skills. There will also be the opportunity for expressive use of colour. This project aims to provide knowledge and understanding to the students of how artists have used colour relationships and how they can be applied in future artwork of their own.	Brief summary – the students will be given the opportunity to imaginatively apply their knowledge of colour relationships to everyday packaging designs. Using Pop Art as a reference point, the students will be able to select their own source material and colour combinations. Working in multiples will allow the students to be experimental and take calculated risks.	Brief summary – A sequence of mixed practical tasks that provide students with the opportunity to apply what they have learned in the Colour projects to imaginative scenarios. The reference points will be myths, manuscripts and other ancient and religious works. This project aims to build confidence in imaginative drawing. This project and the Year 7 Exam piece are linked by theme and are intended to be symbiotic. The Year 7 Exam brief will be given out to the students in the Spring Term and will draw upon previous and future project work.	Brief summary – A sequence of practical design tasks that provide students with the opportunity to apply what they have learned in the Colour and Fantastic Animals projects to a design-based series of outcomes. The reference points could include Optical Art or Escher. As well as building upon previous learning, it will provide students with the opportunity to explore colour and form, as well as elements of tessellation and repeated motifs and shapes. This project will link in with the first project work at the beginning of Year 8 in terms of theme – decorative design.
	Assessment: All of the Entry Level Tests are moderated within the Department. This provides us with information that will help planning, differentiation and target-setting.	Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments.	Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. The Mid-Year Assessment will be completed within this unit.	Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments.	Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. Work from this unit will contribute to the End of Year Assessment.

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	Autumn Term	Spring Term	Summer Term
Year 8	Design Compositions Key Skills: Decorative Design (Stage 2)	Narrative Art & Symbols Key Skills: Developing Visual Language	Perspective Key Skills: Spatial Drawing
	<p>Brief summary –This project will build upon skills covered and work completed at the end of Year 7. Students will be given the opportunity to work with image, pattern, decoration and text to create complex design compositions. Reference points could include stained glass design, lanterns, Day of the Dead and advertising – use of decoration, lettering and image. The students will develop skills to help them analyse, show understanding of and develop their own artworks from the artwork of others – practical application of contextual information.</p> <p>This project and the Year 8 Exam are linked by theme and are intended to be symbiotic. The Year 8 Exam brief will be given to the students at the end of this Term.</p>	<p>Brief summary – A series of exercises that explore different aspects of Narrative Art and the use of symbols will enable the students to understand key aspects of how art can communicate ideas, meanings and stories using both image and word or just image alone. The exercises could include Story Editing; use of Tone, Half-Tone and Hatching drawing techniques; character simplification; stencil printing; logo design, heraldic designs and badges as well as the opportunity for the students to research suitable artworks and to produce their own Comic Strip stories and related artworks.</p>	<p>Brief Summary – This project will focus on developing design skills learned earlier in the Key Stage, but applying them to representing three-dimensional forms, in particular, architecture. A series of exercises will give students the opportunity to develop their spatial and perspectival drawing with different vanishing points and tonal variation. Reference points could include Da Vinci, Monet, as well as different architects and their designs.</p>
	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments.</p>	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. The Year 8 Mid-Year Assessment will take place within this unit.</p>	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. Work from this unit will contribute to the End of Year Assessment.</p>

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	Autumn Term	Spring Term	Summer Term
Year 9	<p>Printmaking Key Skills: Investigation & Experimentation with the Repeated Image</p>	<p>The Face Key Skills: Imaginative Interpretation of Observational Work</p>	<p>Abstraction Key Skills: Synthesis of Key Stage Learning</p>
	<p>Brief summary – The project provides opportunity for the students to explore and experiment with creative, decorative and illustrative content as well as lettering and typography. The emphasis will be on creating designs that can be intended to be replicated using process-based techniques such as printmaking. This will provide students with the opportunity to create multiple outcomes that allows them room to experiment with design, colour and other elements.</p>	<p>Brief summary – The project begins with a series of portrait and self-portrait artworks that by asking the students to work in unusual ways help them to engage with the theme of Self-Portraits. The theme could be subsequently developed with reference to the surreal work of Arcimboldo, German Expressionism, and African Masks, amongst others, so that the students have an opportunity to combine observational and imaginative methods in more than one artwork outcome.</p>	<p>Brief summary – This project asks the students to synthesise a number of aspects of learning from earlier in the Key Stage to produce outcomes that are abstract or that have been developed into abstract work from figurative starting-points. For example, Optical Art will make use of learning from the Colour Theory and Repeat Pattern projects in Year 7, and Cubism will draw on the ideas of flat design and plane composition from work in Year 8. Contextual references will include the way in which visual art was affected by photography and how that has affected how we interact with the visual world today, Optical Art and Psychedelic artwork. Outcomes could include collage and layered artwork, poster design, tie-dye printing and other work, providing the students with a broad range of possibilities in terms of subject, composition and colour.</p>
	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments.</p>	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. The Mid-Year Assessment will take place within this unit.</p>	<p>Assessment: The completed project will be Reviewed & Self-Assessed on an individual basis by the students, as well as being graded with summative & formative written feedback from the subject teacher. There will be additional homework assessments. Work from this unit will contribute to the End of Year Assessment.</p>