



# KS3 Curriculum Overview

## Subject: Art

### Curriculum Intent

- We feel passionately that our students should understand that art and cultural production are at the centre of society.
- Our Curriculum is designed to enable students to become proficient in a range of Fine Art disciplines such as drawing and painting, and understand the visual world in which we live.
- By the end of year 9 our aim is for art students to have an understanding of the Formal Elements of Art, embedded through practical application and analysis.

### How does the KS3 curriculum build on that from KS2?

Students have had varied exposure to art education at KS2. The KS2 Art and Design curriculum refers to 'mastery and control over techniques'. Our Year 7 curriculum focuses on accelerated learning, in particular on observation and visual recording through drawing to 'plug the gaps'. The KS2 curriculum refers to 'Great Artists'; our curriculum hinges on a range of outstanding, inclusive artists which offer a much broader insight in both technique/application and context.

### What do students *do* with this knowledge or these skills?

Students will apply their understanding of the Formal Elements of Art through:

1. Developing proficient technical skills in visual recording through drawing.
2. Building proficiency and understanding of a range of Fine Art media, techniques and processes, including painting, print-making and digital.
3. Understanding context in which artwork is created; Learning how to interpret and analyse visual language of their own and others' work.
4. Consolidating ideas to create meaningful outcomes that reflects context. Becoming part of the narrative of Art in society by creating their own work and responding to others' contexts.

### How does the KS3 curriculum align to the National Curriculum?

- The KS3 National Curriculum for Art and Design is a very basic offer with which we are aligned but go far beyond.
- We place huge importance on teaching ‘increased proficiency in the handling of different materials and techniques’ as distinct disciplines to **master through refinement**.
- The National Curriculum outlines the intention for students to know ‘how art and design has shaped our history’; we expand and promote the cultural and social significance of the artists studied and students’ place within this narrative.

What new knowledge or skills are students taught?			
Term	Year 7: Food in Art	Year 8: Organic Forms	Year 9: Identity
<b>Autumn</b> Approximately 6 lessons	<ul style="list-style-type: none"> <li>• Drawing what you see, not what you think you see. Emphasis on initial primary source drawing and mark-making.</li> <li>• Exploring the characteristics of drawing materials and evaluate the strengths and limitations of media. Exploring and identifying The Basic Elements of Art</li> <li>• <b>Example contextual links:</b> Natatasha Clutterbuck and Wayne Thiebaud</li> </ul>	<ul style="list-style-type: none"> <li>• Increased diversity in visual recording through drawing. Moving beyond the Basic Elements to apply the Formal Elements, in particular texture and pattern through mark-making.</li> <li>• Depicting organic forms in a range of media; understanding suitability of media, techniques and processes.</li> <li>• <b>Example contextual links:</b> Nature in Art, Henry Moore.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand more complex themes connected with the identity and human form; <i>In the era of selfies what's the point of a portrait painting?</i></li> <li>• Improved accuracy in observational drawing. Applying scale, proportion, measured distances, and scaffolding.</li> <li>• Building proficiency in a combination of dry and wet media, exploration of painting techniques.</li> <li>• <b>Example contextual links:</b> David Hockney</li> </ul>
<b>Spring</b> Approximately 6 lessons	<ul style="list-style-type: none"> <li>• Develop visual language by combining the Basic Elements, taking creative risks with experimental use of media.</li> <li>• Explore colour theory and introduction to painting with watercolours.</li> <li>• Express personal, informed judgements on artists work. Understand genre and themes to artwork.</li> <li>• <b>Example contextual links:</b> Wayne Thiebaud, Nancy Standlee, Elda Abramson.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine drawing skills, combining the Formal Elements and materials with independence. Making independent choices.</li> <li>• Build on colour theory, the properties of painting and colour in a range of media.</li> <li>• Understand context of an artwork and interpreting visual language.</li> <li>• <b>Example contextual Links:</b> Georgia O’Keeffe/ symbolism/feminism. Helen Frankenthaler, Gabriella Munter.</li> </ul>	<ul style="list-style-type: none"> <li>• Refining practical skills in a range of materials, techniques and processes to show increased mastery.</li> <li>• Exploring more complex themes connected to the artists of study; analysis, comparison and genuine discovery.</li> <li>• Understanding the Formal Elements and visual dynamics of their own and others artworks.</li> <li>• <b>Example contextual links:</b> Marlene Dumas, Henry Vandyke Carter, Hope Gangloff, Elizabeth Peyton.</li> </ul>
<b>Summer</b> Approximately 6 lessons	<ul style="list-style-type: none"> <li>• Refine skills to show growing control.</li> <li>• Consolidation of ideas; Show development and produce an outcome.</li> <li>• Take inspiration from an artist’s materials, techniques and or processes.</li> <li>• Critical review.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine skills to show areas of mastery.</li> <li>• Consolidation of ideas; Show development and produce an outcome.</li> <li>• Take inspiration from an artist’s context, materials, techniques and or processes.</li> <li>• Critical review.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine skills to show mastery and proficiency.</li> <li>• Consolidation of ideas; Show development and produce a personal outcome with meaning.</li> <li>• Take inspiration from an artist’s context, materials, techniques and or processes.</li> <li>• Critical review.</li> </ul>

## Rationale for this sequencing

### Rationale:

- The 'Art and Food' project centres on food depictions in Fine Art. Primary source observation trains students to draw what they see, not what they think they see. Drawing is at the heart of expression in every medium and it establishes visual confidence.
- Teachers can establish baseline skills early on through drawings and experimentation with media.
- Students address misconceptions with new media and techniques and a high expectation of skills refinement is set.
- Students learn to voice judgements and form opinions on the visual world around them. It shows them how to take inspiration from other artists to make their own creative decisions.

### Rationale:

- The 'Organic Form' project builds students' confidence with visual recording from a broad range of natural forms, both primary and secondary.
- Students refine fundamentals learnt in Year 7 to improve their practical skills as they develop their understanding beyond the Basic Elements to The Formal Elements of Art.
- Students to explore how art can have value, message and meaning beyond the aesthetic appeal whilst developing key art skills.
- Students look at abstract art and image development.

### Rationale:

- The 'Identity' project allows students to refine their visual recording for more considered, accurate, diverse and complex drawing skills.
- Such a broad theme promotes a much richer awareness of the diversity in the way the human form and human identity is depicted in Art.
- Increased emphasis on combining media and techniques as they have built understanding of suitability.
- Students consider complex issues of context: Interpretation of artworks beyond the formal elements, and increased focus on message and meaning and art as a reflection of society.