



KS3: YEARS 7/8/9 (2020-23)

Scheme of Learning

KEY STAGE 3 CURRICULUM INTENT

This document covers 1 year at KS3 in Year 9. 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.

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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 9 Curriculum – 2021-22

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Architecture and Portraits: Project overview/ Bubble Map / Moodboard</p> <p>Proportions of the face (Julian Opie)</p> <p>Facial Features/Grid Method</p> <p>Line Drawings (Andy Tomlinson)</p> 	<p>Architecture and Portraits: Self Portrait</p> <p>Perspective Drawing</p> <p>Line Drawing using buildings as inspiration using coloured fine liners</p> 	<p>Architecture and Portraits:</p> <p>Artist Research and Architecture drawings from primary or secondary sources (Ian Murphy)</p> <p>Artist Research (Minty Sainsbury) / Response using primary or secondary sources</p> <p>Experimentation using brown paper, white and black paint</p> <p>Experimentation with watercolour and pen/ Colour Theory</p> 	<p>Architecture and Portraits:</p> <p>Composition Plans/ Photoshop</p> <p>Experimentation (Double Negative/Collage)</p> <p>Personal Response influenced by primary sources and artists they have studied</p> 	<p>Independent Project:</p> <p>Overview of Project / Presentation skills</p> <p>Observational Drawing exploring tonal and coloured pencil in more depth inspired by artist of choice.</p> <p>Watercolour Experiment inspired by artist of choice</p> 	<p>Independent Project:</p> <p>Pen and ink experiments inspired by artist of choice</p> <p>Oil Pastel experiments inspired by artist of choice</p> <p>Composition Plans/ Development Piece</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

- 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

	<ul style="list-style-type: none"> 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:</p> <p>Project overview / How to structure a project around a specific theme</p> <p>Proportions of the face</p> <p>How to draw each facial feature</p> <p>Further exploration of the grid method</p> <p>Line drawings to break down the areas of tone within a face</p>	<p>Pupils complete a series of sketchbook pages:</p> <p>Self Portrait of themselves or a portrait of a friend or family member</p> <p>Perspective drawing</p> <p>Further exploration of line but using buildings and experimenting with different media and composition to create a unique personal response</p> <p>Artist research into relevant artists in order to create an outcome influenced by their work.</p>	<p>Pupils complete a series of sketchbook pages:</p> <p>Artist research and response to relevant artist</p> <p>Experimentation of various different medias and backgrounds inspired by relevant artists to produce own unique response.</p>	<p>Pupils complete a series of sketchbook pages:</p> <p>Students experiment with collage and Photoshop in order to plan their composition.</p> <p>Personal Response based on the artists they have studied and the research they have conducted.</p>	<p>Pupils complete a series of sketchbook pages:</p> <p>Students get an overview of the project and begin to understand how a GCSE independent project would be structured. Students are given an option of starting points in order to suit their interests and talents.</p> <p>Students explore a variety of different medias whilst studying the work of various artists which link to the chosen theme.</p>	<p>Pupils complete a series of sketchbook pages:</p> <p>Students explore a variety of different medias whilst studying the work of various artists which link to the chosen theme. Students explore a variety of different outcomes, annotate to show their creative process before producing an unique personal response to the initial theme.</p>
Why this?	<p>Students begin to learn how a GCSE project would be structured in order to develop a personal and meaningful response or outcome. This type of in depth research allows the students to become an artist and understand how art is created which they see in galleries or on the internet.</p> <p>Students need to learn the specific proportions of the face as many students have misconceptions about where each feature sits. In order to gain further accuracy students will build upon their prior knowledge of the grid method.</p> <p>Students will produce line drawings in the style of a relevant artist which will show them the variety of tones which make a face look</p>	<p>Students apply what they have learned about the proportions of the face to a portrait using primary sources (where possible).</p> <p>Students learn how to draw buildings in proportion using perspective to allow from them to use primary sources effectively.</p> <p>Students experiment with line and composition to allow them to create their own unique response to artists work which leads towards some of the practices at both GCSE and A Level.</p> <p>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</p>	<p>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.</p> <p>Experimenting and revisiting previous medias studied allows students to refine and adapt their work to create unique outcomes.</p>	<p>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. Learning the basics of Photoshop will help the students if they choose to progress in Art related studies and any creative industries. It allows the students to experiment and learn from their mistakes.</p> <p>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</p>	<p>Students begin to learn how a GCSE project would be structured in order to develop a personal and meaningful response or outcome. This type of in depth research allows the students to become an artist and understand how art is created which they see in galleries or on the internet. This particular project allows the students creative freedom to express their thoughts, research artists which interest them whilst consistently revisiting medias studied previously.</p> <p>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.</p> <p>Responding through their own practice allows the pupils to develop their own skills in relation to the wider world of art and culture.</p>	

