

KS3 Art Curriculum & Assessment Overview



Year	Assessment Point AUT 2	Assessment Point SPR 2	Assessment Point SUM 2
Year 7 Narrative of Learning	<p>Unit- Shape and tone (food)</p> <ul style="list-style-type: none"> - Powerful Knowledge - Observe and draw 2D and 3D shapes/ objects Geometric and organic forms. - Observational drawing techniques. - Tonal shading - Formal elements of Art - Threshold Concepts - Perspective, measuring and angles. - Mark- making to create texture. - Tonal value to create 3D effect. (Creating highlights and shadows.) <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation. Understanding of angles, curves and parallel lines in cubes, cuboids and cylinder-shaped objects.</p> <p>Tone/volume/textures -How to apply a range of tones and use a tonal ladder.</p>	<p>Unit – colour theory painting (food)</p> <ul style="list-style-type: none"> - Powerful Knowledge - Colour wheel - colour mixing & painting. - Observational study - Analysing Sarah Grahams' artwork. - Threshold Concepts - Colour theory - Applying colour theory to painting - Colour mixing from the primary colours to create all other colours including tints and shades to make skin tones. , - Making connections –Analysing the formal elements and recognising key characteristics of Sarah' Graham's artwork and applying these to our painting. - Photographing our own composition – study in suitable media. <p>Domain-centric Skill</p> <p>Colour theory - colour mixing</p> <p>Texture/colour theory -Painting processes for highlights and shadows</p> <p>Brush control and watercolour techniques.</p> <p>Analysing Artwork using the formal elements of Art</p>	<p>Unit 3D (food)</p> <ul style="list-style-type: none"> - Powerful Knowledge - Pop Art –sculpture Claes Oldenburg. - 3D models for food items - Designing from product research. - Construction techniques - Smoothing and finishing surfaces. <p>Threshold Concepts</p> <p>Observation and designing from real products.</p> <p>Analysing the work of Claes Oldenburg and making connections between our artwork and his construction techniques.</p> <p>Experimenting with media and materials.</p> <p>Domain-centric Skill</p> <p>Shape/space/volume -Construction of 3D forms</p> <p>Colour theory painting details – colour theory/ mixing</p> <p>Analysing Artwork – Claes Oldenburg</p>
Link to Prior Learning	From KS2 – we will assess the knowledge and understanding and build on this at the appropriate level.	Term 1- Building on highlighting and shading from tonal pencil work, translating this knowledge into colour.	3D shapes knowledge from term 1. Paint mixing skills from term 2
Enquiry Question (Big Idea)	How do Artists imply volume and texture in tonal drawing?	How do we make a whole range of colours, tints and tones from Primary colours? How do Artists use colour to imply volume and texture?	How do Artist's use unwanted materials like cardboard and newspaper to make 3D structures.
Year 8 Narrative of Learning	<p>Unit- Nature/ pattern Graphics outcome</p> <ul style="list-style-type: none"> - Powerful Knowledge - Observe and draw organic forms. - Observational drawing techniques. - Tonal shading/ colour blending 	<p>Unit – landscapes</p> <ul style="list-style-type: none"> - Powerful Knowledge - Observational drawing techniques for drawing trees - Painting techniques for sky, land, foliage etc. - Creating textures and colours observed in the landscape. 	<p>Unit - Urban</p> <ul style="list-style-type: none"> - Powerful Knowledge - Observational drawing techniques for drawing Architecture - 1 and 2 point perspective

