

KS3 - Phase 3 Art and Design Overview

Year	Year 7 Art					
Foci	Creating a thirst for creativity and developing their artistic skills, techniques and language					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Draw to Explore	'Our City' Draw to Explore	Power of Colour	Colour and Pattern	'Stand Tall/ Fly Low' 3D Structure Mobile	'Stand Tall/ Fly Low' 3D Structure Mobile
Subject	Art- Drawing	Art - Drawing	Art - Painting	Art -Painting	Art, 3D	Art, 3D
Key Idea	Drawing skills exploring the quality of Line link to other formal elements Using lines to form visual language. Links to Professional Practice	Focus on observation and translation into line and Formal Elements Group Drawings Problem Solving Risk Taking Drawing viewpoints. Links to Professional Practice, Frank Aurebach, John Piper, John Virtue, Leon Kossoff	Colour theory painting. Create colour samples and Installations Hockney, Impressionists (Monet), Fauvism (Matisse), German Expressionism, Turner, Op Art, Morris Louis Joseph Turrell	Colour theory painting. Create colour samples and Installations Hockney, Impressionists (Monet), Fauvism (Matisse), German Expressionism, Turner, Op Art, Morris Louis Joseph Turrell	Exploring 3D materials Card, Wire tubes, Lasercutter Structure Making skills Problem Solving Group Makes Risk Taking CX -Alexander Caro Joan Miro Alexander Calder,	Exploring 3D materials Card, Wire tubes, Lasercutter Group Makes Risk Taking CX -Alexander Caro Joan Miro Alexander Calder,
Spec. Ref	<ul style="list-style-type: none"> KS3 NC - To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for 	<ul style="list-style-type: none"> KS3 NC - To increase their proficiency in the handling of different materials To analyse and evaluate 	<ul style="list-style-type: none"> KS3 NC To use a range of techniques and media, including painting To analyse and evaluate 	<ul style="list-style-type: none"> KS3 NC - To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for 	<ul style="list-style-type: none"> KS3 NC - To increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that 	<ul style="list-style-type: none"> KS3 NC To use a range of techniques and media, including painting To analyse and evaluate their own work, and that

	<p>exploring their ideas</p> <ul style="list-style-type: none"> 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. 	<p>their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <ul style="list-style-type: none"> About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 	<p>their own work, and that of others, in order to strengthen the visual impact or applications of their work</p> <ul style="list-style-type: none"> About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 	<p>exploring their ideas</p> <ul style="list-style-type: none"> 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. 	<p>of others, in order to strengthen the visual impact or applications of their work</p> <ul style="list-style-type: none"> About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 	<p>of others, in order to strengthen the visual impact or applications of their work</p> <ul style="list-style-type: none"> About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Driving Question	How can we use drawing to inform a creative language?	How can we use drawing to form language?	How do I communicate the colour effectively in my work? How do other artists explore the Power of Colour in their work?	How do I express effectively the colour and pattern in my ideas? How do other artists explore the Colour and Pattern in their work?	How do I use 3D materials effectively to communicate ideas? How do other artists use 3D language?	How do I use 3D materials effectively to communicate ideas? How do I present my work professionally for others?
Topics	Formal Elements Line, Tone, Shape, Form Texture Explore artwork and artists	Formal Elements Line, Tone, Shape, Form Texture Explore artwork and artists	Formal Elements Line, Colour, Pattern Composition Explore artwork and artists	Formal Elements Line, Colour, Pattern Composition Explore artwork and artists	Formal Elements Form, Colour, Pattern Structure, Explore 3D techniques and processes	Formal Elements Form, Colour, Pattern Structure, Explore 3D techniques and processes Exhibiting Work
Assessment	Demonstration and Do it now tasks, Formative Assessment 1-1 and Individual Action plans, Presentation and critiques, Assessment against KS3 Curriculum Specification Starters/Plenaries - WW, WM, WN? Reflection/Feedback to inform the next lesson. Embed key wording and language from GCSE AO's.					