	realistic.	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.		world of art and culture.	
Why now?	Fundamentals of the KS3 course. It builds upon the more formal aspects of the curriculum Facial Proportions is a vital component of art related practices and further projects at both GCSE and A level study.	Further engagement through the work of other Artists. Pupil's continuing to recognise the importance of understanding the work of 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.	Continued engagement through the work of other artists continues to be an established part of the curriculum. Pupil's should be able recognise the importance of understanding the work of others in relation to their own practices. 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 and use them in different ways will help pupils to develop alternative and creative outcomes.	This project connects with the previous half terms work. Continued engagement through the work of other artists and genres. Pupil's should be able recognise the importance of understanding the work of others in relation to their own practices. Encouraging pupils to explore artists which interest them and tailored to their talents will invoke a love of art and a continued love of learning.	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 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.
Skills & Characteristics	Pupils will build on previous knowledge and skills through: <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 	Pupils will build on previous knowledge and skills through: <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 	Pupils will build on previous knowledge and skills through: <ul style="list-style-type: none"> Contextual development: Written and verbal responses. Developing mixed media approaches. Creating compositions using medias in a variety of different ways. 	Pupils will build on previous knowledge and skills through: <ul style="list-style-type: none"> Using Photoshop to experiment with various compositions to allow the work to be refined. Drawing and Painting techniques based on their choice of outcome. 	Pupils will build on previous knowledge and skills through: <ul style="list-style-type: none"> Imaginative and personalised ideas. How to structure their own unique project based on their interests and talents. Using their own choice of sources to develop own ideas which mirrors GCSE and A Level practice. Choice of applications to finalise their work: Drawing / Coloured pencil / Painting / Oil Pastel/ Experimental Photography / collage. There could be a combination of approaches to achieve the final result.

	<p>related practices in both 2D and 3D work.</p> <ul style="list-style-type: none"> • Drawing techniques: Tonal and liner to create realistic effects. 	<p>related practices in both 2D and 3D work.</p> <ul style="list-style-type: none"> • Photography / painting and collage techniques. • Mono-chromatic painting. 	<ul style="list-style-type: none"> • Consolidating and building upon their knowledge of colour theory. • Painting: Colour mixing. Colour application. Highlights/mid tones / Shadows 	<ul style="list-style-type: none"> • Contextual understanding: Surrealism. 	
<p>Aspirations & Careers</p>	<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"> • Portrait, architecture surrealist project can be used to introduce discussion about art curation/ art gallery careers. CDI: 4,6 • Implemented critiques to lessons (which higher education implements a lot). CDI: 3 • New skills with media and technology that is used regularly within industry. CDI: 1, 4 • Links to industry. CDI: 4, 6 • Links to higher education. CDI: 14 • Career lesson – ‘What jobs are available in Photography / Art / Graphics?’ (Careers week: on-going reference in certain lessons / projects) CDI: 4, 14 <p>Group activities, linking skills in working as a team. CDI: 1 Health and safety within a practical environment. Sharing and using equipment. CDI: 9 Northern School of Art: In school visit. Introduce Future pathways in Art and Design. Prior to Option choices being made. CDI: 14</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. Gallery visits: Aim to arrange a KS3 visit for option pupils after choices have been made and confirmed*</p> <p>Extracurricular Gallery visits: Aim to arrange a KS3 visit for option pupils after choices have been made and confirmed* (Cultural capital and extra curr) After school sessions in the art department Lunchtime activities in Art department</p>				

