

Subject overview: KS3-Art & Design

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

Art and design develops the students' passion and artistic skills to express themselves creatively and confidently through the medium of art. The curriculum encourages students to think critically, imaginatively and fosters an empathetic, intercultural understanding and commitment to diversity.

Additional details

We believe secondary art and design builds on the skills and knowledge pupils have already learnt at primary school. It leverages increasingly sophisticated resources, including dedicated teaching environments, manufacturing equipment and specialist teaching. As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as art, product design, food technology and engineering, with its core always encompassed around creativity and imagination. Over the year, students will build their confidence in using such machines and techniques to take forward into their own independent learning. **Under the sea**

The key aim is to help students learn to design and make products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values, and enabling students in making links through transferable skills in other subjects. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

YEAR 7

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
UNIT 1	<ul style="list-style-type: none"> ● Colour theory (colour mixing) ● use of art Vocabulary ● Skill painting (blending /mixing colour harmonious / gradation.) ● observation skills when recording (line, shape, value, form): geometric forms & using a range of tone. ● Mixing tertiary colours and skin tones ● skills of analysis / evaluation of the work of other and own work. ● research / Artist reference literacy skills and use of art vocabulary and analysis ● Skill - Painting skills large scale composition / texture / pattern 	<p>Colour theory</p> <p>This unit introduces pupils to drawing and painting. Pupils gain observation and recording skills as they develop a range of creative outcomes through combining the colour mixing with pattern and texture. Pupils develop confidence in their ability to manipulate the formal elements. Pupils are also introduced to the need for independent research. They develop their literacy skills through exploring artist research and analysis. Pupils continue to develop their observation and recording skills: they explore proportion, scale pattern, colour & composition while developing ideas to create an imaginative, decorative large scale sealife painting with links to their researched artist. Pupils are also introduced to working with a collection of different media and how to appropriately apply and work with the media such as fineliners, watercolour, oil pastel and acrylics.</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>
UNIT 2	<ul style="list-style-type: none"> ● Observation & recording skills (line shape, pattern, colour) ● Composition / Designing for a purpose. ● Colour theory recap and refining ● painting skills (transparent / opaque / washes) ● The ability to review & refine work towards a realised outcome ● Observation skills when recording from a range of primary and secondary sources. ● knowledge about the work of artists inspired by the natural world. ● 3D construction skill in clay. 	<p>Under the sea</p> <p>Challenges are increased as pupils explore the theme of Sea Life. Pupils build on their observational skills as they record a range of natural forms. The ability to record with accuracy is supported through the use of basic measurement and understanding of symmetry, scale and proportion as they make designs for building in clay. Students gain understanding in their use of line, shape and value to suggest form and volume. They then transfer this knowledge to produce a 3d outcome in clay. Along the way pupils are also introduced to other artists. Pupils develop their research and literacy skills through the formal analysis of their and others artwork and gain confidence in their use of an art specific vocabulary. Pupils experiment with a range of media and techniques in preparation for the development of a final piece that include the introduction of working with clay / focusing on high and low relief form and using correct joining techniques as well as the correct application of glazes.</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>

	<ul style="list-style-type: none"> developing drawing skill building on previous skills focus blending / using a tonal range. 		
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YEAR 8			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
UNIT 1	<ul style="list-style-type: none"> observation & recording skills (line / mark making to suggest form and texture) printing processes and techniques the ability to review and refine work towards a realised outcome observation & recording skills (line / mark making to suggest form and texture) knowledge - the work of traditional and contemporary printmakers skills of analysis use of an art vocabulary skill - preparing a block for printing 	<p>The Arts of African Masks</p> <p>As the unit progresses, pupils explore the wide culture of Africa focusing on the Art and meaning of African masks recording with a broader range of formal elements. Pupils experiment with mark making / enlargement and cropping. Pupils create a block for printing and grow in confidence as they explore the use of marks to create more complex prints including multi coloured layers and repeating patterns. Pupils explore the use of contrasting colours to create a bold, printed outcome. They are supported in making judgements that enable them to review and refine work as it progresses. Pupils are also taught to organise equipment and workspaces and work collaboratively with others.</p> <p>Pupils then progress to working with clay to produce a three dimensional african mask using more advanced clay building techniques. This work is produced from pupils' independent research through which they develop their literacy skills through exploring the function of masks within different cultures. Pupils continue to develop their observation and recording skills: they explore proportion, scale pattern, colour & composition while developing ideas to create imaginative, decorative outcomes.</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>

