



KS3: YEAR 8 AND 9 (2020-22)

Scheme of Learning

KEY STAGE 3 CURRICULUM INTENT

This document covers year 8 and 9 only at KS3. All pupils have a weekly entitlement of a single 60-minute lesson. We aim to cover a breadth of subjects and starting points using a range of different media, techniques and approaches.

Mr. C. Milne
Curriculum Leader

Contributions:

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Art Curriculum Vision Statement

Art and design must be presented as an education of value relevant to the outside world and personal development and not merely a recreational activity. We nurture the growth of developing minds by providing opportunities to explore, invent, express, dream, reflect, and communicate in a stimulating environment that fosters critical thinking and celebrates diversity. Our Academy values and supports the arts for both their uniqueness and their integral role in the education of all children, supporting high achievers equally alongside disadvantaged and vulnerable pupils. We believe that art can play an exciting and leading role in providing dynamic focus for the educational experience our learners within the Academy.

It is vital that the Art and Photography Department develop relevant courses which are structured and provide a logical and challenging progression, ensure entitlement yet still allow for a one-off project. Units of work must offer knowledge, skills, techniques, expertise in handling equipment and materials but also develop powers of discrimination, initiative, investigation, organisation and self-awareness. These skills and qualities can only be developed through units of work in which the pupils are engaged, inspired and enthusiastic. Pupils must have a sense of enjoyment, satisfaction, pride in their achievements and efforts whatever their individual ability level.

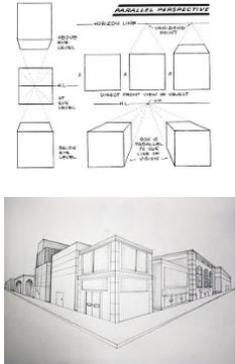
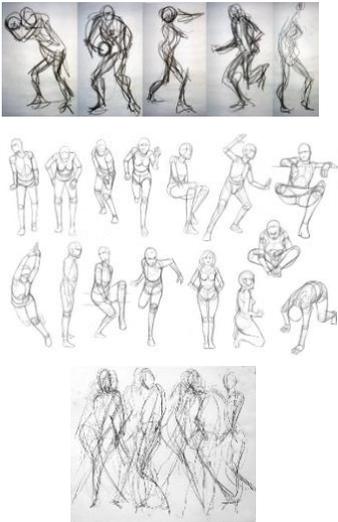
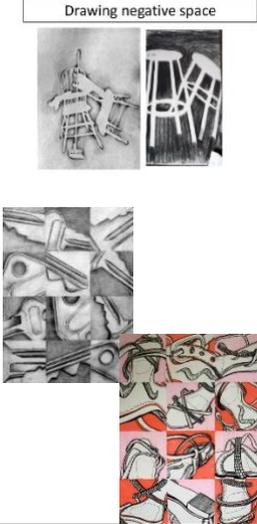
The arts enrich the quality of our experiences, providing rewarding activities that inspire, enrich, inform, stimulate, challenge and engage. Art activities help develop the capacity to formulate and communicate ideas and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Involvement in the arts helps to foster a positive attitude among students by developing a wide range of qualities such as cooperation, enthusiasm, passion, inspiration, tenacity and ambition. We also emphasise that this is an inclusive involvement, which helps students acquire an important sense of belonging as well as building the self-confidence they need to do well and make their first steps towards studying GCSE and A level endorsements in Fine Art and Photography, possibly leading to higher education and employment.

The staff in this department believe that through our structured weekly lessons, we create a foundation in which the basic visual language, concepts, materials, skills and methods of working are developed (please refer to schemes of work). More complex and individual responses to assignments occur in key stage 4 for those following GCSE endorsements in Fine Art, Photography and Graphic Communication.

We have a structured course with identifiable goals and expectations and an assessment process which aims to promote and monitor pupil progress accurately. Pupils become aware of the skills and qualities required of them as they see a logic, a relevance and value behind the work. This structure allows many of the less confident pupils a greater opportunity to take chances, becoming less inhibited and more willing. We aim to develop confidence through encouragement and motivation by focusing on positive aspects of work; a mistake is a great opportunity to learn from and not merely a negative action that has spoilt the work.

The Art Department should be a stimulating and exciting environment to work in. It is used for lunchtime clubs and extra-curricular activities and should be a vibrant centre of activity. Display within the Department reflects work of all ability levels and age ranges. Work is carefully mounted and exhibited as it is often used as a teaching aid and seen as a way of encouraging and enriching pupils in the classroom. Displays must reflect a sense of value, quality and care for the work of all pupils. Work of comparatively lower quality and finish should be displayed if it reflects enthusiasm, effort and understanding.

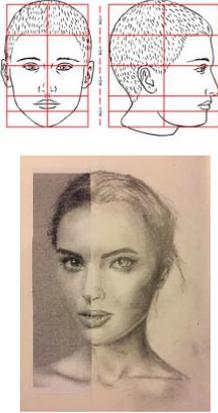
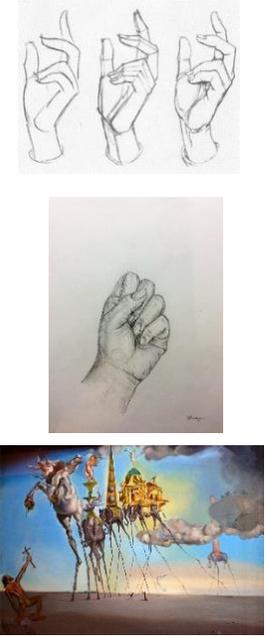
Year 8 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Perspective 1-2 point: Drawing skills. Spatial awareness/depth and scale.</p> 	<p>Sculptural 3D Letterforms: Creative development / Semi Abstraction / Drawing skills. (Jasper Johns / Romero Britto- alphabet Design / Pop Art)</p> 	<p>Graphic Design: Phone Case Design: Creative development (Jon Burgerman) (Characters/ Creatures / Cities)</p> 	<p>Human Form and Figure: Body Proportions / sketching and drawing skills / Gestural drawing</p> 	<p>Observational Drawing / Composition: Sketching and drawing skills Objects/ Viewpoints</p> <p>Drawing negative space</p> 	<p>Observational Drawing / Composition: Objects/ Viewpoints (Michael Craig Martin)</p> 
Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.						
National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 					
Assessment	<p>Pupils complete a series of sketchbook pages: Development of practical skills- showing 1- and 2-point perspective drawings. Final Perspective drawing.</p>	<p>Pupils complete a series of sketchbook pages: Design and development of ideas / plans. Final – outcome: Small 3D response in card.</p>	<p>Pupils complete a series of sketchbook pages: Design and development of ideas / plans. Final – outcome: Phone design-using template.</p>	<p>Pupils complete a series of sketchbook pages: Figure drawings / series of developmental sketches / gestural drawings. Final – outcome: A set of figures showing movement.</p>	<p>Pupils complete a series of sketchbook pages: Still life drawing Techniques Series of drawn close-up sections of an object.</p>	<p>Final – outcome: Still-life composition based on the artist: Michael Craig Martin.</p>

