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|  | | **ART AND DESIGN KS3 CURRICULUM MAP – 2021 – 2022** | | | | | |
| **YEAR 7** |  | |  |  |  | | |
|  | ***skills*** | | ***knowledge*** | ***Cultural***  ***Links*** | ***Cross curricular Links*** | ***Career***  ***Links*** | ***GCSE***  ***links*** |
| **First Lesson year 7– What is Art?** | | | | | | | |
| **Term 1**  Intro to art and drawing | **Drawing** techniques: Non dominant hand, continuous line, and others to challenge drawing comfort zone.  Understanding composition and alternatives to title layout/design.  A range of mark making techniques and creation of own mark making tool.  Observational and compositional drawing techniques  Use of varied materials (e.g., Indian ink) and using pencils, pens, and paint brushes.  Creating tonal variations/Blending tone smoothly using watercolours (washes and thicker for detail)  Using a range of materials and processes to create a variety of backgrounds.  Colour mixing, making and paint use/ the relevance of the primary colours.  Design – ideas, how to present and how to develop presentation/research skills linked to artist study.  Strategy – walk into the image writing about art | | What is drawing? Why do we draw? Questions – What constitutes *a* drawing?  Mark-making – differences and variations. Understanding and knowledge of mark-making tools.  Knowledge of how to compose a still life observational drawing.  Know what tone is.  Knowledge of pencils (hard/black)  Know how to use ‘hatching’ cross-hatching.  Shape and Form – using contour lines to see and understand how to draw 3D objects.  Able to identify Andy Goldsworthy’s work and methods.  Knowledge of Aboriginal art, symbolism and culture and be able to make connections to contemporary art  Group work/working with others to create large scale communal work.  Introduction to Primary colours and mixing brown  Room rules and layout, where things are kept/put away  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of formal elements - **line, tone, form, shape and pattern.** | Contemporary UK land-based art.  Knowledge and understanding of elements of Aboriginal art and culture.  Hand of caves | History (Aboriginal art), Geography (contour lines) | ***JOBS*** **Photographer**  ***ALUMINI***  ***Olivia Kennaway***  ***Venetia Norrington – (seek permission)***  ***ARTISTS***  **Trad**  Aboriginal Art  **Modern**  Van Gogh  **Contemporary**  **Andy Goldsworthy** | Observational Drawing  Artist Study  Annotation  Presentation  Colour mixing  Experimental drawing  Compositional techniques |
| **Term 2**  Green Man  **Ceramics** | **Drawing** skills/compositional skills/cutting out.  Creating tone with pencil  Experimental drawings and some colour theory (tints and hues) painting.  Use and consider layout/composition - overlapping and cropping.  Oil pastel techniques  Shaping into ball and then half sphere using pinch pot technique. Removing and adding clay (cutting and joining techniques)  How to apply glaze in layers  Design – ideas, how to present and how to develop.  Presentation/research skills linked to artist study.  walk into the image writing about art | | Knowledge of the Green Man - history, location, tradition, paganism, myths, Christianity  Knowledge of how to compose a page-develop from term 1.  Use of mixed media, use of more than one technique including oil pastel, pen and pencil  Clay terms; slip, scratch/score, pinch pots, kiln, glaze  How to model with clay  Knowledge of H&S regarding clay, dust, cleaning, room management and Behaviour expectations  Knowledge of bisque & glaze firing.  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal elements, **colour, shape, tone and texture.** | Connections with local and national areas, community & history | RPE - religion and myth  History - local tradition | ***JOBS*** **Architect**  **Art Historian**  **Ceramicist**  ***ALUMINI***  ***Maise Corkhill – art history***  ***Maati Galan – architecture***  ***Grey Grierson’s - architect (seek permission)***  ***ARTISTS***  **Trad**  Celtic Art  **Modern**  Matisse  **Contemporary**  Matthew Williamson | Observational Drawing  Artist Study  Annotation  Presentation  Developing ideas – design  Clay – sculpture |
| **Term 3** Insects  Textiles | Paper manipulation and page design involving correct and accurate use of scissors.  Planning layout and spacing of lettering  Colour theory cold and warm colours, complementary colours paint mixing and paint techniques.  Composition and **drawing**  Creating tone with pencil crayons when applying pattern  Transfer Dye textiles – resist  **Collagraph printing**  ICT skills – how to create repeat pat  tern.  Design – ideas, how to present and how to develop.  Presentation/research skills linked to artist study.  walk into the image writing about art | | Colour wheel (primary, secondary, tertiary)  Develop colour theory/ complimentary colours/ warm and cold.  Tea staining for background - Considering **composition** and **scale**  Knowledge of artist Eugène Séguy  Knowledge of West African Textiles and patterns  Using transfer dyes and the heat press  Layering and design/colour knowledge effectively  Printing methods  Presentation skills  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal elements, **colour, shape, tone, pattern and texture.** | Links to West African Textiles | Science -  ICT-digital designs  Ecology– insects | **JOBS** **Textile Design**  **Interior Design**  **Fashion Design**  ***ALUMINI***  ***EJ Weeks – costume design***  ***Amy Wilde – screen printer teacher***  ***Emma Tipton – just graduated 2022 the loom shed project - (seek permission)***  ***ARTISTS***  **Trad**  Eugene Seguy  West African Textiles  **Modern**  Matisse  **Contemporary**  Damien Hurst | Observational Drawing  Artist Study  Annotation  Presentation  Design – developing ideas |
| **YEAR 8** | ***skills*** | | ***knowledge*** | ***Cultural***  ***Links*** | ***Cross curricular Links*** | ***Career***  ***Links*** | ***GCSE***  ***links*** |
| **First lesson year 8 – Famous artists throughout time** | | | | | | | |
| **Term 1**  Sealife  **Ceramics** | How to apply wax crayons showing **tone** and using **triadic colours**  Planning layout and spacing of lettering  White pencil on black paper – achieving tone.  String Drawings  Experimental drawing Strategy – ‘Gut Response’  Hand building with clay and modelling techniques  Developing clay techniques to create **shapes** and **forms.**  Removing and adding clay (cutting joining techniques)  How to apply glaze in layers inspired by the artist  Design – ideas, how to present and how to develop.  Presentation/research skills linked to artist study.  walk into the image writing about art | | Understanding of triadic colour schemes  How to create lettering linked to a theme  Applying highlights first when showing tone in white pencil  Know what wax resist is and how to use it to show **tone**  Develop mixed media experimental drawing knowledge  How to develop a design - **shape and form**  Knowledge of artist Peter Chang and Lisa Stevens  Understanding of the **third time lucky** technique to develop ideas  How to develop more complex clay building techniques including pinch pot, slabbing and imprint and incise – building upon previous clay knowledge – **form, texture.**  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal elements, **form, colour, shape and pattern** | Artists inspired by sealife from other cultures such as Peter Chang | Science - Ernst Haeckel  Ecology/science - coral and sealife | **JOBS:**  **Jewellery Design**  **Science Film Maker**  ***ALUMINI***  **Joy Ng - *(seek permission)***  ***Working for NASA as a film maker***  ***ARTISTS***  **Trad**  Ernst Haeckel  **Modern**  Peter Chang  Maggie Hambling  **Contemporary**  Lisa Stevens | Observational Drawing  Artist Study  Annotation  Presentation  Developing ideas – design  Clay – sculpture |
| **Term 2**  Still Life  (F&F) | **Lino printing**  Designing to a brief  Composition- To be able to arrange items in a creative way considering focus points, triangle, leading lines, rule of thirds, lighting and contrast.  To use experimental drawing techniques to practice still life drawing. To be able to create tonal pencil drawings.  To use white pastels on black paper to create bold drawings in the style of Keith Haring’s subway art.  To experiment with pattern and colour to create backgrounds to print onto in the style of the artist.  Design – ideas, how to present and how to develop.  Presentation/research skills linked to artist study and lino cut research homework.  walk into the image writing about art | | This SOL explores design and print techniques.  To understand why some artworks are considered still life’s and why others are not.  To understand the style of graffiti/street art and the thoughts/intentions behind it. Learning about unusual still life artworks and being able to discuss the different styles and subject matter used as well as the feeling it creates. Discussing their opinions of still life artworks. To understand the difference between positive and negative space. To learn about colour theory and to be able to discuss the effects of different colour combinations in Keith Haring’s work.  To know how to create a lino cut print and to know the safety rules and how to keep their work in the style of the artist using printing techniques.  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal elements, **colour, composition, tone and line** | Graffiti artists, Pop artists. Contemporary art. Street art. social activism. | PSHE  Popular culture | **JOBS:**  **Print design**  **Designer – graphic/media film and TV**  **Science and Film Maker**  ***ALUMINI***  **Zoe Pipers daughter? Food Photographer**  **ARTISTS** **Keith Haring** | Observational Drawing  Artist Study  Annotation  Presentation  Design Skills  Print making |
