

Art

(Creative & Performing Arts)



KS3 Curriculum Breakdown



	Year 7	Year 8	Year 9
HT1 (8 weeks)	<p>In Year 7 students study a wide range of art styles and movements both Western and Non-Western through the focus of the eight art Formal Elements: Line, Tone, Texture, Colour, Shape, Form, Pattern and Composition.</p> <p>Formal Elements: Line, Shape, Tone</p> <p>Overview - Introduction to Art and core skills that underpin all art. Students will be introduced to the formal elements in particular the use of line, tone and shape which will be explored through a series of drawing skills and artist research.</p>	<p>In Year 8 students will explore, develop and create artwork based on extended Formal Elements and Concepts. Students will explore the use of Proportion, Detail, Perspective, Rhythm and Concepts. Students will create three projects throughout the year from the starting points of Portraiture, Landscapes and Conceptual Art.</p> <p>Formal Elements: Proportion and Detail</p> <p>Overview - The theme for the first term is Portraiture. Students will be introduced to proportion and detail in art and how it is used by various practitioners in contrasting ways. Students will explore recording facial features</p>	<p>In Year 9 students will explore and develop an extended project based on the theme of 'Interior and Exterior'. Students work will be developed in conjunction with four objectives; Investigating, Recording, Experimenting and Presenting.</p> <p>Interior and Exterior - Covering Contextual Research (Investigating) and Recording.</p> <p>Overview - The theme for the year 9 project is Interior and Exterior. Students will be introduced to the theme and will develop responses to</p>

	<p>Assessment - Sketchbook work, including a series of observational drawings and analysis of artist's work. Assessed against the Investigating and Recording criteria.</p>	<p>and proportions of the face and analyse the work of artists.</p> <p>Assessment – Sketchbook work, including a series of observational drawings and secondary sources drawings, investigation of artists work and analysis of their pieces. Students will be assessed on Recording and Investigating criteria</p>	<p>the theme, students will create a series of studies from observation and secondary sources in relation to the theme and begin investigating the work of practitioners relating to interior and exterior.</p> <p>Assessment – Sketchbook work, Investigating and Recording criteria</p>
<p>HT2 (7 weeks)</p>	<p>Formal Elements: Line, Shape, Tone</p> <p>Overview - Students will continue to explore the use of line, tone and shape formal elements within artwork, focusing more on experimentation with the formal elements within drawing from primary and secondary sources.</p> <p>Assessment - Sketchbook work, including a series of media experimentation and final piece. Assessed against the Experimenting and Presenting criteria.</p>	<p>Formal Elements: Proportion and Detail</p> <p>Overview - The theme for the first term is Portraiture. Student will continue to develop their skills in portrait study through experimentation with a variety of different media and creation of a final piece inspired by artist research.</p> <p>Assessment – Sketchbook work, including experimentation with a variety of media, techniques and processes inspired by artists work and contextual references. Development of sustained ideas and the creation of a final portrait piece. Students will be assessed on the Experimenting and Presenting criteria.</p>	<p>Interior and Exterior - Covering Experimentation with media, development of ideas and final piece.</p> <p>Overview - Students will experiment with a variety of techniques including printmaking, painting, collage and mixed media. Students will develop their own ideas and responses to the theme and create a personal response to the theme based on research and investigations carried out.</p> <p>Assessment – Sketchbook work and final piece against Experimenting and Presenting criteria.</p>
<p>HT3 (5 weeks)</p>	<p>Formal Elements: Colour, Pattern, Composition</p> <p>Overview - Students will be introduced to the formal elements of colour, pattern and composition. They will mainly explore the use of colour and colour theory and how artists and practitioners have used colour in their work.</p>	<p>Formal Elements: Perspective and Rhythm</p> <p>Overview - The theme for the second term is landscapes, exploring architecture, rural and urban landscapes. Students will be introduced history of perspective and how to use perspective drawing to create dynamic landscapes.</p>	

	<p>Assessment - Sketchbook work including a series of experiments with different media, investigating the use of colour, analysis of artists work. Assessed against the Investigating and Experimenting criteria</p>	<p>Assessment – Sketchbook work, including a series of observational drawings and secondary sources drawings, investigation of artists work and analysis of their pieces. Students will be assessed on Recording and Investigating criteria</p>	
<p>HT4 (5 weeks)</p>	<p>Formal Elements: Colour, Pattern, Composition</p> <p>Overview - Students will continue to explore the use of colour, pattern and composition. Students will investigate design practitioners and the use of pattern in design. Students will create pattern designs inspired by the research and drawing they have created.</p> <p>Assessment - Sketchbook work including analysis of artists work and series of observational drawings and developmental work and final piece. Assessed against the Recording and Presenting criteria</p>	<p>Formal Elements: Perspective and Rhythm</p> <p>Overview - The theme for the second term is landscapes, exploring architecture, rural and urban landscapes. Students will explore various artists and how they approached landscapes, students will experiment with a variety of different techniques and processes.</p> <p>Assessment – Sketchbook work and final piece. Students will be assessed on their experimentation skills and use of different media, techniques and processes. They will also be assessed on their ability to develop a personal response to the theme in response to the work completed in their sketchbooks. Students will be assessed on the Experimenting and Presenting criteria.</p>	
<p>HT5 (7 weeks)</p>	<p>Formal Elements: Form, Texture</p> <p>Overview - Introduction to the formal elements of form and texture. Students will investigate other cultures and how formal elements are utilised within art and artefacts. Students will explore surface mark-making and texture creation through experimentation with different media.</p>	<p>Conceptual Art</p> <p>Overview - The theme for the third term is Conceptual Art. Students will be introduced to the work of YBA and explore various interpretations of Art. Students will investigate and analyse artists work and</p>	

	<p>Assessment - Sketchbook work including investigations and analysis of other cultures and mark-making techniques. Assessed against Investigating and Experimenting criteria.</p>	<p>develop visual responses and reproductions of their work</p> <p>Assessment – Sketchbook work, including investigations and analysis of a variety of sources and artists work relating to conceptual art, Recreations of artists work and use of recording techniques. Students will be assessed against Recording and Investigating criteria.</p>	
<p>HT6 (7 weeks)</p>	<p>Formal Elements: Form, Texture</p> <p>Overview - Continuation of exploration of the formal elements form and texture. Students will be developing plans for final 3D piece inspired by research from HT5 and be introduced to the use of 3D media.</p> <p>Assessment - Sketchbook work including planning and development of final ideas and final piece in 3D format. Assessed against the Recording and Presenting criteria.</p>	<p>Conceptual Art (Three-Dimensional)</p> <p>Overview - The theme for the third term is Conceptual Art. Students will develop their own ideas in response to the conceptual art research and develop and plan a final 3D outcome.</p> <p>Assessment – Students will be assessed on their ability to experiment with a variety of media, techniques and processes, develop an personal, informed and thoughtful final piece in response to the work studied in HT5.</p>	