

KS3 Curriculum Overview (Art and Design)

Year 7 2023-2024

TERM 1	TOPIC: The Formal elements of Art and Design	<ul style="list-style-type: none">• *Key Skills/Subject Links	*Career links & BV
Week 1	Introduction to the Art department and how to use a sketchbook	<ul style="list-style-type: none">• Layout and presentation• Planning and experimenting with materials in sketchbooks• Introduction to the formal elements of Art and Design• Observational drawing• Researching relevant artists• Thinking critically when analysing own work and that of others• Using key words to describe Art	<ul style="list-style-type: none">• Drawing is an important visual language and used in a wide variety of careers• All jobs in the creative industries require good drawing and recording skills• Drawing is the starting point and backbone of the following careers: Architecture, Fashion design, industrial design, Web page design, all aspects of the film industry...and many more
Week 2	Line and mark-making –Contextual reference Van Gogh		
Week 3	Tone-Contextual reference Georges Seurat. Draw from simple white geometric shapes.		
Week 4	Drawing from direct observation- Proportion and scale, applying tone to create 3D form		
Week 5	Baseline Test-50-minute drawing test from a Still-life assessed along with class and homework in sketchbooks		
Week 6	Colour Theory-Primary and secondary colours. Basic colour mixing and application of watercolour paint. Produce a colour wheel.		
Week 7	Painting Skills-Contextual reference Paul Klee. Using a grid with an object drawn over it to experiment with hot and cold colour. Object in hot colours, background in cold colours.		
TERM 2	TOPIC: Saint Romero Cross	<ul style="list-style-type: none">• Understanding sacrifice and martyrdom in the Catholic church• Use of symbolism to imply personal identity• Applying knowledge of formal element Colour and understanding it’s impact• Cross curricular project with RE	<ul style="list-style-type: none">• The exploration of sacrifice and faith demonstrates the ultimate importance of good moral behaviour• Students are encouraged to value themselves as unique human beings by personalising their work and adding favourite quotations
Week 1	Introduction to Oscar Romero and Fernando Llort		
Week 2	Work in the style of folk art from El Salvador		
Week 3	Designing a cross incorporating personal images and exploring identity		
Week 4	Working in 3D		
Week 5	Refining and developing ideas and designs		
Week 6	Transfer designs onto wooden cross (Milestone 2 assessment)		
TERM 3	TOPIC: Producing a creative outcome	<ul style="list-style-type: none">• Following the creative process from initial idea to final realisation• Using sketchbooks to refine and develop designs	<ul style="list-style-type: none">• Exploring different cultures gives an understanding of equality and diversity• Presenting and displaying creative outcomes gives a sense of self-worth and pride
Week 1	Painting using flat colour		
Week 2	Use of different tools and techniques to control the materials		
Week 3	Applying pattern and detail to flat areas of colour		
Week 4	Use of paint pens and fine markers to define design		
Week 5	Completion and presentation of outcome		