| **Term 3**  Self portrait  Card relief | Developing understanding of composition, layout and design elements  Using fine liner/with wash  Paper manipulation/cutting skills  Manipulation of scale, fonts, pattern  Planning portraiture  Tracing & simplifying images  Colour theory and use/incorporating subtle colour use  Continuous line drawing  Developing backgrounds  Card manipulation and gluing techniques  Design – ideas, how to present and how to develop.  Presentation/research skills linked to artist study.  walk into the image writing about art | | How to create lettering linked to a theme  Considering **composition** and **scale**/ incorporating pattern and font as a design feature  How to generate personal and individual elements to work  Knowledge of portrait drawing and facial proportions  Recap formal elements; **line, pattern**  Knowledge of Grayson Perry’s work and methods (EDITED) themes and British Identity  Terms; card relief, graphic, scale, font, identity – all linked to form, shape, line  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal elements, **line, pattern, shape,** **composition, and proportion** | British Identity, issue based artwork. | PSHE  Maths – scaling and shpes | **JOBS:**  **Graphic designer**  ***ALUMINI***  ***Catie Dixon (seek permission) graphic designer***  ***ARTISTS***  **Trad**  Rembrandt  **Modern**  Alexander Calder  **Contemporary**  Grayson Perry | Presentation  Observational Drawing  Presentation  Card relief techniques  Portraiture  Artist Studies  British Artists |
| **YEAR 9** |  | |  |  |  |  |  |
|  | ***Skills*** | | ***knowledge*** | ***Cultural***  ***Links*** | ***Cross curricular Links*** | ***Career***  ***Links*** | ***GCSE***  ***links*** |
| **First lesson year 9 – The importance of sketchbooks - begin decorating pages in A5 sketchbook with collage, preparing surfaces** | | | | | | | |
| **Term 1**  Digital Design  A5 lined and plain sketchbook | Use of the camera Obscura to create a sharp image. Use of different backgrounds (e.g tea staining) to create visually different papers to work on.  Create a range of different prepared backgrounds and papers to work on over coming weeks. Create and use ‘primitive’ painting techniques as well as photocopied resources to build title page. Use watercolours and fineliners creatively to visually explain a narrative. How to create an artist's research page. How to sketch out different ideas for poses and plan for the use of distinct objects and iconography in a photograph. How to create specific backgrounds relevant to a proposed photograph. How to use a digital camera successfully. How to use several key skills on Adobe Photoshop to manipulate images. How to trace images effectively to suit own needs. How to develop annotation to suit needs. | | Understand the role of the camera obscura in art and its development in photography. Understand the importance and relevance of sketchbooks. Know how to create different surfaces, backgrounds and papers in and out of sketchbook to create a variety of different media to work on (this includes collage, staining, photocopy and other skills). Know how to use a range of different watercolour strengths and painting techniques to create a bold image. Know how to use fineliner to work into and embellish different areas of watercolour painting. In depth knowledge of artist research pages.  Know how to plan and sketch out different poses and understand how this will affect future photography. Know how to creatively take images as well as understand the purpose of a well planned studio photoshoot. Understand and implement use of several key Photoshop editing techniques including change to Black & White, use of Levels, cropping and use of print menus. Know how to effevtively print on to different backgrounds. Know how to work back into printed photoshop images with hand drawing outlines and annotation.  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of **ALL** Formal elements | Creativity and Culture  History of Art, its meaning and impact.  Medieval Art and its origins. Art from different cultures. Female artists. | History  Science  Drama  ICT  RPE  Art History  Current affairs | **JOBS:**  **Illustration**  **Art historian**  **Costume Design**  **Theatre design**  **Interior design**  **photographer**  **Graphic Design**  **Computer Design**  ***ALUMINI***  **Cullen Farleigh – Graphic Design and photography**  ***ARTISTS***  **Trad**  **Caravaggio**  **Modern**  **David Bailey**  **Contemporary**  **Wendy Red Star** | Art History  Photography  Artist Studies  Presentation  Analytical writing  Personal Opinion  Observational Studies  Presentation  Digital techniques |