<p>Why this?</p>	<p>Contextual Study underpins all aspects of the Art and Design curriculum. Start to develop the understanding of the work of other cultures both past and present and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum. Developing and refining drawing skills is important through the observational study of natural objects and forms. Understanding of basic colour theory and the application of painting techniques forms the basis for future projects and further art study.</p>	<p>Contextual Study continues to underpin all aspects of the Art and Design curriculum. Using the work of artists to develop their own ideas. Continuing to develop the understanding of the work of Artists and responding through their own practice in different ways allows the pupils to develop their own skills in relation to the wider world of art. Developing further skills by working in 3-Dimensions helps to gain a better understanding in spatial awareness.</p>	<p>Contextual Study underpins all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum. Developing the skills to simplify imagery using line and colour. Using artists work in a design context. Applying the style of an artist to a product and working within the restrictions of this context.</p>	<p>Formal elements underpin the whole of the Art and Design curriculum. Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. Understanding proportions of the human figure is a key aspect of art related practices in both 2D and 3D work. Encouraging gestural drawing techniques through- the use of line and mark making practices allows pupils to explore a different approach to drawing. We want pupils to be able to sketch more freely in quicker but controlled manner to support future projects.</p>	<p>Formal elements underpin the whole of the Art and Design curriculum. Observational drawing is a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. Developing pupil's awareness and application of composition in their drawing outcomes.</p> <p>Contextual Study underpins all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum. Developing their ideas, initial sketches and studies towards a more accomplished painting mirrors GCSE and A level practices through this process of working.</p>
<p>Why now?</p>	<p>Fundamentals of the KS3 course. Perspective drawing and the understanding of depth and scale is a vital component of art related practices and further projects.</p>	<p>Further engagement through the work of other Artists. Pupil's continuing to recognise the importance of understanding the work of other artists. Designing and exploring ideas from their own thoughts is a crucial stage of their development as young artists. Encouraging pupils to work with more abstract thought processes leads to greater creative outcomes. Taking their own ideas into 3D forms and developing spatial</p>	<p>Continued engagement through the work of other artists is now an established part of the curriculum. Pupil's should be able to recognise the importance of understanding the work of others in relation to their own practices. Continuing to design and explore ideas from their own thoughts further supports their development as young artists. Encouraging pupils to work with more simplistic shapes and colours will help pupils to develop alternative and creative outcomes.</p>	<p>Fundamentals of the KS3 course. Figure drawing; scale and proportion understanding is a vital component of art related practices and further projects. Pupils should be in a stronger position at this stage of the KS3 course to work with the challenge of figure drawing.</p>	<p>Further engagement through the work of other artists. A re-visit to direct observational practices. Expanding and developing drawing skills will continue to support all assignments and subsequent work beyond KS3. Developing compositional skills / exploring viewpoints will lead to more successful outcomes. The ability to explore an object(s) in greater depth forms the foundations of some GCSE and A level practices in Art and Design. The production of a more accomplished painting from sustained exploration and investigations through drawing will support the transition into the year 9 course / pathways.</p>

		awareness was initiated in year 7 and this project will further encourage and support further subsequent progress throughout their Art studies.			
Skills & Characteristics	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Understanding of Formal elements in art. Scale, depth, Spatial awareness and the illusion of distance on a 2D surface. Developing drawing skills using linear perspective drawing techniques. Continued development of a sketchbook /journal to record the process of an art project. 	<p>Pupils will build on previous knowledge and 3D skills through:</p> <ul style="list-style-type: none"> Contextual development: Further Written and verbal responses. Developing creative drawing responses in relation to 3D outcomes. Refining the process of cutting and shaping card / extending basic construction techniques. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Contextual understanding: Art / Graphic Communication. Written and verbal responses. Developing creative drawing responses. Developing work in relation to the work of artists and designers. Continued use and Development of the sketchbook / journal to record the process of an art project. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. Understanding proportions of the human figure is a key aspect of art related practices in both 2D and 3D work. Gestural drawing techniques through- the use of line and mark making practices allows pupils to explore a different approach to drawing. Overlayered linear drawings to create movement style effects. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> Building on the Formal elements in art. Focus on space, negative space, shape, form, line and tone. Complimentary and contrasting colours. Exploring Composition and viewpoints. Developing drawing skills through observation. Arrangement and combination of shapes to form new compositions. Continued and further development of a sketchbook / journal to record the process of an art project.
Aspirations & Careers	<p>CEIAG Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <ul style="list-style-type: none"> Perspective project enables us to discuss careers in architecture. Phone case project engages discussion about careers in graphic design. Real life design brief. Starting activities – ‘What careers are available in Graphics?’ Phone case project. Human form project opens- up discussion about careers in animation / illustration /game design / Fine Art. <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p>Cultural Capital Contextual elements run through all our projects. Contextual understanding underpins all future study in any Art and Design related discipline at GCSE / A level and Higher Education. It allows the pupils to develop and nurture a wider and deeper understanding of artistic and other cultural elements in both contemporary and historical contexts. The key practical skills developed begin to form the basics of all future study in any Art and Design related discipline at GCSE / A level and Higher Education.</p> <p>Extracurricular After school sessions in the art department Lunchtime activities in Art department</p>				