Week 6	Written evaluation of Romero Cross	<ul style="list-style-type: none">• Application of the formal elements• Analysing and evaluating their own outcomes	
TERM 4	TOPIC: Aboriginal Art	<ul style="list-style-type: none">• Knowledge of a different cultural style• Applying knowledge in a practical form to create an outcome	<ul style="list-style-type: none">• Knowledge of other belief systems and cultures• Exploration of communities who put Art and Craft at the heart of their existence
Week 1	Introduction to Aboriginal Art-with reference to departments collection of artefacts and musical instruments		
Week 2	Cultural conventions-use of dots rather than western use of continuous line		
Week 3	Planning a composition for an outcome		
Week 4	Refining and developing designs		
Week 5	Making an Aboriginal style outcome		
Week 6	Using key words and a writing frame to evaluate own work and that of others		
TERM 5	TOPIC: Mexican Day of the Dead	<ul style="list-style-type: none">• Different ways in which people celebrate key events in life• Comparing and contrasting different cultural styles• Use of mixed media	<ul style="list-style-type: none">• Exploration of celebrations around the world• The influence of western culture throughout time• Refining and developing a design through to a personal outcome gives deep creative satisfaction
Week 1	Introduction to Day of the Dead-contextual reference-Freida Kahlo		
Week 2	Comparing and contrasting British and Mexican cultural conventions		
Week 3	Observational drawing from skulls (Milestone 3 assessment)		
Week 4	Research Mexican designs		
Week 5	Create outcome based on research		
TERM 6	Topic: Looking and responding to Art	<ul style="list-style-type: none">• Describing and evaluating artwork using a clear structure• Gaining knowledge of diverse range of materials and techniques used to create art• Introduction to photography	<ul style="list-style-type: none">• Understanding of how to view an exhibition.• Importance of our rich cultural heritage• How to value and respect galleries and museums
Week 1	Guided tour of annual exhibition-making value judgements about art and design		
Week 2	How to use the writing frame to analyze Art		
Week 3	Carefully copy favourite piece of Art		
Week 4	Design and create a postcard to send home		
Rollover			
Week 5			
Week 6			
Week 7			

YEAR 8

TERM 1	TOPIC: Graphic Design	*Key Skills/Subject Links	*Career links & BV
Week 1	<p>Introduction to Graphic Design and combining Image and Text. Introduction to handmade books Students will produce a six-page concertina book based on playing card design. Show examples and draw from picture playing cards. Demonstrate how to flip the image using either tracing paper or digital methods. Introduce the theme for their book. Draw the concertina book and start sketching compositions.</p>	<ul style="list-style-type: none"> • Typography and combining Image and Text • Colour for design • Use of stencils to replicate the suits in a pack of cards. • Watercolour techniques • Use of flat colour for Graphic Design • Planning compositions • Use of structure and measurement • Approaches to mixed media • Linking images together using graphic techniques • Use of collage • Understanding the concept of a book as an artefact • Following an idea through and producing an outcome 	<ul style="list-style-type: none"> • Preparing students for careers in Graphic Design, Advertising, and the Creative Media sector • The English national card game “Trump” was first played in the 16th century and is now enjoyed in many forms in Britain • The use of suits (hearts, clubs. Diamonds and spades) demonstrate a fascinating interplay between words, shapes, and concepts. This promotes divergent thinking. • Playing cards are often based on the Kings and Queens of England therefore promoting British values.
Week 2	<p>Show exemplar for page one and demonstrate techniques. My theme will be Genres of Art and Famous artists. You may use the same or choose a theme to suit your interests/specialism. Page one will be Still-Life. Draw a still-life arrangement from direct observation. Add colour, stencils and stickers to create a design. Add graphics to replicate a playing card.</p>		
Week 3	<p>Introduce the Still-lives of Paul Cezanne. Students will research and copy from a Cezanne painting. They will then draw an apple from direct observation for their second page. Add graphics to replicate a playing card</p>		
Week 4	<p>Introduce Portraiture Produce a self-portrait from direct observation in tone. Use doodle art books/resources to surround with patterns defining personal identity. Add graphics to replicate a playing card</p>		
Week 5	<p>This page will be a transposition of a portrait painting by a famous artist. Text will surround the work giving information about the artist. Add graphics to replicate a playing card</p>		
Week 6	<p>Introduce the genre of Landscape Painting. Copy a section of a famous landscape using mixed media. Add graphics to replicate a playing card</p>		
Week 7	<p>Produce own response to Landscape as final page. Add graphics to replicate a playing card Present concertina book as outcome. Produce a written evaluation of hand-made book.</p>		
TERM 2	TOPIC: Liturgical/Spiritual art		

