



A Guide to the Curriculum at Key Stage 3 (Years 7, 8 & 9)

Design – Art

Year 7

The Year 7 Art course aims to introduce students to a wide range of new techniques, materials, artists and themes. Students will participate in practical classroom activities and homework tasks. Each unit is designed to develop a balance of practical skills and knowledge and understanding. Students will explore creative techniques including drawing, painting, printing, collage and the use of computers and digital technology.

The Y7 curriculum will focus on the six fundamental elements of art: Line, Tone, Form, Texture, Colour and Pattern. Students can then apply this to their work in order to create exciting, imaginative and skilful artwork.

Many projects use observational drawing as a starting point and will regularly refer to the wider world of art.

Year 7 Units

Unit 1: Mark Making (Drawing Patterns and Printmaking):

Students will begin by experimenting with a variety of mark making techniques before moving towards a creative drawing task. They will explore the abstract paintings of artist Wassily Kandinsky and Frank Stella. This will then lead to a printmaking exercise where we will look at the printmaking techniques of the Renaissance artist Albrecht Durer. Students will produce a mono print and a collagraph (textured relief print).

Students will learn:

- To evaluate the abstract paintings of artists Wassily Kandinsky and Frank Stella.
- To gain confidence in a range of mark making techniques.
- To further develop their skills in freehand drawing.
- To understand basic printmaking techniques.

Unit 2: Jungle Landscape (Painting)

Students will develop their understanding of colour theory through their investigations of the Post-Impressionist paintings of Henri Rousseau. They will recognise the importance of perspective and composition.

Students will learn:

- To evaluate the naive paintings of Henri Rousseau.
- To understand basic composition.
- To understand the use of perspective to show depth.
- To use texture to create form
- To use tints and shades to create the effects of light and dark in painting.

Unit 3: Natural Forms (Drawing)

Students will develop their pencil observational drawing skills through the study of chosen still life group based on natural forms. Students will learn how to make use of a wide range of tonal and shading techniques and be able to discuss tone and formal drawn elements used by themselves and others.

Students will learn:

- To use a viewfinder to select a view before arranging a composition.
- To draw accurately using a pencil and develop shading techniques.
- To understand basic composition.

Unit 4: Crazy Creatures (ICT and Pen and ink)

Students will study mythical creatures and through this topic develop their own imaginative creatures using software. Students will then go on to create an exciting original pen and ink composition on an ink wash background.

Students will learn:

- To understand the basic applications digital image editing and manipulation.
- To investigate Mythical Beasts found in stories and legends.
- To develop their skills in observational drawing.
- To create tonal effects using cross hatching (diagonal lines).

Grouping

Students are taught art in mixed ability groups of around 25 students for one hour per week in Y7.

Useful Resources for Home

Here are three useful websites that link to the Y7 curriculum:

- <http://www.albrecht-durer.org/>
- <http://www.wassilykandinsky.net/>
- <http://www.henrirousseau.org/>

Glossary of Terms:

Formal Elements - these are the “building blocks” of art and include the following:	
Line	A path made by a moving point; different lines, thin lines, thick lines, outlines, straight and wavy lines.
Shape	The outline shape of things
Tone	Light and shade, pencil shading.
Texture	Describing the surface quality of a picture or sculpture.
Pattern	Repeated shapes e.g. Stripes, squares, spots etc.
Composition	The way all the different parts of a picture are assembled.
Primary colours	Red, yellow, blue
Secondary colour	Orange, green, purple
Tertiary colour	Two secondary colours mixed
Complimentary colour	Opposite sides of colour wheel
Hue	Describes a colour or a shade

Shade	Describes a dark colour - mixing colour with black
Tint	Describes a light colour - mixing colour with white
Saturation	Describes the range of colour from strong colour to weaker colour.
Research	making an investigation using a variety of sources including the Internet
Relief printing	A print made from creating a pattern in relief (textured or raised paper) from the base support.
Collagraph printing	A relief print similar to a collage.
Naive painting	Describing a simple painting style

Year 8

The Year 8 Art course will build on skills and knowledge and understanding introduced in Y7. Students will further refine their skills in art through practical classroom activities and homework tasks. Each unit is designed to develop a balance of practical skills and knowledge and understanding. Students will explore creative techniques including drawing, painting, sculpture, printing, and the use of computers and digital technology.

Drawing continues to be developed as an important skill and underpins much of the Y8 Art curriculum.

Year 8 Units:

Unit 1: Pattern (Drawing linked to the Art of Non Western cultures):

Students will begin by looking at the highly decorative artwork done by cultures including African, North American Native Indian, Mexican, Chinese and Japanese artists. In response, students will produce a mixed media (a combination of materials used to produce a piece of artwork) pencil crayon drawing and printed composition.

Students will learn:

- To evaluate artwork done by selected artists and gain a greater understanding of other cultures.
- To develop tonal shading.
- To understand that colour can have symbolic meaning.
- To explore what makes a successful composition.
- To apply basic printmaking methods.

Unit 2: Transforming Classical Sculpture (Mixed media sculpture)

Students will begin by looking at classical and modern sculpture, with particular reference to the portraiture (heads and faces). They will produce a presentation slide show demonstrating their knowledge and understanding of selected artists. Students will then go on to create a mixed media sculpture based on their research into a particular artist.

Students will learn:

- To evaluate selected artwork including sculpture from a wide range of historical and social contexts.
- To understand why sculpture is used in public places.
- To use relevant websites as a tool for research.
- To create exciting artwork using mixed media.

Unit 3: Portraits (ICT)

Students will develop skills using Digital Editing Software and create a digital portrait based on the theme of 'Changes'. They will be encouraged to manipulate several images to enhance meaning.

Students will learn:

- To apply ICT skills acquired in Y7 and create a sophisticated digital image.
- To work within the parameters of a theme in order to further enhance meaning.

Unit 4: Pop Art Portraits (ICT)

Students will further develop skills using Digital Editing Software and create a digital Pop Art portrait based on the art work of Andy Warhol.

Students will learn:

- To apply ICT skills acquired in Y7 and create a sophisticated digital image.
- To evaluate the screen prints of Andy Warhol.

Unit 5: Celebrity (Mixed media)

Students will create a mixed media composition based on their own independent investigation of Pop Art. They will investigate selected iconic images used in the world of art and contemporary culture. This will then be used as a basis for an imaginative mixed media composition.

Students will learn:

- To work independently using a theme.
- To develop their skills in a wide range of media.
- To understand the screen printing process and its applications.

Unit 6: Self Portrait (Pencil drawing)

Students will draw a self-portrait using pencil. They will be shown a variety of examples from a range of art historical contexts for inspiration. Emphasis will be placed on proportional accuracy and using a wide range of tonal shading to create depth.

Students will learn:

- How to make use of a wide range of tonal and shading techniques, be able to discuss tone and formal drawn elements used by themselves and others.
- How to draw a freehand face in proportion.
- How to draw facial features.

Grouping

Students are taught art in mixed ability groups of around 25 students for one hour per week in Y8.

Useful Resources for Home

Here are three useful websites that link to the Y8 curriculum:

- <http://nativeamerican-art.com/>
- <https://uk.pinterest.com/>
- <http://www.tate.org.uk/art/artists/andy-warhol-2121>
- <http://www.npg.org.uk/>

Glossary of Terms:

Formal Elements - these are the 'building blocks' of art and include the following:	
Line	A path made by a moving point; different lines, thin lines, thick lines, outlines, straight and wavy lines.
Shape	The outline shape of things
Tone	Light and shade, pencil shading.
Texture	Describing the surface quality of a picture or sculpture.
Pattern	Repeated shapes e.g. Stripes, squares, spots etc.
Research	Making an investigation using a variety of sources including the Internet
Screen printing	Printing through fine gauze onto a stencil.
Composition	The way all the different parts of a picture are assembled.
Symbolism	This is where images or colours have meaning.
Context	This describes the meaning that influences a piece of artwork
Mixed Media	Using more than one art material
Pop Art	An art movement established in the 1960's that was influenced by popular culture and mass media.
Proportion	Describes the relative size of an object or image. For example, in relation to portraits, the eyes should be drawn half way down the head to look accurate.
Freehand	Drawing without tracing.

Year 9

The Year 9 course aims to build on students' prior learning and prepare them for GCSE through greater emphasis on skills and independent learning. Students will participate in practical classroom activities and homework tasks. Each unit is designed to develop a balance of practical skills and knowledge and understanding. Students will explore creative techniques including drawing, painting, printing, collage, sculpture and the use of computers and digital technology. They will be encouraged to take creative risks.

Thinking skills will be nurtured alongside the practical activities to foster creative thinking. Students will be encouraged to keep a sketchbook, to explore themes and develop personal responses for projects. The use of digital cameras is recommended in order to support the creative process.

All projects use observational drawing as a starting point and will regularly refer to the wider world of art.

Year 9 Units:

Unit 1: Natural Forms (Drawing and painting):

Students will begin by producing mixed media drawings based around the theme of natural forms. They will then explore this theme in more depth using paint. This will then lead to a printmaking exercise where they will look at the printmaking techniques of contemporary Lino Printing artists. Students will produce a Lino print based on images they have explored.

