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 ov	erview 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

se	To use	To use	To use	Exploring and
chbooks to		sketchbooks to	sketchbooks to	developing ideas
ect and record		collect and record	collect and record	
al informatio		visual information	visual information	
different		from different	from different	
ces.		sources.	sources.	
evelop the	To develop the	To develop the	To develop the	
ning and	planning and	planning and	planning and	
g of ideas in		trying of ideas in	trying of ideas in	
ion to colou	relation to colours	relation to colours	relation to colours	
sources To		and sources To	and sources To	
ess likes an kes through		express likes and dislikes through	express likes and dislikes through	
otation. To	•	annotation. To	annotation. To	
elop and ord notes	-	develop and record notes	develop and record notes	
consider		which consider	which consider	
a piece of	how a piece of	how a piece of	how a piece of	
k may be	-	work may be	work may be	
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elop skills of		develop skills of	develop skills of	
ning colours	planning colours	planning colours	planning colours	
collect		and collect	and collect	
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uture works.		for future works.	for future works.	
ndependently	To independently	To use equipment	To use equipment	
erate ideas		and media	and media	
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sustained		motifs and colour	motifs and colour	
		-		
		direct	direct	
		observation.	observation.	
ny work To ore ideas in before lucing a fina e To develop cate patterns g different les of pencil other ements to ite lines and ks To draw a sustained od.	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	To draw simple shapes from direct	To draw simple shapes from direct	

Spring	1 Spring 1	Spring 2	Spring 2
China	BRIEF: To Ancient	Mexico BRIEF	· · · · · ·
produc	e a Egyptians	Brief: To produce a	BRIEF: To
paintee	d 3D	highly patterne	ed produce a mural

	dragon inspired by Chinese culture	To produce a 3d sculpture	skull using printing college 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	To generate	To generate	To independently	To independently
developing ideas	ideas for my	ideas for my work	generate ideas	generate and
	work. To use	To use	for my work To	develop ideas
	sketchbooks to	sketchbooks to	use sketchbooks	relevant to
	collect and record	collect and record	to collect and	purpose and
	visual information	visual information	record visual	intended
	from different	from different	information from	outcome To use
	sources as well	sources as well	different sources	sketchbooks to
	as planning,	as planning,	as well as	collect and record
	trying out ideas,	trying out ideas,	planning, trying	visual information
	plan colours and	plan colours and	out ideas, plan	from different
	collect source	collect source	colours and	sources as well
	material for future	material for future	collect source	
	works. Use a	works Use a	material for future	as planning and
	sketchbook to	sketchbook to		collecting source material.
			works To develop	
	adapt and	adapt and	and record notes	Annotate work in
	improve original	improve original creative ideas To	which consider	sketchbook. To research artists
	ideas. To explore		how a piece of	
	ideas in art	explore existing	work may be	with a specific
	before producing	ideas in art	developed	style to influence
	a final piece. To	before producing	further. Adapt	ideas Work in a
	explain what I	a final piece. To	work as and	sustained and
	want my artwork	explain what I	when necessary	independent way
	to be about. To	want my artwork	and explain why.	to develop their
	develop intricate	to be about. To	To work in a	own style of
	patterns using	explain the	sustained way to	painting. This
	different grades	technical skills I	create a range of	style may be
	of pencil and	will develop. To	detailed drawings	through the
	other implements	work in a safe	To use different	development of:
	to create lines	and organised	techniques for	colour, tone and
	and marks. Draw	way caring for	different	shade. Purposely
	for a sustained	equipment.	purposes i.e.	control the types
	period of time at	Use recycled,	shading, hatching	of marks made
	an appropriate	natural and man-	within their own	and experiment
	level. Confidently	materials to	work. To develop	with different
	control the types	create sculptures.	and use	effects and
	of marks made	To understand	language	textures inc.
	and experiment	different ways of	appropriate to	blocking in
	with different	glazing, painting	skill and	colour, washes,
	effects and	and polishing To	techniques.	thickened paint
	textures including	draw for a	Continue to gain	creating textural
	blocking in	sustained period	experience in	effects. Mix
	colour, washes,	of time To use	overlaying	colour, shades
	thickened paint	different	colours.	and tones with
	creating textural	techniques ie		confidence
	effects. Use light	hatching, shading	Start to overlay	building on
	and dark within	and comment	prints with other	previous
	painting and	upon the	media. Use print	knowledge.
	show		as a starting point	Understanding

complimentařy 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.Develop a kéy element of their work: line, tone, pattern, texture. To explore simple textile manipulation tabrics using fabric pens, crayons To apply colour to fabrics using fabrics using their work and with glue To a pattern, texture. To apply colour to fabrics using fabrics using their work and with glue To use a pattern using yarn and fabrics.in their work and why. Work in a Uverk in a texture. To apply colour to fabric pens, crayons To apply shapes to fabric with glue To use a pattern using yarn and fabrics.in their work and wut, texture. Drevelop their own work. understanding which works well in their work work, understanding which works well in their work word, understanding which works well in their work using to al contrast and mixed media. Have opportunities to develop their own style using tonal contrast and mixed media. Have opportunities to develop their own style opportunities to develop their own awareness of composition, scale and the pensective in and horizon. Develop an awareness of composition, scale and	-		55 1: 5	1 1 1	
		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	effectiveness of each.	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	why. 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
paintings To create a printing					

		block by simplifying a sketchbook piece To confidently print using 3
		colour overlays.

	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-representatio n	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

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

[fan Talvaala	fan Talvaala	fan Talvaala	fan Talvaala
	1	for To use a			
	,	viewfinder to	viewfinder to	viewfinder to	viewfinder to
	1	focus on a	focus on a	focus on a	focus on a
	:	specific part of an			
		artefact or picture	artefact or picture	artefact or picture	artefact or picture
		before drawing it.	before drawing it.	before drawing it.	before drawing it.