

KS3 Curriculum Overview

Art

Curriculum Intent

Our ambition is for all students to be able to express themselves creatively and for them to develop a greater understanding and appreciation of arts and culture through exposure to artists, designers and crafts people from all around the world. Students develop their technical knowledge and skills of a broad range of media including 2D and 3D, traditional and digital. This creative practice is also grounded in the real world by the inclusion of relevant local and national links to careers within the arts. Our hope is to foster an appreciation for arts and culture that will stay with students beyond the classroom.

How does the KS3 curriculum build on that from KS2?

It is important to note that the delivery of an Art curriculum and KS2 varies widely across Primary schools. Broadly speaking students have often been introduced to basic concepts which link to the formal elements of art, such as colour theory. The formal elements of art provide a fundamental strand within the KS3 art curriculum. Upon starting Year 7 students undertake a baseline drawing assessment and knowledge quiz which informs adaptive teaching and learning; after the baseline assessments students complete a unit of learning about portraiture which builds on prior KS2 knowledge of the formal elements of art.

What do students *do* with this knowledge or these skills?

We are looking for students to develop their practical skills and knowledge to inform their creative output. Over time students should increasingly be able to:

- Talk confidently about an artist and describe their artwork
- Develop their creative ideas independently e.g. design and make a final outcome
 - Select suitable materials
 - Apply skills and knowledge with new media
- Review and reflect on work, understanding how it fits into the wider context of the unit

How does the KS3 curriculum align to the National Curriculum?

The KS3 Art curriculum aligns with the National Curriculum as students produce creative work in a range of media whilst exploring their own ideas. Students analyse the work of artists whilst learning about relevant art history and developing their artistic language.

We aim to go beyond the National Curriculum in the way we approach threshold concepts such as a conscious exposure to BAME artists and different cultures. Examples include the inclusion of Japanese and Mexican cultures, and references to artists such as Yinka Shonibare, in Years 7, 8 and 9 respectively. Similarly, careers information has been interwoven into each unit of learning as part of our ambition to focus on the 'bigger picture'. We use invented scenarios such as local arts and heritage site commissions to provide students with an insight to working as an artist, designer or craftsperson.

What new knowledge or skills are students taught?

Term	Year 7	Year 8	Year 9
Autumn	Portraiture and formal elements <ul style="list-style-type: none"> Artists consider the application of various formal elements when creating artwork: tone, line, colour, shape, form, pattern and texture. This project focuses primarily on tone/line with pencil and colour with watercolours. Portraiture is a historic artform which is still relevant today. The grid technique is a method to create accurate proportions within drawings. Artists such as Chuck Close and Amy Sherald have created well known portrait paintings. 	Day of the Dead – Mexico <ul style="list-style-type: none"> Indigenous Aztec and Spanish/Catholic traditions have influenced this key aspect of Mexican culture. The artist Frida Kahlo utilised symbolism within her artwork to represent aspects of her personality and emotional state. Formal element focus: pattern, colour. 2D skills using watercolours and pencil. 3D making skills to create a mask using recycled materials. 	Human form part 1 <ul style="list-style-type: none"> Representations of the human form have been prevalent throughout history, from early cave paintings and ancient Greek pottery to portraits of royalty and the 'Angel of the North'. Anthony Gormley is a contemporary artist who explores human form through sculpture. Henry Moore was a sculpture who also worked in 2D Mono-printing is a technique whereby a single image is created using line and tone. Digital editing of photography, such as filters and double exposure, enables development of work and ideas.
Spring	Japanese Art <ul style="list-style-type: none"> Traditional aspects of Japanese art include ukiyo-e printing and byobu screens. Katsushika Hokusai, famous for 'The Great Wave..' coined the term 'Manga' which became a hugely popular drawing style famous world-wide. The Manga drawing style includes exaggerated facial features. Yayoi Kusama is a Japanese artist known for abstract paintings and sculptures. Silk painting involves using gutta to draw a design using closed shapes, and applying colour using dye or anilinky paint. 	Natural forms <ul style="list-style-type: none"> The artist Kate Malone is inspired by nature and creates ceramic artwork varying in scale and colour. Tone, line, texture, shape and colour are all relevant when exploring still life using biro and an artist response using colour chalk pastels and pencils. Clay techniques such as coiling and slab building enable 3D shapes. Attaching and scoring create relied decoration and textural interest. A kiln turns clay into ceramic. 	Human form part 2 <ul style="list-style-type: none"> Artists apply paint using various consistencies and brushstrokes in order to achieve different painting styles. Examples include Lucien Freud and Edward Hopper. Analysing different artwork helps to understand styles and form opinions. Shepard Fairey is an American artist who creates political artwork using bold, block colours. Different lighting effects can be utilised within portraiture photoshoots. 2D acrylic painting based on primary photography which has been edited digitally in Fairey's style.
Summer	Abstract cells <ul style="list-style-type: none"> Abstract Art means non representative artforms and this can include a wide range of media including painting and sculpture. Artists such as Karen Kamenetzky and Betsy Busby use micro biology imagery to inform and inspire their work. Printing techniques such as mabbling/shaving foam can create original abstract artwork. Collage can be used to explore shape, form and scale. 	Urban landscapes <ul style="list-style-type: none"> Artists and architects often draw inspiration from urban environments. Street artists such as Banksy use stencilling and typography to create eye catching work in public. Perspective is a drawing technique to make a 2D drawing appear 3D. Macro photography techniques enable a focus on texture and surface material. 	Adorn, decorate & embellish <ul style="list-style-type: none"> Pattern is a common theme within artistic traditions all around the world. Zentangle drawing is a mindful practice whilst creating highly decorative pattern. Poly block printing creates a repetitive block design in a similar approach to traditional wallpaper printing. Yellena James creates highly decorative sea scape inspired pattern paintings. William Morris was a British artist a designer who explored nature informed pattern.

Rationale for this sequencing	Student knowledge builds upon what they have learnt at KS2. Students' knowledge develops breadth and depth as they progress through KS3 Art. Each topic has been consciously planned, focussing on key threads of knowledge and skills which include the formal elements of art, a variety of media and a broad range of relevant arts practitioners. An example includes portrait painting in Year 7, symbolism by Frida Kahlo in Year 8, and the theme of Human Form in Year 9. This sequencing of content informs the building of knowledge and skills over time, not only strengthening understanding but also preparing students for KS4 Art, if that is what they choose.
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Additional support at home	
Additional reading for enjoyment, enhancement and extension	<ul style="list-style-type: none"> • <i>Draw your day</i> - Samantha Dion Baker • <i>The Art book for children</i> – Phaidon • <i>A child's introduction to Art</i> – Heather Alexander • <i>How to be an explorer of the world</i> – Keri Smith
Online resources to practice, consolidate and revise	<ul style="list-style-type: none"> • Mrs Way's Art room - YouTube • Art2day - for artist research • Tate learning
Workbooks & revision guides to practice, consolidate and revise	<ul style="list-style-type: none"> • N/A