Year 9 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Portrait / Facial Proportions:</p> <p>Portrait: Proportions. Drawing sections of faces- Mark making techniques / styles.</p> 	<p>Portrait / Facial Proportions:</p> <p>Portrait: Self Portrait Screaming – PROTEST Personal response Painting (Barbara Kruger)</p> 	<p>Recycled / Ripped and Torn:</p> <p>Collages / Mixed media- Abstract techniques Photomontage (Arte povera-Rotella / Kurt Schwitters / Jeanne Coppel)</p> 	<p>Abstraction / Paper relief:</p> <p>Preparation of surface Tonal and colour applications.</p> 	<p>Surrealism / Imagination:</p> <p>Observational drawings: hand studies. Idea development in response to: (Salvador Dali / Surrealism)</p> 	<p>Surrealism / Imagination / Dreams:</p> <p>Own Surrealist Final response / Composition using hands. (Salvador Dali / Surrealism)</p> 

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

National Curriculum Knowledge & Understanding	<ul style="list-style-type: none"> to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. 					
Assessment	Pupils complete a series of sketchbook pages: Facial Proportion / series of developmental sketches /drawings exploring proportions. Outcome: Tonal Drawing of a human face working from a photograph.	Pupils complete a series of sketchbook pages: Contextual and idea development. Developmental sketches from own ideas /drawings. Final- outcome: Monochromatic painting with cut out text.	Pupils complete a series of sketchbook pages: Present a small series of experiments with Collage / montage techniques. Potentially a Final outcome.	Pupils complete a series of sketchbook pages: Outcome: Tonal Drawing section from abstract paper composition. Finished painting.	Pupils complete a series of sketchbook pages on hands: A series of developmental sketches / drawings exploring proportions positions of the human hand.	Pupils complete a series of sketchbook pages on Surrealism with idea development: Outcome: Surrealist inspired piece using Human hand as the focal point of the work.
Why this?	Developing and refining drawing skills is important through the observational study of natural objects and forms. Understanding of basic colour theory and the application of painting techniques forms the basis for future projects and further art study.	Contextual Study continues to underpin all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of another artist and responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Drawing to record ideas and develop thought processes is another key and fundamental skill that supports all aspects of the pupil's development through all Key Stages of the art curriculum. Developing mixed media approaches: applying paint to photographs and text leads towards some of the practices at both GCSE and A level.	Contextual Study continues to underpin all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of other artists and genres, responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Recording ideas, creating compositions through other processes like montage / collage is an alternative key and fundamental skill that supports the pupil's development through all Key Stages of the art curriculum.	Contextual Study continues to underpin all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of other artists and genres, responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Looking at and understanding alternative non-figurative artwork challenges preconceived ideas as to what art is and should be? Creating abstract compositions through folding and shaping materials gives the pupils an insight into alternative processes of art making.	Contextual Study continues to underpin all aspects of the Art and Design curriculum. Pupils continue to develop their understanding of the work of other artists and genres as they approach the final project in the KS3 course. Responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture. Gaining insight and understanding in to a very influential 20 th Century Art Movement is imperative. Recognising how artists can work with collective ideals, yet keep their independence and work is remarkably different ways. Creating imaginative and dreamlike compositions (with the main focal point of the hand) will allow the pupils to work with greater independence and individuality.	
Why now?	Fundamentals of the KS3 course. It builds upon the more formal aspects of the curriculum	Further engagement through the work of other Artists. Pupil's continuing to recognise the importance of understanding the work of	Continued engagement through the work of other artists continues to be an established part of the curriculum.	This project connects with the previous half terms work. Continued engagement through the work of other artists and genres.	This project builds upon many previous elements that have been taught and introduced to pupils. It Continues the engagement through the work of other artists and genres. Pupils will revisit observational drawing skills, composition, imaginative and creative thinking, idea	

	<p>Facial Proportions is a vital component of art related practices and further projects at both GCSE and A level study.</p>	<p>other artists and using influences in their own practice. Combining a range of media towards an outcome leads towards some of the practices at both GCSE and A level.</p>	<p>Pupil's should be able recognise the importance of understanding the work of others in relation to their own practices, including non-figurative aspects of art and design. Continuing to experiment and explore ideas from their own thoughts using alternatives to drawing and painting materials further supports their development. Encouraging pupils to select materials, cut, rip and position these elements will help pupils to develop alternative and creative outcomes.</p>	<p>Pupil's should be able recognise the importance of understanding the work of others in relation to their own practices, including non-figurative aspects of art and design. Encouraging pupils to work using more abstract qualities will help pupils to develop alternative and creative outcomes, in non-figurative ways.</p>	<p>development, decision making leading towards an independent outcome of their own. Pupils who will have opted for an Art based subject at GCSE will be able to work with the independence that will be encouraged much further in years 10 and 11.</p>
<p>Skills & Characteristics</p>	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> • Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. • Understanding proportions of the human Face is a key aspect of art related practices in both 2D and 3D work. • Drawing techniques: Tonal and liner to create realistic effects. • Combing photos / drawing techniques. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> • Contextual development: Written and verbal responses. • Drawing continues to be a key and fundamental skill that supports all aspects of the pupil's development through all Key Stages. • Understanding proportions of the human face is a key aspect of art related practices in both 2D and 3D work. • Photography / painting and collage techniques. • Mono-chromatic painting. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> • Contextual understanding: Arte Povera genre / Other related artists • Written and verbal responses. • Developing mixed media approaches. • Creating compositions using cut, ripped and torn materials 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> • Contextual understanding: Abstract Painting. • Written and verbal responses. • Working from a prepared surface by the pupils themselves. • Drawing: Tonal techniques. • Painting: Colour mixing. Colour application. Highlights/mid tones / Shadows. • Gestural / broader brush marks. 	<p>Pupils will build on previous knowledge and skills through:</p> <ul style="list-style-type: none"> • Contextual understanding: Surrealism. • Understanding proportions of the human hand. • Drawing: Line and tonal techniques. Sketching and formal drawing. • Imaginative and personalised ideas. • Using sources to develop own ideas. • Creating compositions with the hand as the focus of the work. • Choice of applications to finalise their work: Drawing / Coloured pencil / Paining / Montage / collage. There could be a combination of approaches to achieve the final result.

<p>Aspirations & Careers</p>	<p>CEIAG</p> <p>Opportunity to discuss careers in Art that link with the projects/ artists we cover over the year.</p> <ul style="list-style-type: none"> • Ripped/torn project and surrealist project can be used to introduce discussion about art curation/ art gallery careers. • Implemented critiques to lessons (which higher education implements a lot). • New skills with media and technology that is used regularly within industry. • Links to industry. • Links to higher education. • Career lesson – ‘What jobs are available in Photography / Art / Graphics?’ (Careers week: on-going reference in certain lessons / projects) <p>Group activities, linking skills in working as a team.</p> <p>Health and safety within a practical environment. Sharing and using equipment.</p> <p>Northern School of Art: In school visit. Introduce Future pathways in Art and Design. Prior to Option choices being made.</p> <p>Cultural Capital</p> <p>Contextual elements run through all our projects.</p> <p>Contextual understanding underpins all future study in any Art and Design related discipline at GCSE / A level and Higher Education.</p> <p>It allows the pupils to develop and nurture a wider and deeper understanding of artistic and other cultural elements in both contemporary and historical contexts.</p> <p>The key practical skills developed begin to form the basics of all future study in any Art and Design related discipline at GCSE / A level and Higher Education.</p> <p>Gallery visits: Aim to arrange a KS3 visit for option pupils after choices have been made and confirmed*</p> <p>Extracurricular</p> <p>Gallery visits: Aim to arrange a KS3 visit for option pupils after choices have been made and confirmed* (Cultural capital and extra curr)</p> <p>After school sessions in the art department</p> <p>Lunchtime activities in Art department</p>
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