

## ART- KS3 Programme of study – (7, 8 & 9)

**Subject intent:** "Art evokes the mystery without which the world would not exist"- Rene Magritte

The Art curriculum at Royds Hall a Share MAT Academy is designed to develop student's creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of **artists, architects, and designers**, expressing reasoned judgments that can inform their own work. Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will be taught to increase their proficiency in the handling of different materials, using a range of techniques and media, including painting, drawing in pencil and pen, collage, mixed media, photography and 3D Art. Lessons focus on improving students' contextual knowledge, including styles and major Art movements from ancient times up to the present day. Students will learn how to draw accurately, draw in proportion, show control in a range of art techniques and add the finer details to their work such as texture and other specialist skills. In addition, students will learn how to evaluate their own progress, and support their peers by sharing feedback on how their Art can be improved. Through our Arts and Design curriculum, Students will build their self-confidence, creativity and visual awareness. This will allow students to express themselves, and give them the confidence needed to explore and access a wide range of courses at higher education and career pathways.

### KS3 National Curriculum: Art and design programmes of study: key stage 3

Pupils should be taught:

-To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas

-To use a range of techniques and media, including painting

-To increase their proficiency in the handling of different materials

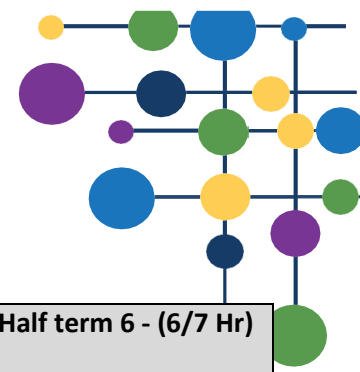
-To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

- To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

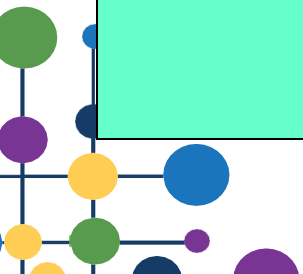
**Careers-** Links to careers through Artist, crafts people & Designers.

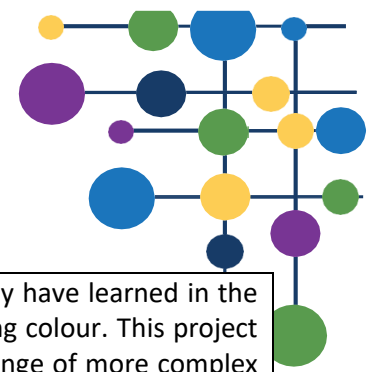
**Assessment-** Due to the nature of the Art SOL with fluid projects, although we have set assessments these may not always line up with the whole school data drops. Art will assess students work up to date, taking into account the work produced in different skill areas to input accurate data.



