

The Beacon Centre

Art

Art, craft and design embody some of the highest forms of human creativity. Art and design should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

KS3 Art is delivered to Year 7, 8 and 9 students. All our groups are mixed ability. Students' follow a broad course, based upon the National Curriculum Programmes of Study. This course covers painting, drawing, designing, printing, 3D work and art appreciation. The programme has been created using an 'open framework' based upon 3 major areas of study European arts, Cultural studies and Design studies. All students follow a Modular Curriculum, covering themes such as Still Life, Colour, Fashion, Landscapes, Portraits, and Cultural studies.

Long Term overview of the topics that each class will study during each half term.	
Key Stage 3	
Autumn 1	Environments- Woodlands and animals. Painting, printing, collage, 3D, Drawing and textiles.
Autumn 2	Environments - Seaside and industrial. Painting, printing, collage, 3D, Drawing and textiles.
Spring 1	Cultures- China and Ancient Egyptians Mix colour, shades and tones, hatching,
Spring 2	Cultures- Mexico and UK (Graffiti) Mix colour, shades and tones, hatching
Summer 1	Human form- Me, myself and I. Mixed media response
Summer 2	Human form- Me, myself and I. Mixed media response

	Autumn 1	Autumn 1	Autumn 2	Autumn 2
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	Woodland BRIEF: To produce a creative response using collage and printing techniques based on the theme "Woodland"	Animals BRIEF: To produce a creative response using painting and 3D techniques based on the theme "Animals"	Seaside BRIEF: To produce a creative response using collage and print techniques based on the theme "Seaside"	Industrial BRIEF: To produce a creative response using painting and 3D techniques based on the the theme "Industrial"
Purpose	Explore the local environment Create artwork for pleasure Use collage as a visual means of basic communication Introduced to jobs working within woodland settings	Understand which animals are found in the local environment and which are not Create artwork for pleasure	Explore the local coastal regions Find materials at the coast to be used in collage e.g. sand, rocks, driftwood Create artwork for pleasure Use collage as a visual means of communication Introduced to jobs Consider conservation jobs at the coast.	Understand the industrial history of our local area Create artwork for pleasure Find beauty and inspiration in own surroundings.
Planned PFA Links	How do you stay safe in a woodland environment? What is a natural artist? What jobs are available in woodland areas? (National Trust)	Which animals live in our local environment? How do we look after animals and their habitats?	How do you stay safe at the coast? What is a sea glass artist?	How can I express myself through the mood of my artwork? How to access South Tyneside College advanced painting course.
Artist Knowledge (artists to be covered)	To express opinions about the work of a chosen artist, craft maker or designer Andy Goldsworthy	To begin to give reasons for their opinions of the work of artists, craft maker or designer Andy Warhol - endangered animals Compare the pieces: 'Study of a lion' by Edwin Landseer and 'Green Donkey' by Mark Chagall	To give reasoned opinions about the work of a chosen artist, craft maker or designer John Piper Megan Coyle	To recognise the styles of artists, craft makers or designers To talk about evident similarities and differences between different artists, craft makers or designers. LS Lowry Anthony Hall Graham Hodgson

<p>Exploring and developing ideas</p>	<p>To use sketchbooks to collect and record visual information from different sources. To develop the planning and trying of ideas in relation to colours and sources To express likes and dislikes through annotation. To develop and record notes which consider how a piece of work may be developed further. To develop skills of planning colours and collect source material for future works. To use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing. Experiment with overprinting motifs and colour To draw simple shapes from direct observation.</p>	<p>To use sketchbooks to collect and record visual information from different sources. To develop the planning and trying of ideas in relation to colours and sources To express likes and dislikes through annotation. To develop and record notes which consider how a piece of work may be developed further. To develop skills of planning colours and collect source material for future works. To use equipment and media correctly and be able to produce a clean printed image Make simple marks on rollers and printing palettes Take simple prints i.e. mono-printing. Experiment with overprinting motifs and colour To draw simple shapes from direct observation.</p>	<p>To use sketchbooks to collect and record visual information from different sources. To develop the planning and trying of ideas in relation to colours and sources To express likes and dislikes through annotation. To develop and record notes which consider how a piece of work may be developed further. To develop skills of planning colours and collect source material for future works. To independently generate ideas for my work To explore ideas in art before producing a final piece To develop intricate patterns using different grades of pencil and other implements to create lines and marks To draw for a sustained period.</p>	<p>To use sketchbooks to collect and record visual information from different sources. To develop the planning and trying of ideas in relation to colours and sources To express likes and dislikes through annotation. To develop and record notes which consider how a piece of work may be developed further. To develop skills of planning colours and collect source material for future works. To independently generate ideas for my work To explore ideas in art before producing a final piece To develop intricate patterns using different grades of pencil and other implements to create lines and marks To draw for a sustained period.</p>
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	Spring 1	Spring 1	Spring 2	Spring 2
	China BRIEF: To produce a painted 3D	Ancient Egyptians Brief:	Mexico BRIEF: To produce a highly patterned	UK (Graffiti) BRIEF: To produce a mural

