



## Art Curriculum Map - Key stage 3

Our Art Department aims to engage, inspire and challenge at key stage 3. We provide opportunities for students to invent and create through knowledge and skills-based activities. Students are introduced to the formal elements and encouraged to think critically about and analyse Art in various contexts. We encourage our students to be independent, whilst building a contextual knowledge of traditional and contemporary practitioners that contribute to our culture. Students will build up their skills in painting, drawing, sculpture as well as craft-based techniques. This will be supported through reflection to develop a deeper understanding, encouraged through discussion, and experimentation and engagement with visual and written information. We deliver all our lessons embedded with traditional values and the Catholic ethos.

<b>7 Project title: Colour and Mark Making</b> <b>Introduction to the formal elements and how artists make marks</b>			
	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>Year 7</b>	Introduction: <ul style="list-style-type: none"> <li>• Baseline assessment focusing on drawing and literacy skills</li> <li>• Mark making - exploring the evolution and purpose of mark making</li> <li>• Colour theory</li> </ul>	Expressive Portraits: Unit 1: Natural Forms <ul style="list-style-type: none"> <li>• Artist focus: Vincent Van Gogh - mark making in practise. Media exploration and analysis on works</li> <li>• Students will design development works in media in response to the Artists</li> <li>• Refinement of work</li> <li>• Stain glass windows</li> <li>• Focus: Hundertwasser, abstraction of colour and marks</li> </ul>	3D media and Architecture: <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Artist focus: Yayoi Kusama</li> <li>• Media exploration and analysis on works</li> <li>• Abstraction of mark making - Wassily Kandinsky</li> <li>• Students will design development works in media in response to the Artists</li> <li>• Refinement of work</li> <li>• Summative assessment</li> </ul>
	<b>Assessment overview</b>	<b>Assessment overview</b>	<b>Assessment overview</b>
		AO1, AO2 and AO3 are assessed.	AO1, AO2, AO3 and AO4 are assessed.



## Art Curriculum Map - Key stage 3

	<p>As the project progresses and students grasp understanding of the formal elements</p> <p>A01 deals with developing understanding - this is through research topics and ideas developing</p> <p>A02 is about media exploration and refinement</p> <p>A03 is recording ideas and emotions through drawing techniques, photography and written words.</p>		<p>A04 is the students presenting a response to the topic in the form of a “final piece”.</p>
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## Art Curriculum Map - Key stage 3

<p><b>8 Project title: Fantasy and Grotesque</b>  <b>How artists play Artistic Skills</b></p>			
<b>Year 8</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• How artists play: Artist focus and practical response to the Chapman brothers</li> <li>• Baseline Assessment - Mario Maple, focus on drawing and literacy skills</li> <li>• Contemporary styles: Grime Art</li> <li>• Victorian-esque Illustration and iconography - Artist focus Dan Hillier</li> <li>• Response to the artist and media exploration in collage techniques of fantastical beasts</li> <li>• Art movement; Arts and Crafts movement - Ink workshop - designer focus: William De Morgan and William Morris</li> </ul>	<p>Art and Ethics:</p> <ul style="list-style-type: none"> <li>• Artist investigation of Damien Hirst; themes and works (Life, Death, Religion)</li> <li>• Textile Designers: Timorous Beasties, printing techniques; Rorschach</li> <li>• Surreal Art, exploring ways Artists warp reality</li> <li>• Media exploration</li> <li>• Gothic Architecture assessment</li> </ul>	<p>Puppetry and 3D Media:</p> <ul style="list-style-type: none"> <li>• Focus: Jim Henson</li> <li>• Gargoyle designs</li> <li>• Artist focus; Palo Puck</li> <li>• Students design their own response resulting in a clay 3D outcome</li> <li>• Gothic Architecture continued</li> <li>• Surrealism continued</li> <li>• Summative assessment</li> </ul>
	<b>Assessment overview</b>	<b>Assessment overview</b>	<b>Assessment overview</b>
		AO1, AO2, AO3 and A04 are assessed.	AO1, AO2, AO3 and A04 are assessed.



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	<p>As the project progresses and students grasp understanding of the formal elements</p> <p>A01 deals with developing understanding - this is through research topics and ideas developing</p> <p>A02 is about media exploration and refinement</p> <p>A03 is recording ideas and emotions through drawing techniques, photography and written words.</p> <p>Students are assessed on a 1-9 scale appropriate for this key stage based on the structure of GCSE grading. In year 8 students are graded from levels 2-4</p>	<p>A04 is the students presenting a response to the topic in the form of a "final piece".</p>	
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## Art Curriculum Map - Key stage 3

*9 Project titles: Collections Project and Multicultural Project*

Year 9	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Collections Project</p> <ul style="list-style-type: none"> <li>• Introduction - Mark making, drawing styles and recording observations</li> <li>• Students gain insight into several artists and art movements; Lee John-Phillips - baseline assessment (drawing and literacy)</li> <li>• Big topic: Still Life - students explore tradition and contemporary techniques and response in mixed media. Artist focus Gorgi Morandi</li> </ul>	<p>Collections Project continued</p> <ul style="list-style-type: none"> <li>• Assessment - still life drawing and understanding</li> <li>• Big Topic; Cubism (analytical and synthetic). Artists; Pablo Picasso, Georges Braque and Juan Gris. Response to in paint, collage and pastel</li> <li>• Colour - Artist focus Robert Therrier</li> <li>• Dissemblage - Artist focus Todd McLellen and Cornelia Parker</li> <li>• Artist focus: David Hockney.</li> <li>• Students will explore photography in response to artists</li> </ul>	<p>Multicultural Project - Students will explore culture and beliefs through topics such</p> <ul style="list-style-type: none"> <li>• Islamic Art - drawing workshop. Artist focus Samira Mian</li> <li>• Japanese Art - focus on composition techniques. Artist focus Hokusai and media explorations in ink and paint</li> <li>• Art of North America - Totem poles. Students will explore meaning and stylised drawing ending in a three-dimensional personal outcome using modelling techniques</li> <li>• African Art - Kente cloth and an exploration of weaving techniques.</li> <li>• Art of Mexico - Days of the Dead; traditions and beliefs. Pattern, colour focus. Students to create their own responses</li> <li>• Summative assessment</li> </ul>
	Assessment overview	Assessment overview	Assessment overview



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	<p>Main skills to be assessed at this stage are; prior learning, drawing and literacy skills</p> <p>As the project progresses and students grasp understanding of the formal elements</p> <p>A01 deals with developing understanding - this is through research topics and ideas developing</p> <p>A02 is about media exploration and refinement</p> <p>A03 is recording ideas and emotions through drawing techniques, photography and written words.</p> <p>Students are assessed on a 1-9 scale appropriate for this key stage based on the structure of GCSE grading. In year 9 students are graded from levels 2-4</p>	<p>AO1, AO2 and AO3 are assessed.</p> <p>Students are building historical and analytical understanding of topics, artists and media techniques</p> <p>Students should build upon and recall this prior learning</p>	<p>AO1, AO2, AO3 and A04 are assessed.</p> <p>A04 is the students presenting a response to the topic in the form of a “final piece”.</p>
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