

Key Stage 3 Curriculum Map: Art

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term
Year 7	<p>Entry Level Tests – 2-3 weeks (Establishing Information on Individual Baseline Ability)</p> <p>Introduction to Project 1 – Formal Elements in Art Key Skills: Foundation skills. Colour theory, principles of drawing, tonal shading and colour blending.</p>	<p>The Formal Elements in Art (continued)</p> <p>Key Skills: Foundation skills. Colour theory, principles of drawing, tonal shading and colour blending, painting and colour mixing, artist research and analysis,</p>	<p>The Formal Elements in Art (continued)</p> <p>Key Skills: Observational drawing, mixed media art, printmaking, composition and creative thinking.</p> <p>Animals in Art Key Skills: Research presentation and Art History sketchbook skills, Ceramics</p>	<p>Animals in Art (continued) Key Skills: Research presentation and Art History sketchbook skills, Ceramics</p>	<p>Animals in Art (continued) Key Skills: Observational drawing, interpreting texts, Imaginative Drawing & Design</p>
	<p>Baseline Test: A series of 3 tasks that provide baseline evidence of the individual student's ability: Observational Drawing, Creative Drawing, Research & Understanding. Each task will last 1 hour.</p> <p>Pupils will learn the fundamentals of observational drawing, tonal shading with graphite, colour blending with pencil crayon.</p>	<p>Pupils will learn the fundamentals collage, pattern and mark-making. They will develop knowledge of colour theory and painting skills by exploring watercolour. The outcome of this term will be a detailed title page evidencing their understanding of the Formal Elements of Art.</p> <p>Students will complete homework tasks which are designed to extend their learning outside of the classroom to enable them to practice and develop taught skills and improve their creative thinking skills.</p>	<p>Students will explore how drawing can be used as an expressive tool to record from observation. They will experiment with producing a large-scale mixed media observational drawing which enables them to work with increasing independence and purpose.</p> <p>The project will culminate in a painted outcome which allows them to re-visit some of the skills (painting skills, colour mixing, colour theory) from HT1.</p> <p>Students will begin their 2nd project by analysing and comparing Pre-20th Century art styles (Indian Gupta Period and Medieval Art).</p> <p>Students will develop skills in lino printing to create their own designs inspired by the contextual research they have studied. There will also be regular opportunities reapply the knowledge and skills learned in HT1 & 2.</p>	<p>Students will use their knowledge of Indian folk art and Medieval art to create contextual research pages evidencing their knowledge. They will learn about the historical importance of visual storytelling, folklore and Medieval manuscripts used to depict animals in both art styles.</p> <p>A sequence of mixed practical tasks that provide students with the opportunity to apply skills and knowledge which they have learned in previously to new scenarios. Students will learn new skills in ceramics and will produce an imaginative clay tile inspired by the research completed at the start of the project.</p> <p>Students will continue to develop their disciplinary knowledge by evaluating their work, justifying creative decisions and analysing the work of artists.</p>	<p>Students will return to the skills learned in HT1 to produce a detailed observational study of an animal in a realistic style.</p> <p>Students will create an imaginative response using pattern and decorative techniques to create a personal and original final piece which demonstrates an understanding of the contextual research undertaken and a skilful use of materials.</p>
	<p>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 for individual pupils.</p>	<p>Assessment: Ongoing formative assessment using whole class feedback assessing practical skills and theoretical/disciplinary knowledge.</p> <p>There will be additional summative homework assessments and formative self/peer assessments throughout the term.</p>	<p>Assessment: The completed project will be summative assessed by the subject teacher. The final assessment for this project, with the assessment completed on the title pages will form the basis of the Mid-Year School Assessment.</p>	<p>Assessment: Pupils will be given formative feedback on their sketchbook work, including contextual research pages.</p> <p>There will be additional homework assessments and opportunities for self/peer assessment throughout. A summative assessment of these tasks will contribute towards the end of year assessment grade.</p>	<p>Assessment: The completed project will be assessed with formative written feedback from the subject teacher. Areas of skills and knowledge will be summative assessed using the assessment grid in student sketchbooks.</p> <p>Work from this unit be marked holistically and an average % grade of all the work completed this year will form the basis of the End of Year Assessment.</p>