| **Term 2**  **Plyons**  A2 Boards | How to create marks inspired by texture. Developing understanding of experimental drawing and paper manipulation techniques.  How to create a weave, understanding the warp and weft and the patterns that can be created.  How to manipulate paper through folding and pleating techniques.  How to create an artists research page.  How to use a variety of papers, textures, yarns and fabrics to interpret sections of a pylon.  Understand how to develop digital designs from their own work  How to fold origami, understand the history of origami and the impact of this on western culture.  Understand how to use critical thinking skills to develop design ideas.  How to design, make and construct a wearable sculpture.  How to use an SLR camera and lighting for photography.  How to present work effectively following a theme. | | How to create a paper weave. How to explore mark making and draw with experimental tools. Know how to draw with the edge of rulers to create perspective and form.  Knowledge of how to create a weave pattern with paper – can be transferred to yarn or fabric.  Know how to layer materials to create abstract images.  In depth knowledge of artist research pages.  Know how to create repeating digital designs, as a successful repeat.  Know how to make origami, fortune teller and sonami module blocks.  Knowledge of how to develop the origami into own designs. Using thinking skills to develop own ideas.  Knowledge of how to design, make and construct a wearable sculpture.  Knowledge of how to light and photograph an outcome.  Know how to work collaboratively with others.  Knowledge of presentation skills including lettering to follow a theme.  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of Formal **ALL** elements. | Japanese traditions and contemporary design.  The impact of Japanese culture on western culture. | ICT – digital design  Maths – nets, shapes and folding  Media - photography | **JOBS:**  **Textile and Fashion Designer**  **Photographer**  **Architect**  ***ALUMINI***  **Emma Jane Weeks – costume designer**  ***Maati Galan – architecture***  ***Grey Grierson’s - architect (seek permission)***  **Example:**  ***ARTISTS***  **Trad**  G.H Jones  **Modern**  Robert Delauney  **Contemporary**  Issey Miyake  Idris Kahn | Presentation  Mixed media techniques  Observational drawing  Analytical writing  Personal Opinion |
| **Term 3**  Pop Art  Biscuit  **Ceramics**  *Zig-Zag Books* | Presentation techniques – achieving detail through collage  Build on pen & wash techniques – developing lettering and typography skills  Using pencil to plan, create and effectively shade a highly skilled drawing of a coke can  Continuous line drawing to improve observational drawing skills  How to use pencil crayon, watercolour and acrylic paint showing high level of skill  Presentation techniques – how to present work ready for GCSE art  How to effectively mono-print – how to integrate colours into mono-printing  Developing vibrant backgrounds - relate to pop art and relevant artists  How to create and print with **poly-prints**  Cutting and sticking techniques – how to cut and collage to create a vibrant title page | | Understanding of tones created by a variety of pencils – tonal bars and values – with additional focus on other formal elements; shape and form.  Understanding and experimentation on how to draw ellipses  How to use paper manipulation to create an image  Use of watercolour to show tone  Use of collage to recreate pop art techniques  Knowledge of successful acrylic painting techniques onto black paper  Knowledge of artists Roy Lichtenstein and/or Andy Warhol  How to create an in-depth artist research page and analysis an artwork  Understanding different types of printing techniques and their values  Developing and building on annotation skills  Colour theory – how to create a colour scheme and create hues, tints and shades using acrylic  Annotation – how to and why?  Know how to complete artist study.  Application, meaning and use of ALL Formal elements. | Culture from the past  Mass consumerism  Celebrity culture | History  Art History  Media Studies  Popular Culture | **JOBS:**  **Printmaker**  **Creative Directors**  **Advertising**  **Media**  ***ALUMINI***  **Cullen Farleigh – Creative Art Director**  **Isabel Lea – Advertising - *(seek permission)***  **Example:**  ***ARTISTS***  **Trad**  Fauvism  **Modern**  Roy Lichtenstein  Andy Warhol  **Contemporary**  Takashi Murakami  Sarah Graham | Presentation  Working in a wide range of materials  Observational studies  Print making  Collage  Artist studies |