Week 1	Introduce a key saint or cultural Christmas tradition e.g. Our Lady of Guadalupe or the Christian Nativity. Produce visual and written research to show an understanding of different spiritual traditions	<ul style="list-style-type: none">• Cross curricular links with RE, History, Geography and English• Understanding and applying the formal elements in art and design• Encouraging independent research• The Design process• Working in 3D• Evaluative writing	<ul style="list-style-type: none">• The importance of cultural and religious festivals in Britain and across the world• Different ways to celebrate momentous occasions• Creating art and design for places of worship and public buildings• Curating and Museum work• Art therapy
Week 2	Focus on the art movement/artistic style e.g. Mexican folk art (Our Lady of Guadalupe/Cubist interpretation of the nativity)		
Week 3	Techniques and processes to include planning a composition		
Week 4	Use relevant formal elements to start an outcome		
Week 5	Formal elements, processes, and techniques to help with execution of outcome		
Week 6	Complete outcome, evaluate and peer assess using SHOW, PAIR, SHARE stickers developed in the TIP sessions		
TERM 3	TOPIC: African Art	<ul style="list-style-type: none">• Links to Geography-introduction of unique cultural styles of creating art• Drawing in different cultural conventions	<ul style="list-style-type: none">• Differences in global culture-Geography• Rituals and conventions• Use of mask to change identity
Week 1	Studies from department collection of African artefacts		
Week 2	Masks and rituals		
Week 3	Design an African mask		
Week 4	Create and make outcome		
Week 5	Decorate and add detail		
Week 6	Evaluate and peer asses Milestone 5 assessment		
TERM 4	TOPIC: Indian Art	<ul style="list-style-type: none">• Painting in different cultural conventions• Hot and cold colour-colour to represent climate• Basic print making	<ul style="list-style-type: none">• Respecting artefacts• Differences between mass produced and hand made• Links to curating and museum work
Week 1	Studies from department collection of Indian artefacts		
Week 2	Observational drawings from Indian elephant miniature collection		
Week 3	Draw an Indian design for a print		
Week 4	Scratch design into polyblock tile		
Week 5	Print a series in black ink		
Week 6	Complete prints and evaluate		
TERM 5	TOPIC: Growth and Renewal	<ul style="list-style-type: none">• Celebration of new life• Planning a composition• Control of new media• Botanical design	<ul style="list-style-type: none">• Appreciating new life and theme of renewal-links to RE• Love of gardens in British culture• Links to garden design and botanical illustration
Week 1	Observational drawings from Spring flowers and bulbs		
Week 2	Plan an outcome based on Spring		
Week 3	Use a range of new media to create outcome		
Week 4	Complete and present		
Week 5	Evaluate and peer asses Milestone 6 assessment		
TERM 6	Topic: Looking and responding to Art	<ul style="list-style-type: none">• Looking at and understanding Art	<ul style="list-style-type: none">• Art appreciation• How to navigate a gallery
Week 1	Guided tour of annual exhibition-making value judgements about art and design		

Week 2	How to use the writing frame to analyze Art	<ul style="list-style-type: none">• How to behave in a gallery situation• Justifying personal selection• Q and A session with selected older students who have work in the exhibition	<ul style="list-style-type: none">• Importance of galleries around the world• Discussing Art and finding out about the creative process by questioning older students who have work included in the exhibition• Links to careers in curating and gallery and museum work
Week 3	Carefully copy favourite piece of Art		
Week 4	Design and create a postcard to send home		
Rollover			
Week 5			
Week 6			
Week 7			

*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of work. **Please identify at least 5 areas within your scheme of work that coincide with future careers and values. There is no need to fill every week in with a link!**

*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text 'A Christmas Carol' and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments. **Again, please identify 5 areas within your scheme of work where you would like this to happen.**

NB: The new OFSTED framework will critique the reason for a 2-year KS3 rather than 3. We need to look to the National Curriculum in your subject to ensure we are covering the entirety of this in Year 7 & 8.

Further information – Career links and British Values

The key objectives for work-related learning are:

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry

