



Art and Design Department

KS3 Curriculum Summary

Pupils in Years 7 - 8 are provided with a rich variety of activities during the KS3 course. These include the following projects in a range of disciplines: Painting & drawing, printmaking, ICT, ceramics, 3D construction, graphics and mixed media.

At the beginning of each academic year pupils will produce a drawing from direct observation to assess their ability to practically transfer previous learning and skill.

In year 9 pupils follow an entry level curriculum which reflects the learning and assessment for the GCSE course option in year 10.

At the end of KS3 All pupils will receive a Newlands Girls school, 'Art and Design' certificate which will recognise their effort and achievement.

Our aims

Year 7 & Year 8 - 'All about us and our World' Year 9- 'Creative Portfolio'

- The visual arts such as painting, sculpture, graphics and printmaking and the applied arts such as ceramics form a vital part of our cultural heritage. Through the arts we can learn about ourselves, each other and the rest of the world.
 - Celebrating and expressing cultural diversity.
 - Bringing together intellect and practice.
 - Exploring and communicating feelings and ideas.
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- KS3 will focus on promoting a pupil's analytical, manipulative, intellectual and emotional development through visual and tactile experience.
 - Pupils will reflect on their own and others' life experience, to foster a greater understanding of diverse communities and the world around them.
 - Team work will enable pupils to communicate their ideas, skills and ability to problem solve.
 - Peer and self evaluation will enable all pupils' to reflect on work as it progresses and assess their final outcomes.
 - Confidence, self- motivation, self-knowledge and self esteem will be addressed by clear communication of lesson learning objectives, teaching of skills with media and processes which build on prior knowledge, class work, individual discussions, group discussions, assessment sheets, literacy frameworks and differentiated SOW that address all needs and abilities.
 - The setting of regular homework and providing feedback which recognises achievement and makes clear the steps for improvement.

Differentiation

Differentiation across the ability range will be achieved by the combination of open ended tasks, specific tasks, work in mixed ability groups with equal access to given starting points and follow up work will enable pupils to show what they know, understand and can do. Targeted support will be through teaching staff, 6th form Art prefects and Teaching assistants (TAs) where appropriate.

Equal opportunities

We aim to provide a broad and balanced art curriculum that is monitored to ensure accessibility and involvement for all. We aim to select teaching and learning resources which are free from any form of stereotyping or bias and to develop a curriculum context that projects positive images and equality for all. The development of an awareness of the diversity and differences that exist with other cultures, beliefs and lifestyles is an integral part of our historical and critical component.

We will enable pupils to -

- Establish a growing knowledge and appreciation of the creative links between the arts and other curriculum subjects.
- Stimulate their awareness and experience of the arts in all its contexts; historical, cultural, environmental and social.
- Celebrate their acquisition and development of skills and knowledge in using a variety of media and techniques.
- Be rewarded for their effort and achievement through House points, Department commendations, rainbow tickets, Newlands awards for excellence and annual subject awards. Regular formative and summative evaluation of work completed will support and encourage an individual's confidence, independent learning and special aptitudes and interests. End of KS3 certificates will be awarded to all students to recognise personal strengths, achievement and potential.

As a result of good experiences in the arts, young people can develop transferable skills; they gain opportunities for both fulfilling employment and leisure time.

KS3 Schemes of work:

Planning for balance

<p>Year 7</p>	<p><u>Projects</u></p> <p><u>Natural Forms -</u> garden/parks Leaves, seasonal plants, fruits, vegetables.</p> <p>Portraits- proportions of the face. Emotions and expressions. Looking at differences and similarities in people.</p> <p>Objects from the home</p> <p>Cultures - Celebration & Festivals.</p>	<p><u>Focus for learning and understanding</u></p> <p>The functions of Drawing- Analysing - drawing as a tool for investigating and discovery. Telling a story. Using tone and line to describe form and texture. Working from imagination and interpretation. Understanding the ways to research the work of other artists, cultures and craftspeople which inform and extend their ideas.</p> <p>Proportions- understanding scale and size. Abstract thinking.</p> <p>Composition - Simple theory of perspective. Focal point.</p> <p>Colour theory - The colour wheel. Simple colour theory, Colour mixing and blending. Warm and cool colours.</p> <p>Pattern - Identify, compare and contrast different kinds of pattern. Symmetry and asymmetry. Repetition and reflection. Design ideas, motifs, and logos.</p>	<p><u>Media and Techniques</u></p> <p>Clay - Thumb pots and modelling. Using clay tools and coloured clay slips.</p> <p>Printmaking - String and Styro foam printing, Mono printing.</p> <p>3D Construction using a variety of card and Paper Mache.</p> <p>Paper Collage Graphite pencil Coloured pencil Biro Water based paint Wax and Wash Chalk pastel Charcoal Mixed media</p>	<p><u>Critical and cross curricular links</u></p> <p><u>Mathematics</u> Tessellation Reflection Shape and form Scale.</p> <p><u>DACT</u> <u>3D construction</u> <u>Common Key vocabulary</u> <u>Product design</u></p> <p><u>Biology</u></p> <p><u>History</u> <u>Battle of Hastings</u> <u>Castles</u> <u>Tudors</u></p>
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<p>Year 8</p>	<p>Natural forms - Beetles bugs and Butterflies. Fish, Sea life and Shells.</p> <p>The figure and portraits - Abstraction, adornment, costume, masks</p> <p>Landscape - Buildings, viewpoints Ecology, conservation, environments, The elements.</p> <p>Cultures - Mythology and Folklore Africa Native American Indian Egypt Celtic</p>	<p><u>Focus for learning and understanding</u></p> <p>Drawing- from direct observation developing 3D forms using, shading, perspective, quality of line and mark making. Problem solving.</p> <p>Graphics - Typography, illustration, poster design. Illuminated letters.</p> <p>Composition- Using a viewfinder, Aerial views, magnified and distant. Creating a centre of interest through the use of colour and detail, using perspective. The Horizon line. The effects of light. Understanding 'Negative space.' Looking at shapes, structures and contrasts.</p> <p>Exploring the work of other artists and crafts people to enable critical understanding and knowledge.</p> <p>Colour theory -Secondary colours. Monochrome. Colour moods. Contrast.</p> <p>Pattern - Tessellation, optical illusions. Camouflage. Movement and rhythm.</p> <p>3D - Structures, Recycled, decorative Relief.</p>	<p><u>Media and Techniques</u></p> <p>Clay- manipulate coils to create line and form. Slab constructions. Incised texture and relief. Cutting, measuring, modelling and joining techniques. Using found objects to impress into clay. Repeated pattern.</p> <p>Printmaking - Relief printing - Collagraphs and mono printing</p> <p>3D Construction using Paper Mache, found objects.</p> <p>Mixed Media collage Coloured pencil Pen and ink Graphite pencil Water based paint Chalk and Charcoal Oil pastels</p>	<p><u>Critical and cross curricular links</u></p> <p>Geography- Landscape features, maps, erosion. Pollution, conservation. Population and development.</p> <p>History - The industrial age. Factories, Architecture Transport, Mechanisms and machinery.</p> <p>English Literature & Language- Poetry and fiction.</p>
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<p>Year 9</p>	<p>The portfolio of work will demonstrate pupils' personal responses to set starting points, briefs, scenarios or stimuli. Each project will form a sustained course of study to address the assessment objectives.</p> <p><u>The Term 3 independent project will be marked as a whole.</u></p> <p>People and portraits Natural world and landscape Still Life Designed and man - made and objects Buildings and structures</p>	<p><u>Focus for learning</u></p> <p>Pupils will create a 'Portfolio' of work from set project briefs to show how they use media, techniques, skills and research into other artists and cultures to address the assessment criteria shown below.</p> <p>AO1 - Develop ideas. Develop their ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.</p> <p>AO2 - Refine ideas. Refine and explore their ideas through experimenting and using resources, media, materials, techniques and processes.</p> <p>AO3 - Record ideas. Record ideas, observations and imagination relevant to their intentions in visual and/or other forms.</p> <p>AO4 - Present a response Present a personal and informed response, showing understanding of the work of others, reaching conclusions that relate intentions to purpose.</p>	<p><u>Media and techniques</u></p> <p>Techniques/skills Sgraffitto Stretching paper Watercolour, wash, sponging, stippling, wax and wash, salt, cling film. Pen and ink</p> <p>3D construction Expressive textiles Paper Mache Mixed media</p> <p>Printmaking- Lino cut, block printing, reduction prints.</p> <p>Clay - consolidating learning from year 7 & 8 - introducing Paper clay, Impressed clay relief Sculpted forms and contrasts.</p>	<p><u>Critical and cross curricular links</u></p> <p><u>Music</u> Instruments Rhythm Mood Genre Culture Purpose</p> <p><u>Science -</u> DNA - structures Magnified Bones Cells Life cycles Kinaesthetics Force</p> <p><u>History</u> WW1 & WW2</p> <p><u>English</u> WW1 poetry Narrative and verse</p>
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	<p>Machinery and moving parts New media and contemporary art Culture and society Entertainment</p>	<p>In response to their chosen activities in Fine Art, pupils will be expected to demonstrate skills through their response to their given starting point, scenario or stimulus. A variety of processes and techniques can be explored when using differing approaches to making images and/or objects. Pupils should demonstrate an expressive and personal response in their work, appropriate for the given task or stimuli, from the activities listed below.</p> <p>Painting: Pupils may explore the use of tone, colour, composition, materials and context. Pupils can show this through the use of various processes and media, such as inks and watercolour.</p> <p>Drawing: Pupils may be encouraged to work from direct observation to explore drawing using line and tone. They will also be encouraged to explore a wide variety of drawing materials using different surfaces. Drawing materials might include pastel, pencil, pen and ink, paint, charcoal or other materials.</p> <p>Graphics: Illustration. Pupils may demonstrate how the creation of imagery</p>	<p>Use glazes and oxides for surface design.</p>	
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		<p>can enhance and reinterpret text. Pupils will produce solutions that communicate the role and context of text to a defined audience. The design context may include, for example, magazine illustration, books, posters and packaging.</p>		
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