

## Key Stage Three Curriculum Overview for Art

### Curriculum Intent

We feel passionately that our students should understand that art and cultural production are at the centre of society. Our Curriculum is designed to enable students to become proficient in a range of Fine Art creative disciplines such as drawing and painting. They should also understand the visual world in which we live. By the end of year 9 our aim is for art students to have an understanding of the Formal Elements of Art, embedded through creative practical application and analysis.

### How does the KS3 curriculum build on that from KS2?

Students have had varied exposure to art education at KS2. The KS2 Art and Design curriculum refers to 'mastery and control over techniques'. Our Year 7 curriculum focuses on accelerated learning, in particular on observation and visual recording through drawing to 'plug the gaps'. The KS2 curriculum refers to 'Great Artists'; our curriculum hinges on a range of outstanding, inclusive and often contemporary artists, which offers a much broader insight in both technique/application and context.

### What do students do with their acquired knowledge and skills?

Students will apply their understanding of the Formal Elements of Art through: 1. Developing proficient technical skills in visual recording through drawing. 2. Building proficiency and understanding of a range of Fine Art media, techniques and processes, including painting, print-making and digital. 3. Understanding the context in which artwork is created; Learning how to interpret and analyse visual language of their own and others' work. 4. Consolidating ideas to create meaningful outcomes that reflects context. Become part of the narrative of Art in society by creating their own work, using and controlling media and responding to other artists through practical application of linked techniques.

### How does the curriculum align to and go beyond the National Curriculum?

The KS3 National Curriculum for Art and Design is a very basic offer. We are aligned to it but go far beyond. We place huge importance on teaching 'increased proficiency in the handling of different materials and techniques' as distinct disciplines to master through refinement. The National Curriculum outlines the intention for students to know 'how art and design has shaped our history'; we expand and promote the cultural and social significance of the artists studied

and students' place within this narrative. We discuss more broadly the creative skills required for the workplace and also promote this through activities covered and reward through the 7 c's reward system.

<b>What new knowledge are students taught?</b>			
<b>Term</b>	<b>Year 7: Building skills</b>	<b>Year 8: Identity</b>	<b>Year 9: Natural Forms</b>
<b>Autumn</b>	Drawing what you see, not what you think you see. Emphasis on initial primary source drawing and recording using visual elements/mark-making. • Exploring the characteristics of drawing materials and evaluating the strengths and limitations of media. Exploring and identifying The Basic Elements of Art • Example contextual links: Maggie Hambling, Itten, Klimt,	Increased diversity in visual recording through drawing. Applying the visual elements, in particular pattern and texture through mark-making. • Depicting self portraiture in a range of media; understanding suitability of media, techniques and processes. • Example contextual links: Portrait artists such as Lucian Freud.	Understand more complex themes connected with natural forms; In the era post-lockdowns what does studying nature offer to us? • Improved accuracy in observational drawing. Applying scale, proportion, measured distances, and scaffolding. • Building proficiency in a combination of dry and wet media, exploration of painting techniques. • Example contextual links: Ernst Heeckel, David Goodsell.
<b>Spring</b>	Develop visual language by combining the Basic Elements, taking creative risks with experimental use of media. • Explore colour theory and introduction to painting with watercolours. • Express personal, informed judgements on artists work. Understand genre and themes to artwork. • Example contextual links: Itten, Medendra Nazar	Refine drawing skills, combining the Formal Elements and materials with independent choices. • Build on colour theory, the properties of painting and using colour in a range of media. • Understand context of an artwork and interpreting visual language. • Example contextual Links: Pop artists such as Andy Warhol and Roy Litchenstein.	Refining practical skills in a range of materials, techniques and processes to show increased mastery. • Exploring more complex themes connected to the artists of study; analysis, comparison and independent discovery. • Understanding the Formal Elements and visual dynamics of their own and others artworks. • Example contextual links: Georgia O'Keefe, Kamille Saabre
<b>Summer</b>	Refine skills to show growing control. • Consolidation of ideas; Show development and produce an outcome. • Take inspiration from an	Refine skills to show areas of mastery. • Consolidation of ideas; Show development and produce an outcome. • Take inspiration from an	Refine skills to show mastery and proficiency. • Consolidation of ideas; Show development and produce a personal outcome with meaning. • Take inspiration from an artist's context, materials,

	artist's materials, techniques and or processes. • Critical review.	artist's context, materials, techniques and or processes. • Critical review.	techniques and or processes. • Critical review.
--	---	--	---

### How and where do students build knowledge through KS3?

They build knowledge of using the visual elements, the use and control of media, the analysis of artists, in particular through creative practical application and learn how to produce an outcome linked to these areas.