Students will learn:

- To closely observe objects and images and transfer this information into their drawings.
- To evaluate the work of other artists.
- To gain confidence in a specific printmaking technique.

Unit 2: Identity (Painting and mixed media)

Students will develop their ideas independently within the theme of 'Identity'. They will be encouraged to use their own frame of reference and visually explore ideas that inspire them. Artists will provide a starting point. Students will then explore their chosen ideas within a limited range of media, including ICT. Finally students will create a 'final piece' based on their investigations.

Students will learn:

- To evaluate, both visually and in writing, the work of other artists.
- To use ICT as a vehicle for exploring creative ideas.
- To develop exploratory work that leads towards a final outcome.

Unit 3: The Figure (Drawing)

Students will further develop their pencil observational drawing skills through the study of figures. Students will learn how to make use of a wide range of tonal and shading techniques and be able to further develop their drawing skills through a range of other drawing media such as chalk and oil pastel. Students will be encouraged to make connections with the world of art.

Students will learn:

- To draw accurately using a pencil and develop shading techniques.
- To understand basic proportion.

Grouping

Students are taught art in mixed ability groups of around 23 students for one hour per week in Y9.

Useful Resources for Home

Here are three useful websites that link to the Y7 curriculum:

- <http://www.pinterest>
- <http://www.art2day.co.uk>
- <http://www.tate.org/>
- <http://www.bbc.co.uk/arts/yourpaintings/>

Glossary of Terms:

Collage	Pictures made from cut or torn paper, fabric or found materials
Complimentary colour	Contrasting colours which are opposite on the colour wheel: red /.green yellow/purple blue/ orange
Primary colours	Red, yellow, blue
Secondary colour	make all other colours in combination eg. red+yellow=orange
Tertiary colour	Two secondary colours mixed for more subtle hues
Tint	Tints are the palest colour hues.
Hue	Describes a colour or a shade
Shade	Describes a dark colour - mixing colour with black
Saturation	Describes the range of colour from strong colour to weaker colour.
Pastel	Pastel shades are colour plus white.
Composition	How the visual elements in a piece are arranged together and overlapped.
Cross hatching	Creating tone with the use of criss crossed lines.

Figurative art	Art about real things in the real world. Not just figures.
Fore-shortening	When objects or shapes are seen from certain angles and look shorter.
Form	The shape, body and structural elements of objects.
Lino print	Linoleum carved with a cutting tool, inked up and printed through a printing press.
Pattern	Repeated elements like shapes, marks and details and colour across a surface.
Modroc	Plaster bandage dipped in water which sets hard. Ideal for relief work.
Shade	A dark or light colour
Wash	Thin film of colour.
Negative	Space, void.
Shape	The outward form of an object or space by outline.
Scale	The size of objects in relation to their surroundings.
Texture	Surface quality

How to help your child in Key Stage 3

Students are expected to complete homework in their sketchbook. In addition, you can encourage your child to draw for pleasure in their sketchbook either from observation or imagination. Why not take a sketchbook on holiday to draw local views?

Try to focus on drawing from observation and encourage your child to draw from life, for example, by drawing everyday objects taken from around the house.

Buy your child art materials for birthday and Christmas presents e.g. sets of pencils, watercolour sets, a set of good brushes, acrylic paints etc.

Take your child to local art galleries. The Graves and Millennium Galleries and Western Park in Sheffield are excellent local venues. Buxton Museum and Derby Museum and Art Gallery also house some excellent artefacts, paintings and sculpture.

Assessment

Formative assessment is an on-going process within the department and includes teacher comments in addition to peer and self-assessment. Summative feedback is given using established criteria linked to the National Curriculum and includes an Assessment in the form of a Level (3-7).

Literacy/Numeracy Skills

Students are encouraged to develop their skills in literacy through art in a number of ways. When designing their art work students are encouraged to annotate their ideas. Students are also encouraged to investigate the world of art through various research and reading tasks. It is particularly important for students to be able to give their opinion on the particular painting or drawing they are investigating.

Promoting Reading for Pleasure/Independent Reading

The Art department has a number of reference books in each classroom which are regularly used in conjunction with art projects. In addition, students are encouraged to use the extensive collection of art reference books in the library. Sometimes general reading books are recommended to students that have links with the topics being covered or art in general.

Support, Strategies and Interventions for students (SEN, Most Able, Students not making Expected Progress)

Students are supported through a well-resourced curriculum. Materials are differentiated to allow all students access to each project. Students are shown examples of the kind of work they are expected to make and tasks are broken down into 'bite size' chunks. Carefully planned homework tasks allow students to extend their learning beyond the classroom. Specialist equipment is also used when necessary in order to enable all students of all abilities to access the tasks.