	dragon inspired by Chinese culture	To produce a 3d sculpture	skull using printing collage and textiles techniques based on Mexican culture and the celebration of "Day of the Dead"	or graffiti display piece with a clear meaningful message.
Purpose	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Develop understanding of the art of a contrasting culture Cultivate a passion for travel and culture	Create artwork for pleasure Understand current issues in my own culture Develop understanding of vandalism and right and wrong
Planned PFA Links	Compare Chinese culture with British culture What is a sculptor? How to apply to entry level/ Level 1 ceramics course at NCL college.	Compare Egyptian Culture with the British Culture What is a sculptor? How to apply to entry level/ Level 1 ceramics course at NCL college.	How can I express myself through the makeup and clothes that I wear? How to apply for beauty therapy at South Tyneside college or fashion/makeup courses	When is graffiti ok, and when is it vandalism?
Artist Knowledge (artists to be covered)	To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer. To begin to talk about the style of a chosen artist, craft maker or designer. Traditional Chinese Art- Pu Zuo	To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer. To begin to talk about the style of a chosen artist, craft maker or designer. Ancient Egyptian art-paintings, sculpture, drawing on papyrus, jewellery, and architecture	To describe what they think and feel about the work of a chosen artist, craft maker or designer To begin to identify different styles in pieces of art Kerri Ambrosini Gonzalo Areúz	To recognise the styles of artists, craft makers or designers and use this to inform their own work. To consider subtle similarities and differences between different artists, craft makers or designers. Banksy Karl Striker Mark Shields

		Egyptian Museum Cairo		
Exploring and developing ideas	To generate ideas for my work. To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Use a sketchbook to adapt and improve original ideas. To explore ideas in art before producing a final piece. To explain what I want my artwork to be about. To develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and show	To generate ideas for my work To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works Use a sketchbook to adapt and improve original creative ideas To explore existing ideas in art before producing a final piece. To explain what I want my artwork to be about. To explain the technical skills I will develop. To work in a safe and organised way caring for equipment. Use recycled, natural and man-materials to create sculptures. To understand different ways of glazing, painting and polishing To draw for a sustained period of time To use different techniques ie hatching, shading and comment upon the	To independently generate ideas for my work To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works To develop and record notes which consider how a piece of work may be developed further. Adapt work as and when necessary and explain why. To work in a sustained way to create a range of detailed drawings To use different techniques for different purposes i.e. shading, hatching within their own work. To develop and use language appropriate to skill and techniques. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point	To independently generate and develop ideas relevant to purpose and intended outcome To use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. To research artists with a specific style to influence ideas Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding

	<p>understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Use recycled, natural and man-materials to create sculptures. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art.</p>	<p>effectiveness of each.</p>	<p>to embroidery. Develop a key element of their work: line, tone, pattern, texture. To explore simple textile manipulation techniques e.g. dying, fringing, fraying, gathering To apply colour to fabrics using fabric pens, crayons To apply shapes to fabric with glue To decorate fabrics using beads, buttons, feathers with glue To use a loom to weave a pattern using yarn and fabrics.</p>	<p>which works well in their work and why.</p> <p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings To create a printing</p>
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				block by simplifying a sketchbook piece To confidently print using 3 colour overlays.
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	Summer 1	Summer 1	Summer 2	Summer 2
	BRIEF: To produce a creative response using mixed media within the theme of "Me, Myself and I"	BRIEF: To produce a creative response using mixed media / 3D within the theme of "Self Identity"	Brief: To produce a creative response using mixed media within the theme of "The human body through Dreams and Fantasy"	BRIEF: To produce a mixed media creative response within the theme of "Relationships e.g. A double portrait conveying ideas about 2 people and their lives together"
Purpose	Create artwork for pleasure Develop self-awareness and basic self-representation	Create artwork for pleasure Develop awareness of self	Create artwork for pleasure Develop understanding of self and own body image	Create artwork for pleasure Understand and represent facial expressions and emotions
Planned PFA Links	Preferences on colours etc - Links to adult life/ ind. living (decorating)	Promote a positive body image	Promote a positive body image	Understanding of relationships (any risks involved?)
Artist Knowledge (artists to be covered)	To express opinions about the work of a chosen artist, craft maker or designer Roy Lichtenstein	To begin to give reasons for their opinions of the work of artists, craft maker or designer Pablo Picasso	To give reasoned opinions about the work of a chosen artist, craft maker or designer Salvador Dali Joan Miro	To describe and begin to reason what they think and feel about the work of a chosen artist, craft maker or designer. To begin to talk about the style of a chosen artist, craft maker or designer. Andy Warhol
Exploring and developing ideas	To use sketchbooks independently to collect and record visual information from different sources including	To use sketchbooks independently to collect and record visual information from different sources including	To use sketchbooks independently to collect and record visual information from different sources including	To use sketchbooks independently to collect and record visual information from different sources including

	<p>social media. To use sketchbooks to collect and record visual information from different sources including observation and imagination To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop To research artists with a specific style to influence ideas To clearly explain choices made in artwork To clearly explain how shape, form and space has been used To clearly explain how colour , tone, pattern and texture have been applied Secure work to continue at a later date. Develop subtlety in the use of tones and tints, light and shade To draw increasingly complex shapes from observations, considering scale and proportion (Shape) To show some understanding of how to represent surface texture in a drawing To know what a viewfinder is used</p>	<p>social media. To use sketchbooks to collect and record visual information from different sources including observation and imagination To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop To research artists with a specific style to influence ideas To clearly explain choices made in artwork To clearly explain how shape, form and space has been used To clearly explain how colour , tone, pattern and texture have been applied Secure work to continue at a later date. Develop subtlety in the use of tones and tints, light and shade To draw increasingly complex shapes from observations, considering scale and proportion (Shape) To show some understanding of how to represent surface texture in a drawing To know what a viewfinder is used</p>	<p>social media. To use sketchbooks to collect and record visual information from different sources including observation and imagination To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop To research artists with a specific style to influence ideas To clearly explain choices made in artwork To clearly explain how shape, form and space has been used To clearly explain how colour , tone, pattern and texture have been applied Secure work to continue at a later date. Develop subtlety in the use of tones and tints, light and shade To draw increasingly complex shapes from observations, considering scale and proportion (Shape) To show some understanding of how to represent surface texture in a drawing To know what a viewfinder is used</p>	<p>social media. To use sketchbooks to collect and record visual information from different sources including observation and imagination To annotate work in sketchbooks and use the sketch book to plan how the creative piece will develop To research artists with a specific style to influence ideas To clearly explain choices made in artwork To clearly explain how shape, form and space has been used To clearly explain how colour , tone, pattern and texture have been applied Secure work to continue at a later date. Develop subtlety in the use of tones and tints, light and shade To draw increasingly complex shapes from observations, considering scale and proportion (Shape) To show some understanding of how to represent surface texture in a drawing To know what a viewfinder is used</p>
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	for To use a viewfinder to focus on a specific part of an artefact or picture before drawing it.	for To use a viewfinder to focus on a specific part of an artefact or picture before drawing it.	for To use a viewfinder to focus on a specific part of an artefact or picture before drawing it.	for To use a viewfinder to focus on a specific part of an artefact or picture before drawing it.
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