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Year 8	<p>Ocean Conservation Key Skills: Contextual analysis, Observational drawing, Ceramics</p>	<p>Ocean Conservation Key Skills: Printmaking, Ink, Oil pastel techniques</p>	<p>The Natural Landscape Key Skills: Artist research and analysis, sgraffito, printmaking</p>	<p>The Natural Landscape Key Skills: Painting and collage, design principles, creating a personal outcome</p>
	<p>Students will work towards creating both 2D and 3D outcomes, building on the skills they have learned in Year 7. Theoretical understanding of the threats to marine life and endangered species will underpin the learning of new skills such as the quarter grid method, pinch pot ceramic forms and creative design work related to the theme.</p> <p>Students will produce independent work exploring the issues of ocean conservation and pollution and will produce a large-scale painting inspired by Abi Diamond.</p>	<p>By exploring the work of ceramic artist Mary O'Malley, students will design and make a pinch pot vessel inspired by her 'Bottom Feeders' series.</p> <p>Pupils will produce an independent 3D outcome which realises their intentions and highlights the contextual environmental issues explored within the topic.</p> <p>The project will also include an element of realism, re-capping tonal shading and observational drawing techniques learned in Year 7.</p>	<p>This project will encourage students to consider the ways in which artists use ecological design principles and who are inspired by the natural world. Learning about the work of artists such as Friedrich Hundertwasser and David Hockney, students will respond to their contextual research through experimentation and mixed media drawing techniques.</p> <p>Students will spend some time outside, drawing the natural landscape and plants around the school, which they will then develop into larger scale paintings.</p>	<p>A series of exercises will allow students to respond to the theme through intaglio printmaking, ink and oil pastel observational drawing techniques. Students will use skills they have developed throughout the project to produce an original landscape painting inspired by the artists.</p> <p>The project will culminate in a sustained personal outcome using paint, printing and mark-making techniques.</p>
	<p>Assessment: Ongoing formative and self/peer assessment and written feedback from class teacher on home learning.</p> <p>Pupils will be assessed on their first major piece of work (observational drawing) and their ceramic outcome.</p>	<p>Assessment: Holistic assessment of the work completed using the assessment sheets and written teacher feedback.</p> <p>The final summative grade for this project will form the basis of the Mid-Year School Assessment.</p>	<p>Assessment: Student work will be formatively assessed throughout the project and assessed against the success criteria on the Assessment sheet.</p> <p>There will be additional homework assessments and formative self/peer assessments throughout the term.</p>	<p>Assessment: Pupils work will be formatively assessed in the middle of the project.</p> <p>There will be additional homework assessments and opportunities for self/peer assessment throughout the project. The final painting will form part of the summative assessment.</p> <p>Work from this unit be marked holistically and an average % grade of all the work completed this year will form the basis of the End of Year Assessment.</p>

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Year 9	<p>Architectural Features Key Skills: One and two point perspective, observational drawing, design ideas and ceramics</p>	<p>Architectural Features Key Skills: Collage and abstraction, development of ideas, independent learning and creative outcomes.</p>	<p>Identity Key Skills: Proportions of the face, Artist research and analysis, the grid method, Art History, sketchbook presentation, scraperboard drawing</p>	<p>Identity Key Skills: Realism, coloured pencil skills, lino printing</p>
	<p>The project will begin by produce observational drawings of local architecture using ink and wash techniques inspired by the work of Ian Murphy to develop their skills in mixed media drawing and painting techniques.</p> <p>Students will learn one and two point perspective drawing techniques to learn how to create a street scene of their own design.</p> <p>After researching a historical architectural style, students will produce research in relation to this to demonstrate their contextual and theoretical knowledge. Students will continue to develop their own sketchbook style and analytical writing skills, using Tier 2 and 3 vocabulary.</p> <p>Students will then explore the symbolism and purpose of gargoyles in Gothic architecture, and will design and make a ceramic gargoyle, building upon the ceramics skills learned in Year 7 and Year 8 to produce a double-pinch pot (hollow form).</p>	<p>By learning about the vorticism Art movement and Wyndham Lewis, students will produce a personal collage and illustrated drawing exploring abstraction using photographs from their school and local area. Students will present their research and work with increasing maturity and creative flair.</p> <p>To further student's understanding of the design process in Art, students will then develop these drawings into a larger piece of abstract work inspired by vorticism to create a personal final piece reflecting the local area and historical/contemporary architecture of Manchester. This will also allow students to practice their painting skills and re-visit techniques such as paintbrush skills, colour mixing and gradient painting from Year 7 and Year 8.</p>	<p>Students will explore portraiture through time, analysing the ways in which both pre and post 20th Century artists have explored the theme of identity.</p> <p>By learning about proportions of the face, students will work towards producing a series of expressive self-portrait inspired by Kathe Kollowitz and Kehinde Wiley. Students will improve their independence in designing and presenting work their sketchbooks in response to chosen artists and will experiment to produce a scraperboard portrait inspired by Kathe Kollowitz.</p> <p>Students will build upon prior learning undertaken in KS3 to develop their observational drawing and tonal shading pencil skills as well as learning the grid method to create proportionally accurate self portraits.</p>	<p>The project will culminate in a large scale self portrait, inspired by Kehinde Wiley.</p> <p>Students will spend an extended amount of time producing a personal final outcome which explores their identity and demonstrates a solid understanding of key technical skills (lino printing, tonal shading) and knowledge (contextual research into Kehinde Wiley, the history portraiture) acquired throughout the project. The project is designed to draw upon and utilise a variety of the prior skills and knowledge learned throughout KS3 and should be a celebration of the KS3 journey that students have undertaken since Year 7.</p>
	<p>Assessment: Ongoing formative and self/peer assessment and written feedback from class teacher on home learning.</p> <p>Pupils will be assessed on their first significant outcome and homework tasks.</p>	<p>Assessment: Holistic assessment of the work completed using the assessment sheet in the middle of the project.</p> <p>The final grade for this project will form the basis of the Mid-Year School Assessment.</p>	<p>Assessment: Work will be assessed formatively by the subject teacher throughout the project in addition to self and peer assessment.</p> <p>There will be additional homework assessments and self-assessments throughout the term.</p>	<p>Assessment: Pupils will be given formative feedback on their sketchbook work throughout the project. Their self-portrait will form part of their summative assessment.</p> <p>Work from this unit be marked holistically and an average % grade of all the work completed this year will form the basis of the End of Year Assessment.</p>