Year	Year 8 Art					
Foci	Creating a thirst for creativity and developing their artistic skills, techniques and language					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	Draw to Explore Formal elements	Draw to Explore Printmaking (collage)	'Colourful World' Paint	Colourful World Paint	'A Colourful Mess!' Abstract Forms 3D Sculpture!	'A Colourful Mess!' Abstract Forms 3D Sculpture!
Subject	Drawing Techniques Formal Elements	Drawing techniques and Drawing through Print Linear Monoprinting	Colour theory painting. Colour mixing, Pattern making techniques Cultural - Pattern - Holland, Dutch, African, Islamic Tiles, Middle Eastern, former colonial colonies, William Morris, Celtic, Manuscripts (Limberg Brothers?)	Colour theory painting. Colour mixing, Pattern making techniques Cultural - Pattern - Holland, Dutch, African, Islamic Tiles, Middle Eastern, former colonial colonies, William Morris, Celtic, Manuscripts (Limberg Brothers?)	Focus on relief or free-standing abstract structures inspired by the work of Frank Stella. Exploring 3D materials Card, mixed-media & Paint. <i>(Consider - could link to student Popular culture for interpretation?)</i> Structure Making skills Problem Solving Group Makes Risk Taking CX - Frank Stella Alexander Caro Joan Miro Alexander Calder,	Exploring 3D materials Card, Wire tubes, Lasercutter Group Makes Risk Taking CX -Alexander Caro Joan Miro Alexander Calder,
Key Idea	Drawing skills exploring the quality of Formal Elements and line - Questioning how we use line and drawing as a form visual language. Links to Professional Practice Skills technique boost Working with Still life geometrics and structures Composition, Proportion Measuring	Focus on observation and translation into line and Formal Elements Exploring Printing techniques Mono Linear, Direct Wipe away Problem Solving Risk Taking Natural forms Still life	Colour theory painting. Create colour samples and Installations Hockney, Impressionists (Monet), Fauvism (Matisse), German Expressionism, Turner, Op Art, Morris Louis Joseph Turrell	Colour theory painting. Create colour samples and Installations Hockney, Impressionists (Monet), Fauvism (Matisse), German Expressionism, Turner, Op Art, Morris Louis Joseph Turrell	Exploring 3D materials Card, Wire tubes, Lasercutter Structure Making skills Problem Solving Group Makes Risk Taking CX -Alexander Caro Joan Miro Alexander Calder, Frank Stella	Exploring 3D materials Card, Wire tubes, Lasercutter Group Makes Risk Taking CX -Alexander Caro Joan Miro Alexander Calder, Frank Stella

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Driving Question	<p>How can we use drawing to form language?</p>	<p>How can we use drawing to form language?</p>	<p>How do I communicate the colour effectively in my work? How do other artists explore the Colour in different cultures</p>	<p>How do I express effectively the colour and pattern in my ideas? How do other artists explore the Colour and Pattern in their work?</p>	<p>How do I use 3D materials effectively to communicate ideas? How do other artists use 3D language?</p>	<p>How do I use 3D materials effectively to communicate ideas? How do I present my work professionally for others?</p>
Topics	<p>Formal Elements Line, Tone, Shape, Form Texture Explore artwork and artists Drawing Techniques Formal Elements Working from Observation Working with Composition Learning to Measure and control size. (Proportion)</p>	<p>Formal Elements Line, Tone, Shape, Form Texture Explore artwork and artists Working from Observation</p>	<p>Formal Elements Line, Colour, Pattern Composition Explore artwork and artists</p>	<p>Formal Elements Line, Colour, Pattern Composition Explore artwork and artists</p>	<p>Formal Elements Form, Colour, Pattern Structure, Explore 3D techniques and processes</p>	<p>Formal Elements Form, Colour, Pattern Structure, Explore 3D techniques and processes Exhibiting Work</p>
Assessment	<p>Demonstration and Do it now tasks, Formative Assessment 1-1 and Individual Action plans, Presentation and critiques, Assessment against KS3 Curriculum Specification Starters/Plenaries - WW, WM, WN? Reflection/Feedback to inform the next lesson. Embed key wording and language from GCSE AO's.</p>					

Year	Year 9 Art					
Foci	To deepen knowledge of Art and Design and build a foundation for GCSE.					
Time	HT1	HT2	HT3	HT4	HT5	HT6
Project	'Let's Draw' The language of Art and Drawing and contextual research Sketchbook Development	The Power in Looking! Drawing Skills and contextual research	Painting/Printing and contextual research	Painting/Printing/3D and contextual research	3D/Mini Theme TBC/Possible link to industry	Mini Theme TBC/Possible link to industry Sharing great work! Digital and Professional practice skills, Curating, Exhibiting work.
Subject	Art- Drawing	Art - Drawing	Art - Painting & Printmaking	Art - Painting & Printmaking 3D Workshop Clay work	Mini Project theme TBC 3D Workshop Clay work	Mini Project theme TBC Curating, Exhibiting wor
Key Idea	Drawing Techniques Formal Elements Drawing workshops Working from Observation Mark-making Building a Technical Glossary and Vocab in the subject Learning to Measure and control size. (Proportion) Working with Composition Looking at the work of others Learn to make art relevant	Drawing Techniques Formal Elements Drawing workshops Working from Observation Mark-making Building a Technical Glossary and Vocab in the subject Learning to Measure and control size. (Proportion) Working with Composition Looking at the work of others Learn to make art relevant	Workshop Painting techniques and application Workshops Print-making Monoprinting, relief, collagraph revising Colour theory and. Colour mixing Creating outcomes Problem Solving Risk Taking	Workshop Painting techniques and application Workshops Print-making Workshops Basic clay making skills Monoprinting, relief, collagraph Mixed media collage Creating refined outcomes Problem Solving Risk Taking	Workshops Basic clay making skills Working to a theme, workshops in, <ul style="list-style-type: none"> Structuring a project Problem Solving ideas Developing and refining ideas Review and reflection How to develop effective outcomes Looking at GCSE assessment objectives and examples of artwork 	<ul style="list-style-type: none"> Producing outcomes to a theme Evaluating Techniques Curating and making an exhibition linked to learning about careers and professional practice CX - research - Looking at the work of others and making effective connections to artwork

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Driving Question	<p>How can we use drawing to form language? What skills do we need to develop to communicate ideas effectively</p>	<p>How do we look and express the world around us? What skills do we need to develop to communicate ideas effectively</p>	<p>How do we communicate visual ideas through a range of media and processes? What do artists do all day?</p>	<p>How do we use a range of techniques and processes effectively to create artwork? How do other artists explore and communicate ideas?</p>	<p>How do we use 3D materials effectively to communicate ideas? How do we make an effective art project?</p>	<p>How do we evaluate and use the correct Art language to communicate my ideas? How do we present my work professionally for others?</p>
Topics	<p>Explore Skills in Drawing Sketchbook layout and presentation skills, How to research and analyse effectively. Develop skills in Drawing, Observation, Composition, Formal elements, Mark-making and measuring techniques.</p>	<p>How to research and analyse effectively. Develop skills in Drawing, Observation, Composition, Formal elements, Mark-making and measuring techniques.</p>	<p>Explore Skills in Painting colour theory, layering, working with surfaces, mark-making, Making art research relevant. Looking and experiencing Professional practitioners at the work.</p>	<p>Explore Skills in Painting & Printmaking and 3D Expanding Painting techniques. Introduction to Printmaking techniques, Mono, relief and Dry point, Making art research relevant. Looking and experiencing Professional practitioners at the work.</p>	<p>Explore Skills in developing a project and workshops on Clay work Expanding 3D techniques. Introduction to Mini-projects techniques, Mono, relief and collagraph printing Making art research relevant. Developing an effective project, Sketchbook development</p>	<p>Making art research relevant. Developing an effective project, Sketchbook development Creating successful outcomes. Curating and Exhibiting work TBC External Workshops by PCA</p>



LEARNING TOGETHER, ACHIEVING EXCELLENCE:
CURRICULUM OVERVIEW - Long term plan

				Making art research relevant. Looking and experiencing Professional practitioners at the work.		
Assessment	Demonstration and Do it now tasks, Formative Assessment 1-1 and Individual Action plans, Presentation and critiques, Assessment against KS3 Curriculum Specification Starters/Plenaries - WW, WM, WN? Reflection/Feedback to inform the next lesson. Embed key wording and language from GCSE AO's.					