

KS3 Curriculum Plan 2024-25

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	LP1	LP2	LP3	LP4	LP5
TOPIC	<i>Dreams</i>	<i>LP2 Out of Africa - Tribal Night Light</i>	<i>LP3 Out of Africa - Cubism</i>	<i>LP4 Power to the People - Protest and Propaganda</i>	<i>LP5 Power to the people - Issue Based Response</i>
Knowledge	<p>Students will learn about the history of art, craft, design and Children's book illustration.</p> <p>Students will learn to increase their proficiency in the handling of different materials.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to: •Sandra Dieckmann</p>	<p>Within this project students will explore the world of applied Art by responding to a brief.</p> <p>Students will learn how to design and create a ceramic night light inspired by African culture.</p> <p>Students will learn how to explore cross curricular works with geography, as well as exploring techniques, media and processes within art and design.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Lucinda Mudge •Ceri Muller •Andile Dyalvane 	<p>Students will learn how to explore cross curricular works with religious studies and science, as well as exploring techniques, media and processes within art and design.</p> <p>Within the project students learn how to drawing for design, construct using a range of joining techniques using card and paper and deepen their understanding of the use of Religious symbols in Art.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Pablo Picasso •Wole Lagunju •Chief Jimoh Buraimoh •Jean Michel Basquiat 	<p>Investigate political values and society's views on environmental issues and how we can visually display these concerns within art.</p> <p>Students will learn how to use a range of techniques and media, including graphic drawing.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Corita Kent •Banksy •Guerrilla Girls •Bob and Roberta Smith 	<p>Within this project students will widen their knowledge of artists and analysing their work, whilst exploring art vocabulary.</p> <p>Students will learn how to increase their proficiency in the handling of different materials.</p> <p>Students will learn about the history of art, craft, design and graphic illustration and visual communication.</p>
Year 7	<p>Exploring and Creating</p> <ul style="list-style-type: none"> • Draw from observation • Use wet and dry media to explore mark-making • Use drawing media to create texture, form and shape • Have an awareness of perspective • Understand the colour wheel and how to use colour theory appropriately and effectively. • Understand composition and the effective layout techniques • Use colour mixing techniques including the creation of tints and tones • Apply effects of colour to create texture and form. • Design and create a mixed media reliquary inspired by source images • Review and refine techniques in construction • Develop manipulation of materials to realise intentions. • Explore the use of line • Draw from imagination • Use slip to join clay • Translate 2d designs into 3d outcomes • Use clay surface decoration techniques • Use slab and coil techniques. <p>Understanding and analysing</p> <ul style="list-style-type: none"> •Develop critical thinking •Develop a subject specific vocabulary •Identify and make links with contemporary and traditional artists. •Identify and make links with contemporary and traditional artists •Use investigation and research skills •Present research in a range of forms •Develop analytical thinking 				
Key Vocab	Composition, tone, mark-making, line, colour, research, 3Dimensional, foreground, background, texture, primary colour, secondary colour, complimentary, directional.	Applied, Brief, Coil, Slab, Kiln, Slip, Glaze, Fire, Sculpt, Score, Symmetry, Repeat, Pattern.	Cubism, Angular, Culture, Context, Ancestor, Symbolism, Ritual, Ceremony, Totem.	Protest, Propaganda, Placard, Union, Graffiti, Activist, Typography, Revolution.	Graphics, Illustration, Impact, Scale, Contrast, Serif, Script, Kerning.

