

KS3 Art

Curriculum Intent 2023-2024

Art is for everyone, and we all have the right to access it. Art records our culture and the world we live in; it represents our history, our present and opens our mind for future preparation. The definition of art could be considered **“the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.”** From birth, we begin to identify objects by recognising shape, as a toddler, we make marks on paper and as adults, we communicate with a Visual Language of colour, shape and texture. Our students are welcomed into a supportive yet challenging subject area where they will study art culture and making in breadth and depth. They experience a broad and balanced learning journey that is exciting and motivating.

<https://www.tate.org.uk/art/talking-point/why-study-art>

Brine Leas students are inspired by a variety of challenging opportunities to respond theoretically and practically to a variety of artists, craftspeople and designers. The learning opportunities in each curriculum stage provides future preparation for the next steps in learning. As such, the students develop their proficiency in art making, confidence in expressing themselves and communicating as they move through each year. The curriculum follows a spiral-learning path; students recall ‘old’ knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of future preparation and progression as the students revisit different media: ceramics, drawing, painting, printmaking and sculpting. Each of these media are supported with a breadth of contextual knowledge; engaging the students to make their own personal statements about different cultures, religions and social issues.

There is an expectation for students to become proficient at communicating using all of the Formal Elements; exploiting the Visual Language to create engaging and stimulating artwork responding to the world around them. The visual language can be read by all ages and abilities. Our students are encouraged to express themselves visually and to become reflective thinkers, making their own creative responses to the world around them. Involvement in the community and student exhibitions allow the students to share their creative messages, taking pride in their work around school and in the local area.

The Key Stage 3 curriculum delivers a solid foundation of creative and critical thinking, personal development and technical ability. The knowledge and skills delivered at KS3 prepare our students for success at GCSE, A Level and lifelong learning. The order in which these elements will delivered will be flexible across the department to allow for efficient use of resources.

Assessment

Assessment and evaluation of learning are fluid; as students achieve, they are encouraged to be reflective practitioners. Teacher assessment informs planning in the cycle of plan, do and review. Students receive formative feedback throughout their learning experience with dialogue, modelling and written feedback. Summative grades/ levelling is shared at the end of the unit of learning; providing indication for future learning.

Homework

Homework supports the learning journey in class; consolidation, lesson preparation and extended research. Students are encouraged to practice art making independently and develop their own art projects in their own time (At home or during Art club).

Clubs and/or intervention

The department is a warm welcoming place with lots of students choosing to continue their artwork at lunch. Lunchtime Art club is encouraged across all Key Stages. Students are encouraged to visit galleries and practice observational drawing outside of the classroom.

Parental/Carer support

Encourage students to visit galleries and enter local/ national Art competitions. Access to art materials, a rough sketchbook and camera are helpful. Art practice at home is a massive help; practice makes perfect!

Helpful sources of information

<https://www.pinterest.co.uk/>

<https://www.tate.org.uk/kids>

<https://www.bbc.com/bitesize/subjects/z6hs34j>

Art2day.couk

Artguide.com

<https://www.saatchigallery.com/>

<https://www.thisiscolossal.com/>

<http://www.thejealouscurator.com/blog/>

Connections to future pathways

Careers:

Fine artist, Photographer, Animator, Graphic designer, Illustrator, Stylist/fashion/costume designer, Interior designer, Gallery curation, Draftsman, Art therapist, Teacher.

Future Learning:

Level 2, BTEC Diploma in Art, GCSE (in a range of endorsements: Art, Photography, Textiles, Graphics), Level 3, A Level (in a range of endorsements listed above), Art Foundation.

Degree:

Fine Art, Illustration, Fashion, Graphic design, Architecture, Photography, Animation.

Year 7 Overview

Term	Knowledge	Assessment	Connections to learning
<p>On Rotation dependant resources available across the dept. E.g Ceramic</p>	<p>The Visual Language</p> <p>Rationale: Art is an international language. People, cultures and artists communicate to all using the visual elements Colour, Form, Line, Shape, texture and Tone. The students are introduced to each element, contextually and practically. The students will be able to apply each element practically and understand how artists have exploited each element to communicate to the viewer. Students will understand how art is cultural and reflects the context it has been made in, specifically studying the work of Jasper Johns.</p>		
	<p>Know how to...</p> <p>Draw:</p> <ul style="list-style-type: none"> ➤ How to draw with a sensitive line. ➤ How to create a range of tones and blend. ➤ How to mark make in a variety of methods. ➤ How to mark make in pencil, pen and graphite. Awareness of which media appropriate for different subject matters. ➤ How to use a viewfinder to build a composition. ➤ How to draw from observation developing hand/ eye coordination. ➤ How to use positive and negative shape to draw. ➤ Understand proportion and how to use it to draw with accuracy. <p>Printmaking:</p> <ul style="list-style-type: none"> ➤ Create a monoprint and press print. <p>Painting:</p> <ul style="list-style-type: none"> ➤ Students understand that we communicate using the visual elements (colour, form, line, shape, texture and tone). They can recognise each element and understand how to use each one. ➤ How to create marks with a pencil; how to draw with sensitivity. ➤ Understand colour theory (Primary/ secondary/ harmonious/ complementary/ cool/ warm). ➤ How to acrylic and watercolour paint with skill and control (tip of brush/ saturated brush palate organisation/ washing brush technique). <p>Contextual:</p> <ul style="list-style-type: none"> ➤ Describe a piece of art by using the visual elements and own opinion. ➤ Look at an artist and identify how they could influence their own creative ideas. ➤ How to analyse using the visual elements. 	<ul style="list-style-type: none"> ➤ Clear learning objectives at the start of the unit. ➤ Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses. ➤ Record of achievement and targets glued in at the start of the unit. ➤ Formative verbal teacher feedback ➤ Written target setting in exercise books; with a focus on challenging and moving the learning forward. When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. Students must be given time to Make A Difference to their work (MAD Time). ➤ 1:1 Conversations ➤ Group and 1:1 demonstration. ➤ Merits and heads merits. ➤ Celebration and sharing of successful technique/ outcomes. ➤ Formal lunchtime Art club and providing opportunities for students to pop in ad hoc. ➤ Creative colour wheel. Homework that is relevant to the learning 	<ul style="list-style-type: none"> ➤ The Visual Elements are the foundation of Art; having studied this unit the students will be able to recall the knowledge in all projects. ➤ The ability to describe and analyse the work of an artist will form the basis of artist research through KS3, 4 and 5. ➤ The students will understand the process of using an artist to inspire their own creative outcome. ➤ Students will be able to apply this knowledge in a practical situation. ➤ 1 Personal development- use of materials, organisation, interpersonal skills. ➤ 6 Cultural development – awareness of art in a real-life context.

	<ul style="list-style-type: none"> ➤ How to use your own opinion to describe a piece of artwork. ➤ To use an artist to inspire your use of the visual elements. ➤ Respond to an artist. <p>Ceramics:</p> <ul style="list-style-type: none"> ➤ How to organise your working environment. Health and Safety procedures when working in Ceramics. ➤ Understand the qualities of clay. ➤ How to roll a slab of clay to the correct thickness. ➤ Knowledge of how to refine with smoothing. ➤ Understand how to join clay together using slip and stick method. ➤ How to add texture/decoration by carving and scoring into the clay. ➤ Understand basic ceramic terminology. <p>SMSC</p> <ul style="list-style-type: none"> ➤ Students will investigate the work of American Artist Jasper Johns; look at how he communicates using the visual language. There is reference to the context in which his work was made. ➤ Students are expected to develop independence in getting their own materials and developing their own visual, creative ideas. 		
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Year 8 Overview

Term	Knowledge	Assessment	Connections to learning
	<p>The Natural World</p> <p>Rationale: Students develop their understanding of the visual language across a range of media. Pupils respond to the theme The Natural World; celebrating nature and bringing awareness of how we all have a role in preserving it. Students will reflect on our role in society to preserve and celebrate our Natural world. Students study how we celebrate the importance of the Natural world visually.</p>		
	<p>Know how to...</p> <p>Drawing:</p> <ul style="list-style-type: none"> ➤ Develop ability to draw detail with accuracy. ➤ Understand how to illustrate form. ➤ How to use a grid. 	<ul style="list-style-type: none"> ➤ Clear learning objectives at the start of the unit. ➤ Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses. 	<ul style="list-style-type: none"> ➤ Year 7 drawing skills scaffold the new challenge. The new knowledge and understanding leads into the Year 9 drawing unit.

<p>On Rotation dependant on resource available across the dept. E.g Ceramic</p>	<ul style="list-style-type: none"> ➤ How to build a layered composition. ➤ How to mark a variety of graphic media and an awareness of which media appropriate for different subject matters. <p>Contextual:</p> <ul style="list-style-type: none"> ➤ Know how to search for images of high quality. ➤ Present research with influence of the artist: background, title and mounts. ➤ Use the artist(s) to inspire your own making. <p>Print making:</p> <ul style="list-style-type: none"> ➤ Create a linoplate and series of prints of leaves. <p>3D:</p> <ul style="list-style-type: none"> ➤ Building a form with walls and 3D forms using heavy cartridge paper. <p>Ceramics:</p> <ul style="list-style-type: none"> ➤ How to build a form using pinch pot technique. ➤ Decoration and details using templates for wings and hand modelling skills for head and tail. ➤ How to add texture/decoration by carving and scoring into the clay. ➤ Understand basic ceramic terminology ➤ How to decorate using oxides. ➤ Understand how to join clay together using slip and stick method. <p>Paint:</p> <ul style="list-style-type: none"> ➤ Painting using a variety of texture techniques: ➤ Dry brushing ➤ Sponging ➤ Stencilling ➤ Develop ability to mix a bigger colour palette. (From year 7). ➤ Mix tones and blend them. ➤ Use colour creatively ➤ Use paint to illustrate texture. ➤ Respond creatively to an artist/ designer/ resource/ trip. <p>SMSC</p> <ul style="list-style-type: none"> ➤ Students will investigate the work of Artist Philip Taaffe; looking at how he communicates using the visual language. There is reference to the context in which his work was made. 	<ul style="list-style-type: none"> ➤ Record of achievement and targets glued in at the start of the unit. ➤ Formative verbal teacher feedback ➤ Written target setting in exercise books; with a focus on challenging and moving the learning forward. When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. Students must be given time to Make A Difference to their work (MAD Time). ➤ 1:1 Conversations ➤ Group and 1:1 demonstration. ➤ Merits and heads merits. ➤ Celebration and sharing of successful technique/ outcomes. ➤ Formal lunchtime Art club and providing opportunities for students to pop in ad hoc. 	<ul style="list-style-type: none"> ➤ Students will develop understanding of print; how positive and negative space can be more detail in a different print type. How texture can be illustrated in print. ➤ Pupils are introduced to a more complex print making method than they mono and press print used in Year 7. ➤ Contextual research involves Year 7 foundation and the new expectations listed. ➤ Card sculpting skills are developed with more complex shapes and thinner card. ➤ Develops artist knowledge bank. ➤ Builds on painting foundation in Year 7. ➤ Develop depth and quality of artist investigation. ➤ Personal development- use of materials, organisation, interpersonal skills. ➤ 5 Moral- the celebration of our planet and our moral responsibility to preserve it. ➤ 6. Cultural development – awareness of art in a real-life context.
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	<ul style="list-style-type: none"> ➤ Awareness of how important the environment is and our responsibility to preserve it. ➤ Students are expected to develop independence in designing, and developing their own visual, creative ideas. Students will learn to work collaboratively and develop leadership skills as they print in teams. 		
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning
On Rotation dependant on resources available across the dept. E.g Ceramic	Architectural Environments GCSE style project covering all mediums and a range of artists/ cultures. Pupils respond to the theme Architectural Environment. Students will look at architecture in their own surroundings and a range of cultures across the world. Specifically, Venice and Brazil. The students will learn about the impact of context and how culture influences our art making.		
	Know how to... Contextual: <ul style="list-style-type: none"> ➤ How to use the internet to collect research on an artist ➤ How to research, plan, draft and produce your own paragraph. ➤ How to respond practically to a collection of artists. Ceramics: <ul style="list-style-type: none"> ➤ Slab building. ➤ How to use guide sticks and rolling pins. ➤ How to build using a tube form. ➤ How to create textures using impressions (wallpaper and lace) and objects that burn in the kiln (leaves/ pasta letters). ➤ How to glaze (use of oxides for pattern). Drawing: <ul style="list-style-type: none"> ➤ What are the benefits of using contrasting tone and how to apply it. ➤ How to illustrate texture. ➤ The difference between primary and secondary sources. ➤ How to collect and use own primary sources. Print making: <ul style="list-style-type: none"> ➤ Dry point (intaglio printing). 	<ul style="list-style-type: none"> ➤ Clear learning objectives at the start of the unit. ➤ Students are encouraged to become reflective practitioners evaluating the success of their work as it progresses. ➤ Record of achievement and targets glued in at the start of the unit. ➤ Formative verbal teacher feedback ➤ Written target setting in exercise books; with a focus on challenging and moving the learning forward. When assessing the teacher will celebrate success with two 'W' Went well comments and challenge student with 'T' Target. Students must be given time to Make A Difference to their work (MAD Time). ➤ 1:1 Conversations ➤ Group and 1:1 demonstration. ➤ Merits and heads merits. ➤ Celebration and sharing of successful technique/ outcomes. 	<ul style="list-style-type: none"> ➤ A project following the process to outcome approach mirrored at GCSE. ➤ Students take more responsibility for the direct their works takes; taking their own photos to base their work on. ➤ To build independence, time management skills and creative thinking. ➤ All practical skills build on the experiences in Year 7 and 8 across all mediums. ➤ 1. Personal development- use of materials, organisation and interpersonal skills. ➤ 6. Cultural awareness- an awareness of art in a real-life context.

	<p>Painting:</p> <ul style="list-style-type: none"> ➤ How to blend acrylics. ➤ Develop ability to mix a bigger colour palette. (From year 8). ➤ Develop texture-painting techniques (Sgraffito, stippling and craquelure). <p>3D:</p> <ul style="list-style-type: none"> ➤ Building a form using cardboard. ➤ Development of detail in making. <p>SMSC</p> <ul style="list-style-type: none"> ➤ Students will investigate the work of a range of artists from different cultures including Ian Murphy, Letica Lampert and Hansilon da Vinio da Silvia. Students will study architecture in their own environment and that of the artists context. Students will look at how context and culture influence our making. ➤ Students will be expected to become much more independent. They will lead their projects in response to the artists studied. ➤ Students will learn to work collaboratively and develop leadership skills as they print in teams. 	<ul style="list-style-type: none"> ➤ Formal lunchtime Art club and providing opportunities for students to pop in ad hoc. 	
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