

Subject: ART	Components			Composite	KS3 Mission Statement	
	What new knowledge, objectives and skills do we introduce?			What do students <i>do</i> with this knowledge?	<i>By the end of year 7, a WVC ART student will...</i>	
	Themes	Skills and activities	Learning objectives		Transferable skills	GCSE art and design specific skills
Autumn	<b><i>Building art drawing and painting skills, and visual literacy</i></b>	Building key skills such as how to use tone, texture and mark making by drawing objects such as sweets. Looking at other artists and learning how to talk about your artwork.	<ul style="list-style-type: none"> <li>• Understand some or all of the Formal Elements and how these can be used in Art such as use of colour and mark-making</li> </ul>	<p><i>Students learn the value of Art and the real life context of the skills they learn. They are inspired by the careers linked to studying a creative subject. Positive attitudes are nurtured.</i></p>	<ul style="list-style-type: none"> <li>• Have explored and celebrated similarities and difference between different artists.</li> <li>• Have developed visual literacy, communication skills, imagination and personal expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to <b>develop</b> ideas inspired by given artists</li> <li>• Be able to <b>refine</b> work by experimenting with given materials</li> </ul>
Spring	<b><i>Cross-curricular links between artists and science. Micro worlds</i></b>	Building on prior learning of key skills and looking at links between Art and Science and artists who work on micro worlds such as cells, close ups in nature.	<ul style="list-style-type: none"> <li>• To study and explore a variety of artistic styles and movements and identify the work of various artists in conjunction with practical work</li> </ul>	<p><i>Students confidently visually record the world around them. They create diverse, imaginative drawings responding to a theme.</i></p> <p><i>Students can express informed decisions and opinions on artworks. They can articulate a visual analysis of an artwork and understand context.</i></p>	<ul style="list-style-type: none"> <li>• Have developed critical thinking skills such as problem solving and risk taking</li> <li>• Have been nurtured through mindful activities developing their personal well being.</li> <li>• Have built their confidence, resilience and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to <b>record</b> work and ideas in a visually interesting way through drawing and annotation</li> <li>• Be able to <b>present</b> a final response using visual language and</li> </ul>
Summer		Looking at their local environment and	<ul style="list-style-type: none"> <li>• To increase knowledge of</li> </ul>			

	<p><b><i>Bauhaus and the school environment.</i></b></p>	<p>Henry Morris and the Bauhaus: focus on techniques, such as drawing perspective, SMSC links.</p>	<p>drawing, painting and using different media, by using a wide range of materials and techniques</p> <ul style="list-style-type: none"> <li>To relate this work to your own surroundings, such as the architecture of WVC</li> </ul>	<p><i>They can address misconceptions and prejudice of themes embedded in artworks.</i></p> <p><i>Students experiment with a wide range of media and techniques to create prints, mixed media pieces, drawings and paintings.</i></p> <p><i>Students evaluate their work and that of others.</i></p> <p><i>Students record concept to outcome in their sketchbook to show development of ideas.</i></p>	<p>through enjoyment and engagement in a broad and balanced curriculum.</p>	<p>formal elements.</p>
<p><b><i>Rationale for these specific components and composite outcomes:</i></b></p>	<p><b>RATIONAL:</b> The 'Building Skills' Project centres on the development of technical skills in art and design, such as using drawing techniques to build up tone and texture. It allows for a wealth of primary source observation to train students' eyes to draw what they see, not when they think they see. Teachers can establish</p>	<p><b>RATIONAL:</b> The 'Art and Science' project centres on building student's confidence with visual recording from close up drawings of natural forms and experiments with creating cells. Students refine fundamentals from last term to develop their practical skills further. This project allows students to explore how art can have value, message and meaning</p>	<p><b>RATIONAL:</b> The 'Bauhaus and clay' project allows students to refine their visual recording for more considered, accurate, diverse and complex mixed media skills. Such a broad theme promotes a much richer awareness of the diversity in the way the school environment is depicted in Art. This project allows students to explore how art can have value, message and meaning</p>			

	<p>baseline skills early on through drawings and experimentation with media.</p> <p>Students address misconceptions with new media and techniques with high expectations to refine their skills.</p> <p>Students learn to voice their judgements and form opinions on the visual world around them.</p> <p>It shows them how to take inspiration from other artists to make their own creative decisions.</p> <p><i>This will help students to become GCSE ready by developing understanding of</i></p> <p><i>Visual recording through drawing</i></p> <p><i>Experimentation and refinement</i></p> <p><i>Colour theory</i></p> <p><i>Design process</i></p> <p><i>Sketchbook layout</i></p>	<p>whilst developing key art skills.</p> <p><i>This will help students to become GCSE ready by developing understanding of</i></p> <p><i>Art movement and context</i></p> <p><i>Mixed media – experimenting with materials</i></p> <p><i>Colour theory</i></p> <p><i>Message and meaning</i></p> <p><i>Developing design process</i></p> <p><i>Cross-curricular links</i></p> <p><i>Using sketchbooks to communicate developing ideas</i></p>	<p>whilst developing key GCSE art skills.</p> <p>Students have the knowledge to express informed judgements based on contextual understanding.</p> <p><i>This will help students to become GCSE ready by developing understanding of;</i></p> <p><i>Photography compositional techniques and vocabulary</i></p> <p><i>Personal meaningful work</i></p> <p><i>Sketchbook communication, focus on annotation</i></p> <p><i>Breaking down tasks into manageable sections</i></p> <p><i>Exceptional skill level</i></p>			
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<p><i>How is challenge embedded into the KS3 curriculum?</i></p> <p><i>How does this build on KS2?</i></p>	<p>Challenge is fundamental in Art. Students are faced with new media and techniques, put outside of their comfort zone and asked to convey their own ideas and opinions. We use learning by discovery to promote exploration of materials, learning by doing and dispel fear of failure. This builds resilience and confidence. Each lesson can be posed as a challenge or a problem to be solved. We model 'exceptional' examples of practical work to inspire and highlight real life contexts of the activities they partake in.</p> <p>Students come to us not having experienced separate art lessons, they will have mixed knowledge and skills from their feeder schools so we build on any prior knowledge and skills with a focus on enjoying a range of artwork and practical experiences whilst developing GCSE ready working methods.</p> <p>Doing Art provides a means of organising, integrating and structuring experiences in an individualized way. <i>'When all think alike, no one thinks very much'</i> Walter Lippman.</p>
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