		LP1	LP2	LP3	LP4	LP5
TOPIC		LP1 Cells and Bacteria	LP2 Architecture - Local	LP3 Architecture - Global	LP4 Pop Art - Tradition	LP5 Pop Art - Contemporary
Year 8	Knowledge	<p>Within the project students will look at understanding a theme, look at art movements and artists work in greater detail and use them as a stimulus.</p> <p>Knowledge that must be embedded in order to be successful in the subject domain and to demonstrate an understanding of Line, pattern, tone, texture, shape, form, to use a range of techniques to record their observations using display boards as a basis for exploring their ideas.</p> <p>Students will learn how to use a range of techniques and media, including painting, drawing and illustration.</p> <p>Students will learn about the history of art, craft, design and scientific illustration and documentation.</p> <p>Students will learn to increase their proficiency in the handling of different materials.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Raddah Chaddah •Klari Reis •David Goodsell 	<p>Within this project students will develop observational drawing skills and how to create texture within a piece of art work.</p> <p>Students will learn how to experiment with drawing techniques, developing mark making skills that represent texture.</p> <p>Students will learn how to create a sgraffito style collage using wet and dry media.</p> <p>They will also be widening their knowledge of artists and analysing their work, whilst exploring art vocabulary.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •John Piper •James Chadderton •Stephen Wiltshire •Rowan Leckie •Urban Sketchers •Ana Serrano 	<p>Within this project students will be experimenting with painting techniques, developing mark making skills that represent form.</p> <p>They will also be widening their knowledge of artists and analysing their work, whilst exploring art vocabulary.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Friedensreich Hundertwasser •Antoni Gaudí •Jasper Knight 	<p>Students will be encouraged to engage with imagery from popular culture. This will become the basis of their critical analysis. Students will learn to analyse the artworks of a range of traditional Pop Artists and explore how their artwork has inspired their contemporaries in different genres. This imagery led exploration will form the basis for their own response. Students will learn how to evaluate and reflect critically upon their own work, placing it in a historical and cultural context.</p> <p>Historical and contemporary artists studied but not limited to:</p> <ul style="list-style-type: none"> •Roy Lichtenstein •Romero Britto •Eduardo Paolozzi •Yayoi Kusama •Jasper Johns •Andy Warhol •Claes Oldenburg •Peter Blake 	<p>Students will investigate commercial contemporary art and how the Art world has impacted on popular culture and design.</p> <p>Graphic design enables students to create visual concepts that can inspire, inform and transform. Students will develop a growth mind-set and important problem solving, analytical and spatial thinking skills. Students will learn how to create a T-Shirt inspired by artists studied.</p> <p>Students will learn how to use a range of artistic techniques, such as painting to create their responses and develop the skills needed to become an in-demand visual thinker and communicator.</p> <p>Students will be experimenting with drawing techniques, developing a brand and exploring the fashion industry.</p> <p>Design skills will be explored in this project with a focus on visual communication, merchandising and graphic illustration.</p> <p>Students will learn how to review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Takashi Murakami •Virgil Abloh
	Skills	<p>Exploring and creating</p> <ul style="list-style-type: none"> •Drawing from observation •Awareness of proportion •Understand the colour wheel and how to use colour theory appropriately and effectively. •Develop awareness of composition •Using wet and dry media to explore mark-making •Using drawing media to create texture, form and shape. •Develop awareness of composition •Understand colour mixing techniques including tints, shades and hues •Understand and be able to apply effects of colour to create atmosphere, distance and audience reaction. •Using wet and dry media to explore mark-making. •Explore the use of line •Drawing from imagination •Awareness of proportion •Develop understanding of applied Art and Art for purpose <p>Understanding and analysing</p> <ul style="list-style-type: none"> •Develop critical thinking •Develop a subject specific vocabulary •Identify and make links with contemporary and traditional artists. •Identify and make links with contemporary and traditional artists •Use investigation and research skills •Present research in a range of forms •Develop analytical thinking 				
	Key Vocab	Scale, proportion, textural, microscopic, surface, textiles, materials, disease, bacteria, pouring, marbling.	Architecture, Architect, Arch, Balustrade, Buttress, Gargoyle, Gothic, Pilaster, Portico.	Mosaic, Catalan, Ecology, Harmonious, Complementary, Abstract.	Pop Art, Ben Day dots, storyboard, frame, billboard, action, onomatopoeia, reflect, perspective.	Contemporary, Commercial, Merchandise, Culture, Influence, Anime, Manga, Tradition, Collaboration.

		LP1	LP2	LP3	LP4	LP5
TOPIC		LP1 Steampunk	LP2 Mythology – Fine Art	LP3 Mythology - Sculpture	LP4 Identity - Self Exploration	LP5 Identity Portraiture
Year 9	Knowledge	<p>Students will explore art, fashion and culture inspired by the industrial revolution. Students will learn about nostalgic futurism, and imagine a future where technology never expanded.</p> <p>Students will learn how to experiment with purpose, observational drawing, monochromatic work, typography and collage.</p> <p>Students will develop their knowledge and understanding of; Tonal shading, Portraiture and Mechanical illustration.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Alexander Schlesier •Cyrus Kabiru 	<p>Investigate artistic skills, by exploring techniques, media and processes within art and design.</p> <p>Students will explore cross curricular works with English and history, as well as exploring techniques, media and processes within art and design. This is a 7-week project that aims to build on core Knowledge and skills.</p> <p>Students will learn how to use a range of techniques and media, including painting. Students will learn about the history of art, craft, design and the use of art to tell stories. Students will learn to increase their proficiency in the handling of different materials. Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Sara Fanelli •John Kenn Mortensen •Anne Stokes 	<p>Students will develop further knowledge and understanding of observational drawing skills and how create texture within a piece of art work. Students will be experimenting with drawing techniques, developing mark making skills that represent texture. They will also be widening their knowledge of artists and analysing their work, whilst exploring art vocabulary.</p> <p>Within the project students will look at understanding a theme, look at art movements and artists work in greater detail and use them as an influence to Knowledge that must be embedded in order to be successful in the subject domain and to demonstrate an understanding of Line, pattern, tone, texture, shape, form, to use a range of techniques to record their observations using display boards as a basis for exploring their ideas. Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Johan Potma •Matt Cunningham •Vergvoktre •John Kenn Mortensen 	<p>Students will explore the design and outcome process in art. They will learn how to create a project based on the theme of Identity using their self-exploration and analysis as stimulus.</p> <p>Students will learn how to experiment with purpose, observational drawing, monochromatic work, typography and collage.</p> <p>Students will develop their knowledge and understanding of; Typography collage, expression of identity through the arts, self-exploratory writing, the role of art in self-expression.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Tony Toscani •Paula Scher •Teesha Moore •Barbara Kruger •Ellen Gallagher •Christian Rex van Minnen 	<p>Students will develop further knowledge and understanding of observational drawing skills and how create mood and atmosphere within a piece of art work.</p> <p>Students will be experimenting with drawing techniques, developing mark making skills that represent texture and emotion.</p> <p>Students will review reflect and analyse the work of historical and contemporary artists such as but not limited to:</p> <ul style="list-style-type: none"> •Loui Jover •Frida Kahlo •Chuck Close •Lucian Freud •Gustave Courbet •Grayson Perry •Francisco Goya
	Skills	<p>Exploring and Creating</p> <ul style="list-style-type: none"> •Drawing from observation •Awareness of proportion •Explore the use of line. •Develop awareness of composition •Understand colour mixing techniques including tints, shades and hues •Understand and be able to apply effects of colour to create atmosphere, distance and audience reaction. •Drawing for purpose •Using sculpture media to create texture, form and shape •Understand the colour wheel and how to use colour theory appropriately and effectively. •Develop understanding of applied Art and Art for purpose •Using wet and dry media to explore mark-making. Explore the use of line •Drawing from imagination •Awareness of proportion •Using wet and dry media to explore mark-making. •Explore the use of line • Drawing from imagination <p>Understanding and analysing</p> <ul style="list-style-type: none"> •Develop critical thinking •Develop a subject specific vocabulary •Identify and make links with contemporary and traditional artists. •Use investigation and research skills •Present research in a range of forms •Develop analytical thinking 				
Key Vocab	Portrait, identity, composition, tone, mark-making, local, personality, research, collage, expression, typography, society, stereotypes	Dragon, mythical, beast, legend, composition, expressive, mysterious, appropriate, risk, refine, reflect, typography, intention.	Surreal, Model, Collage, Inspired, Modify, Characteristic, Mythical, Legend, Composition, Expressive, Critical, Context, Appropriate, Risk, Refine, Reflect, Typography, Intention.	Portrait, Identity, Personality, Proportion, Composition, Art Therapy, Wellbeing, Portraiture.	Research, Collage, Expression, Typography, Society, Stereotypes.	