KS3 Art Curriculum & Assessment Overview



	<ul style="list-style-type: none"> - Formal elements of Art -shape, space, line, colour. - Analyse the work of William Morris and Orla Kiely - Creating a repeating pattern. - Designing a surface pattern. - Following a design brief. - Fonts and typography - Threshold Concepts - Sketching and shading from direct observation. - Mark-making to create texture. - Tonal value and colour blending to create 3D effect. (Creating highlights and shadows.) <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation.</p> <p>Colour Theory -Creating a surface pattern for a product following a design brief. Using colours that complement each other.</p> <p>Tone/volume/textures Using tonal shading and knowledge of mark-making to develop into colour and blending with mark-making to show form and texture.</p>	<ul style="list-style-type: none"> - Photography and composition planning - Analysing the landscapes of David Hockney. The Impressionists -Plein air painting. Van Gogh pen drawings. - Threshold Concepts - Applying and layering paint using colour theory knowledge to create textures found in nature. - Making connections -Analysing the work of David Hockney and The Impressionists making connections between their artwork using the formal elements of Art. - Mark – making to create textures found in natural landscapes. Pallet knife and sponge effects to create texture. <p>Domain-centric Skill</p> <p>Line/ texture -Mark – making to create textures found in natural landscapes.</p> <p>Shape/space/texture-Pallet knife and sponge effects to create texture.</p> <p>Colour Theory-Colour mixing and painting a landscape composition.</p>	<ul style="list-style-type: none"> - Analysing Artist work – Ian Murphy - How to use mixed media (charcoal,pen,pencil,paint and collage) in the style of Ian Murphy - Photography - Cardboard construction techniques - Threshold Concepts - Perspective, measuring and angles. - Sketching and shading from direct observation - Making connections – analysing the work of Ian Murphy - Tonal range using charcoal and pastel - Texture and mark-making to create the stone effects observed in architecture. - Creating volume in 3D cardboard construction <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation.</p> <p>Line/ texture -Mark – making to create textures found in stone work.</p> <p>Shape/space/volume -Construction of 3D forms</p>
Link to Prior Learning	Developing observational drawings from year 7 Tonal value and colour theory from year 7 Analysing and applying the formal elements of Art continued from year 7.	Building on painting and colour theory knowledge from year 7 and year 8 term 1. Analysing the formal elements of Art continued from year 7&8. Applying texture and Mark-making knowledge from Year 7&8.	Building on 3D shapes/ volume from Year 7 term 1, 3D construction knowledge from Year 7 term 3.
Enquiry Question (Big Idea)	How do we follow a design brief? How can changing pattern, colour and typography style change an outcome?	How do we layer/construct a landscape composition? How did the Impressionists change the Art world?	How do make connections between 3D shapes and architecture? How do we imply texture and depth in drawings?
Year 9 Narrative of Learning	Unit – Portrait drawing <ul style="list-style-type: none"> - Powerful Knowledge - Proportions of the human face. - How to draw the features of the face. - Tonal shading on the face. - How to draw hair. 	Unit – Creatures <ul style="list-style-type: none"> - Powerful Knowledge - Observational drawings of insects and animals - Using mark-making in a range of media to create the effect of scales/fur/feathers/ smooth bodies. - Colour mixing and blending for volume and texture. 	Unit 3D surreal creatures <ul style="list-style-type: none"> - Powerful Knowledge - Analysing the work of Artists who create surreal creatures, Salvador Dali and Tim White. - Draw and design fantasy creatures. - Observational studies of animals,scales, feathers, patterns

KS3 Art Curriculum & Assessment Overview



	<ul style="list-style-type: none"> - Analysing Artist portraits - Surrealism – Study the movement and the main concepts (transformation, juxtaposition, dislocation) - Create a surreal portrait <p>Threshold Concepts</p> <ul style="list-style-type: none"> - Measuring and proportion of the face and the features. - Tonal value -shading to show volume and texture. - Making connections-Analysing the work of other Artists and applying knowledge to portrait drawing. - Using Surreal concepts to design a 2D outcome. <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation.</p> <p>Tone/volume/textures Using tonal shading and knowledge of mark-making to develop texture and form.</p>	<ul style="list-style-type: none"> - Analysing the work of Artists and experimenting with techniques. e.g. Abby Diamond - Experiment with mixed media and impasto painting, bas relief surfaces techniques. <p>Threshold Concepts</p> <ul style="list-style-type: none"> - Sketching and shading from direct observation. - Mark- making to create texture. - Tonal value and colour blending to create 3D effect. - Analysing the work of Artists and experimenting in their style. <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation.</p> <p>Colour Theory /Tone/volume/textures Using tonal shading, colour and knowledge of mark-making to develop drawings and paintings that show form and texture.</p>	<ul style="list-style-type: none"> - Designing a surreal/ fantasy creature using observed creatures- Juxtaposition. - Cardboard construction techniques - Wire construction techniques. - Painting the creatures/ <p>Threshold Concepts</p> <ul style="list-style-type: none"> - Sketching and shading from direct observation - Making connections – analysing the work of Surreal/fantasy Artists. - Texture and mark-making in 2D and 3D media to explore surfaces. - Creating volume in 3D cardboard and wire construction <p>Domain-centric Skill</p> <p>Shape/space /line -Sketching and shading from direct observation.</p> <p>Colour Theory /Tone/volume/textures Using tonal shading, colour and knowledge of mark-making to develop drawings and paintings that show surface texture.</p> <p>Shape/space/volume -Construction of 3D forms</p>
Link to Prior Learning	KS2 portraits? Observational drawing from year 7&8. Tonal value and mark-making for texture from year 7&8. Analysis of Artist work from year 7&8	Drawing and painting skills building from Year 7&8 knowledge of tone, mark-making and colour from year 7&8 Developing Observational drawing from year 7,8&9.	Observational drawing from year 7&8. Analysis of Artist work. Building on 3D construction skills from year 7 &8.
Enquiry Question (Big Idea)	How do we draw people and get them to look realistic? How to we draw eyes, noses, mouths and hair. How do we make Surreal artwork?	How do we make surfaces look smooth and shiny, scaly, feathery, spiky? How do we draw insects?	How do we draw and make animal forms? How do we create Surreal/fantasy creatures?