

Key Stage 3 Art

Topic Sequencing and Rationale

The sequence throughout each year at KS3 is a selection of the most important elements of art, craft and design including 2D and 3D work. Each topic will be delivered over one term. It has been designed so that the topics link to and build on prior knowledge, but the nature of art craft and design means that it is non-linear because different skills are taught each time. To give consistency and to reinforce the creative process the topics will be taught following the same format: discovery, drawing, developing ideas and designing and creating a final outcome. Each topic will begin with the discovery of relevant artist references, including important artists, art movements and cultures. We will aim to give students a historical, a contemporary and a 'wild card' artist inspiration for each topic and expect that our repertoire of artist references will be added to over time. We aim to include a diverse range of artists which will give minority groups representation, and to use art history to encourage critical thinking. The drawing stage will often also include photography as a way of recording ideas so that these skills are developed from the start. The stage of developing and exploring ideas through experimentation with different media is the logical next step in the creative process and gives students the chance to test techniques and try out ideas. The topic ends with the creation of a final outcome and an evaluation. This sequence of discovery, drawing, developing, and designing/making gives students at KS3 a solid framework. It prepares them for the Assessment Objectives at GCSE and A Level, but also the way a creative project would be introduced at college level or in the workplace. The particular sequencing has been chosen for each year at KS3 as this is a natural progression which forms vital building blocks to creating art. As the curriculum progresses, students will draw different subjects in more challenging ways. For 3D work, they will begin with basic construction in year 8, including ways of developing texture and personalising their work. The 3D outcome in Y9 will build on these skills and introduce students to assemblage, Skills of printing and painting are included, and help build visual literacy by giving students the opportunity to develop their mark-making and use of colour through a range of different media, including iPads. Our curriculum map begins and ends with a portrait project, which allows students to reflect on themselves and all they have learnt. There is no isolated specific place in the Art curriculum for teaching culture, diversity, personal development, and identity because this is embedded throughout.

KS3 Art & Design Overview

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 7	1	Self Portraits: Intro.	1 SP8: pencil portrait.	1 CP3: Colour Theory 1.	1 CP9: Colour wash.	1 P&P2:	1 Y7 Assessment – Hand Drawing
	2	SP2: Hand drawing 1	2 SP9: Cubist Portrait design.	2 CP4: Colour Theory 2 HLP check.	2 CP10: Tints, tones, HLP check.	2 P&P3:	2 P&P7:
	3	SP3: Hand drawing 2 (Creative hand drawing).	3 SP10: Cubist Portrait.	3 CP5: Artist Study.	3 CP11: Painting detail.	3 P&P4:	3 P&P8:
	4	SP4: Proportion (Eye drawing homework).	4 SP11: Cubist Portrait.	4 CP6: Artist Study/HLP check.	4 CP12: Celebrate & Evaluate, HLP deadline.	4 P&P5:	4 P&P9:
	5	SP5: Photography.	5 SP12: Evaluation.	5 CP7: A3 painting designs.	5 Pattern & Print introduction.	5 P&P6:	5 P& P10:
	6	SP6: Art History .	6 Creative Painting 1: Introduction & HLP	6 CP8: Refine designs & draw out, HLP check.			6 P&P11:
	7	SP7: pencil portrait.	7 CP2: Music drawing.				7 P&P12 End of Year Student Voice
	8						
YEAR 8	1	Extraordinary Objects: intro.	1 EO8: Making basic form.	1 Architecture 3.	1 Architecture 9.	1 L2	1 Y8 Assessment - Hand Drawing.
	2	EO2: Observational Drawing.	2 EO9: Refining form, colour.	2 A4	2 A10	2 L3	2 L7
	3	EO3: Observational Drawing.	3 EO10: Colour & Decoration.	3 A5	3 A11	3 L4	3 L8
	4	EO4: Pop Art research HLP.	4 EO11: Final making lesson.	4 A6	4 A12	4 L5	4 L9
	5	EO5: Choice of object.	5 EO12: Celebrate & Evaluate.	5 A7	5 Landscapes 1.	5 L6	5 L10
	6	EO6: colour drawing.	6 Architecture 1.	6 A8			6 L11
	7	EO7: design & logo.	7 Architecture2.				7 L12 End of Year Student Voice.
	8						
YEAR 9	1	Imaginative Illustration: Intro.	1 I18: Art history: Surrealism.	1 L3: Developing Designs.	1 L9: Attachment.	1 PP2: Photography 1.	1 Y9 Assessment - Hand Drawing.
	2	I12: Drawing.	2 I19: Surrealist Room design.	2 L4: Construction & play.	2 L10: Colour & Embellishment.	2 PP3: Photography 2, HLP.	2 PP7: Portrait design, HLP.
	3	I13: Drawing 2 , Line drawing techniques.	3 I110: Surrealist Room outline.	3 L5: basic form.	3 L11: Completing sculpture.	3 PP4: Drawing 1.	3 PP8: Scaling up, drawing basic Outline.
	4	I14: Redmar Hoekstra copy.	4 I111: Surrealist Room added objects.	4 L6: construction 1.	4 L12: Mixed media drawings.	4 PP5: Drawing 2, HLP.	4 PP9: Tone.
	5	I15: A3 illustration outline.	5 I112: Surrealist Room tone & detail.	5 L7: construction 2.	5 Powerful Portraits 1: Introduction.	5 PP6: Artist Study.	5 PP10: Wash of colour.
	6	I16: A3 illustration tone.	6 L1: Litterbugs Introduction.	6 L8: Attachment.			6 PP11: Detail.

Key Stage 4 Art & Design

Topic Sequencing and Rationale

Our intent at KS4 is to develop and build on the students' powerful knowledge and skills acquired from KS3 so that they gain a deeper understanding of how to create personal and meaningful art. There will be an Exploratory Stage to help students to consolidate their skills and gain confidence. This leads into a mini project which allows students to meet the **success criteria for the 4 AQA Assessment Objectives. For AO1** there will be a detailed exploration of a diverse range of artists, with students analysing and evaluating the work of relevant photographers, craftspeople and designers. Students will understand and appreciate different areas of the creative industries through linking their work to careers, for example illustrators or portrait photographers. Students continue to develop confidence throughout the KS4 curriculum, not just in key skills of drawing and research but in practising and refining their practical skills in a range of different media and creating appropriate personal responses. Students learn to develop their work based on individual targets and to manage their time effectively (key life skills) to create refined final outcomes. Students frequently reflect on their learning journey and are provided with opportunities to improve their work based on the feedback provided encouraging them to grow as artists and successful young people.

The sequencing delivered at KS4 builds on the formula of delivery at KS3, with students exploring the work of other artists, recording ideas through drawing and photography which are then developed and refined across a range of media. The final outcome is a personal response. The KS4 curriculum encourages all students to develop powerful knowledge and refine their skills providing opportunity for 'Success for Everyone'.

Key Stage 5 Art & Design

Topic Sequencing and Rationale

Our intent at KS5 is to nurture creativity through delivery of Art. We aim to build and master skills through development of powerful knowledge so that students can not only create final outcomes but know the processes and the 'why?' behind everything. Our aim alongside is to develop and encourage communication skills, empathy, problem solving, confidence and time management. All this nurtured well, will not only make great artists but great young people in the world.

The sequencing delivered at KS5 mirrors that of KS4. An introductory phase allows students to gain powerful knowledge relating to art history, and through skills workshops. This leads on to the Sustained Project which is more self-directed. The course is challenging and requires resilience over time through independent study as the students progress through Years 12 and 13. The KS5 curriculum encourages all students to master their craft and become sophisticated and confident artists.