UNIT 2	<ul style="list-style-type: none"> ● composition (balance) ● experimenting with mixed media ● skill - painting ● the ability to evaluate work in progress and select aspects for further development (review and refine) ● the ability to present a creative, personal, realised outcome ● observation and recording skills ● knowledge - the work of artists ● use of an art vocabulary ● understanding of viewpoints ● recording skills: linear perspective 	<p>The Urban Landscape</p> <p>This unit enables pupils to explore linear perspective techniques. Pupils understand how to create an illusion of depth on a flat surface while combining numeracy skills with art techniques. Pupils begin by learning how to draw simple structures to create a range of compositions and show a range of depth through tone. They also work in a range of different scales in their drawing / paintings to develop their compositional skills.</p> <p>Pupils build on skills as they independently record ideas using guidelines and vanishing points. Pupils demonstrate their understanding of the knowledge they have gained of linear perspective techniques and apply this knowledge by creating an imaginative, mixed media architectural outcome.</p> <p>Pupils are able to evaluate their work in progress and select aspects for further development as they work with independence to realise their intentions and present a final outcome.</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>
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YEAR 9			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
UNIT 1	<ul style="list-style-type: none"> ● Knowledge of the work of relevant artists ● Observational and recording skills from primary and secondary sources. ● Accuracy, Proportions and Detail ● Creating depth with a range of techniques and materials ● The ability to combine a collection of materials, techniques and processes to 	<ul style="list-style-type: none"> ● Food Glorious Food <p>During this unit students will explore and develop a range of observational drawing and watercolour painting skills, focussing on accuracy, proportions, detail and tonal values. They will learn to create depth and definition by using a wide range of tonal techniques, such as blending, stippling, and cross hatching. Students are stretched and challenged to transfer these skills into a multi mixed media final piece of 2d work, influenced by a range of food inspired artists and illustrators. Students will respond to their initial drawings and artist influences to design and plan a mini food maquette. They will develop time management, critical thinking and teamwork skills as they use their understanding of construction techniques and</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>

	<p>create a final mixed media outcome.</p> <ul style="list-style-type: none"> • 3D techniques: modelling and construction • Problem solving and critical thinking • The ability to evaluate work in progress and select aspects for further development (review and refine) 	<p>processes to review and refine their ideas, to build and paint a large scale final model within a group.</p>	
<p>UNIT 2</p>	<ul style="list-style-type: none"> • Contextual and critical Artists research skills • Knowledge of surrealism Art Movement • Juxtaposition • Automatism • Collaging creative compositions • Further development of the formal Elements. (Line, shape, colour, pattern, tone, form) • Tonal drawing • Acrylic painting • Basic Photoshop Techniques • Use of art Terminology and vocabulary • Skills of analysis • The ability to evaluate work in progress 	<p>The Unconscious mind This unit encourages students to be creative and use their own imagination when exploring a range of techniques, materials and processes, to stretch and challenge previously learned skills. Students will be introduced to the surrealism art movement, alongside a range of well known and contemporary surreal Artists. They will be encouraged to independently research influences, record their findings, critically analyse and produce high quality drawings in the style of a chosen surreal artist. Students will develop an understanding of Juxtaposition and enhance their collage skills through selective decision making to create successful and imaginative portrait and landscape compositions. These collages will be used as drawing references to produce unique artworks to further develop and demonstrate their ability to use acrylic paint and coloured pencils to refine details and create depth within these paintings. Students will explore and experiment with photo manipulation through photography, painting and basic digital photoshop techniques. Throughout this unit, students will develop a deeper understanding of key Art terminology and vocabulary, building on individual confidence to critique their own work and the works of others when speaking and writing.</p>	<p>Sketchbook/ folder and final outcome</p> <p>Exemplar examples</p> <p>Summative and Formative Teacher assessments.</p>

	and select aspects for further development (review and refine)		
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