

KS3 Art

Curriculum Intent 2021-2022

Core intent of the subject at key stage 3

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. Studying the subject art is truly part of lifelong learning; it is a never-ending journey of discovery. Our students are welcomed into a supportive yet challenging subject area where they will study art culture and making in breadth and depth. Our pupils achieve by experiencing a broad, 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 stage provide 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 and. 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. Community involvement and student exhibitions allow the students to share their creative messages, taking pride in their work around school and in the local area.

Visits to galleries allow students to experience real life artwork; observing and connecting with the artists’ messages and thoughts. Students are taught how to analyse, research and give opinion independently, reading the work using their visual language.

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 be delivered will be flexible across the department to allow for efficient use of resources.

GCSE Art and Design is a vehicle to develop creative thinking, reflective practice and build skill into a deeper more personal level. Students are guided to experience a variety of materials and techniques and will learn about artists' work. We aim to encourage students to be experimental, to work from observation and imagination and to develop a journey of ideas from the beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

A Level Art and Design is a mature, sophisticated course to develop creative thinking, reflective practice and build skill in making. Staff support students with a strong passion in Art to experience a variety of materials and techniques and open their eyes to a range of makers. We encourage students to be experimental, to work from observation and imagination and take control of their ideas from beginning to the end. Students will learn to have ownership over their art building independence and maturity in their creative studies. The AQA specification allows students to develop the skills to explore, create and communicate their own ideas.

Assessment

Assessment and self- evaluation 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. Please see website for the full assessment record for this subject.

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>The Visual Language</p> <p>Art is an international language; people, cultures and artists communicate to all. We experience the artists' work Students need to will understand how we communicate using The Visual Language</p>		
<p>On rotation</p>	<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. 	<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. 	<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.

	<ul style="list-style-type: none"> ➤ 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. ➤ 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>3D Model making:</p> <ul style="list-style-type: none"> ➤ Building a form using layers of cardboard. ➤ How to collage/ build with accuracy; use of scissors and glue. 	<ul style="list-style-type: none"> ➤ Formative verbal teacher feedback ➤ Written target setting in exercise books; with a focus on challenging and moving the learning forward. ➤ 1:1 Conversations ➤ Group and 1:1 demonstrations ➤ Merits ➤ Celebration and sharing of successful technique/ outcomes. ➤ Lunchtime Art club Tuesday lunchtime. ➤ Creative colour wheel. Homework that is relevant to the learning. 	<ul style="list-style-type: none"> ➤ 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.
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<p>On rotation</p>	<p>Insects</p> <p>Students will develop observational drawing skills; looking at shape and symmetry to inform their own insect drawings. Students will respond to a design brief to create their own product.</p>
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	<p>Know how to...</p> <p>Drawing:</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>Ceramics:</p> <ul style="list-style-type: none"> ➤ How to organise your working environment. ➤ Understand the qualities of clay. ➤ How to make a pinch pot. ➤ Knowledge of how to refine with smoothing. ➤ Understand how to weld clay together. ➤ How to decorate with paint with acrylic/ watercolour ➤ Understand basic ceramic terminology. 	<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. ➤ 1:1 Conversations ➤ Group and 1:1 demonstrations ➤ Positives recorded on BromCom. ➤ Celebration and sharing of successful technique/ outcomes. ➤ Lunchtime Art club. ➤ Homework that is relevant to the project: marked in a timely manner when appropriate. 	<ul style="list-style-type: none"> ➤ Observational drawing is a key skill for all Art making. Most Art concept is born with a line drawing. ➤ Understanding basic print making methods. ➤ Printmaking knowledge and skill will need to recall for more advance print making processes. ➤ Building bank of artist knowledge.
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Year 8 Overview

Term	Knowledge	Assessment	Connections to learning
<p>Leaves and Cacti</p> <p>Develop observational drawing work. Develop print making skills</p>			
<p>On rotation</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. ➤ 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>Print making:</p> <ul style="list-style-type: none"> ➤ Create a linoplate and series of prints of leaves. <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. 	<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. ➤ 1:1 Conversations ➤ Group and 1:1 demonstrations ➤ Positives on BromCom. 	<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. ➤ 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.

	<ul style="list-style-type: none"> ➤ Use the artist(s) to inspire your own making. <p>3D:</p> <ul style="list-style-type: none"> ➤ Building a form with walls and 3D forms using cardboard. <p>Ceramics:</p> <ul style="list-style-type: none"> ➤ How to build a form using coil technique. ➤ Decoration using cut outs and cookie cutter pressed shapes. ➤ How to decorate using an oxide. 	<ul style="list-style-type: none"> ➤ Celebration and sharing of successful technique/ outcomes. ➤ Lunchtime Art club. ➤ Homework that is relevant to the developing learning. 	
<p>Animals</p> <p>Apply and develop colour theory/ painting skills on a 3D form.</p>			
<p>On Rotation</p>	<p>Know how to...</p> <p>Paint:</p> <ul style="list-style-type: none"> ➤ Painting using a variety of texture techniques: ➤ Dry brushing ➤ Sponging ➤ Stencilling ➤ Adding materials to your paint. ➤ 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. 	<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. ➤ 1:1 Conversations 	<ul style="list-style-type: none"> ➤ Develops artist knowledge bank. ➤ Builds on painting foundation in Year 7. ➤ Develop depth and quality of artist investigation.

		<ul style="list-style-type: none">➤ Group and 1:1 demonstrations➤ Positive Brom Com entries.➤ Celebration and sharing of successful technique/ outcomes.➤ Lunchtime Art club.➤ Homework that is relevant to the project.	
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Year 9 Overview

Term	Knowledge	Assessment	Connections to learning
<p>On rotation</p>	<p>Architectural Environments</p> <p>GCSE style project covering all mediums and a range of artists/ cultures.</p>		
	<p>Know how to...</p> <p>Drawing:</p> <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. <p>Contextual:</p> <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. <p>Ceramics:</p> <ul style="list-style-type: none"> ➤ Slab building. ➤ How to use guide sticks and rolling pins. ➤ How to build using a tube form. 	<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. ➤ 1:1 Conversations ➤ Group and 1:1 demonstrations ➤ Positive Brom Com. ➤ 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 direction their work 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.

	<ul style="list-style-type: none"> ➤ 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). <p>3D:</p> <ul style="list-style-type: none"> ➤ Building a form using thin card. ➤ Development of detail in making. <p>Painting:</p> <ul style="list-style-type: none"> ➤ How to use Koh- I –Nor high colour intensity watercolour inks. ➤ How to blend acrylics. ➤ Develop ability to mix a bigger colour palette. (From year 8). ➤ Develop texture-painting techniques (Scruffito, stippling and craquelure). <p>Print making:</p> <ul style="list-style-type: none"> ➤ Dry point (intaglio printing). 	<ul style="list-style-type: none"> ➤ Summative grade linked to GCSE forecast. ➤ Lunchtime Art club. ➤ Homework that is relevant to learning. 	
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Note: Classes will rotate between Art rooms to ensure all classes have access to the Ceramics room. This may mean some alterations in the order of the projects.