

# KS3 Art Curriculum & Assessment Overview



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

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

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