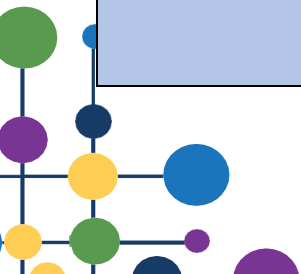


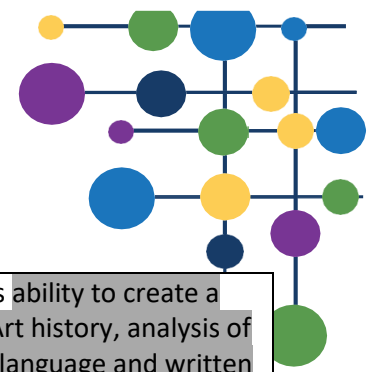
Year group	Half term 1 - (7/8 Hr)	Half term 2 - (7/8 Hr)	Half term 3 - (5/6 Hr)	Half term 4 - (6/7 Hr)	Half term 5 - (4/5 Hr)	Half term 6 - (6/7 Hr)
<b>7</b> <b>Context</b>	<p><b>Elements of Art:</b> Basic skills in all areas of the elements of Art with a focus on pencil control. Line, shape, form, value, space, proportion, texture &amp; colour along with Artist research. Artist study- <b>CJ Hendry</b> with a focus on pencil control. Demonstrate knowledge and understanding of the skills above to produce a series of Art pieces in the style of <b>CJ Hendry</b>. Self-assessment &amp; peer assessment with feedback about their work.</p>			<p><b>Cubism:</b> Basic skills in applying colour- Pencil crayon, oil pastel, collage &amp; acrylic paint. Artist study- Pablo <b>Picasso</b> with a focus on his cubist movement. Demonstrate knowledge and understanding of the skills above to produce a series of Art pieces in the style of <b>Picasso</b>. Self-assessment &amp; peer assessment with feedback about their work. 2D designs into 3D element of Art.</p>		
<b>Y7- Knowledge &amp; skills timeline</b>	<p><b>Elements of Art-</b> Introduction to Line, shape, form, value, space and proportion.  Pencil skills.  <b>Artist research &amp; annotations of CJ Hendry.</b></p>	<p><b>Drawing skills-</b> practicing each of the elements of Art through pencil &amp; pencil crayon skills.  Using feedback to improve.</p>	<p>Producing a high quality final outcome, applying and demonstrating all the elements of Art, using pencil and pencil crayon skills.  Evaluation of the final outcome.</p>	<p><b>Artist research annotations and analysis.</b>  Symmetry and application of Texture using pencil skills in the style of <b>Van Gogh</b>.  Unplanned Art, drawing- by chance in the style of <b>Picasso</b>.  Pencil crayon skills.</p>	<p>Pattern and colour skills using felt tips &amp; pencil crayon skills in the style of Sandra Silberzweig.  Oil pastel skills to produce an expressive portrait.  Collaging technique- in the style of <b>Hannah Hoch</b>.</p>	<p>3D Card portrait- Skills in sculpting.  Cubism portrait inspired by all Artists studied throughout the project.  Creating texture on a surface.  Evaluation of the final outcome.</p>
<b>Assessment</b>	<p><b>HT1- Baseline</b> drawing assessment to assess students' knowledge, understanding, application and pencil control focusing on <b>The elements of Art- Line, shape, form, value, space, proportion, texture.</b> <b>HT3- Final project</b> piece to assess the <b>development of pencil control and application of The elements of Art</b> since the Baseline assessment including <b>colour.</b></p>			<p><b>HT4- Mid project-</b> Picasso assessment to assess student's <b>application of colour, texture and pencil crayon skills.</b> <b>HT6- Final project</b> assessment to assess students <b>painting skills and 3d modelling skills.</b></p>		



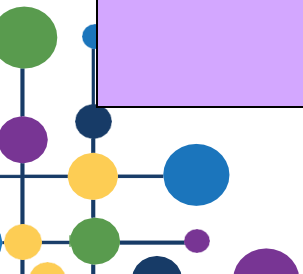


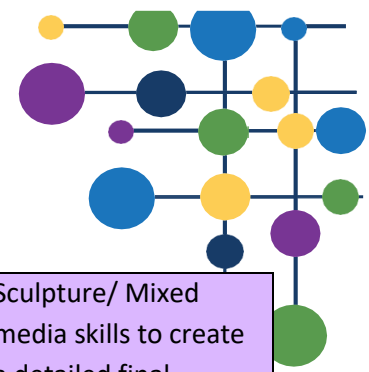
<b>Why?</b>	Students experience at KS2 is going to be varied; the baseline assessment will give a strong indication of the student's prior knowledge, skills and understanding of pencil control. The elements of Art project will allow students to build from their prior knowledge to develop final pieces of a better quality, before moving on to other art media such as colour, paint & collage.			Students will be able to apply the knowledge they have learned in the elements of Art project to produce Artworks using colour. This project focuses on building up a final 3D piece using a range of more complex techniques. The Artist Pablo Picasso is a contrasting Artist to CJ Hendry and of a different movement so comparisons can be made throughout.		
<b>Year group</b>	<b>Half term 1 - (7/8 Hr)</b>	<b>Half term 2 - (7/8 Hr)</b>	<b>Half term 3 - (5/6 Hr)</b>	<b>Half term 4 - (6/7 Hr)</b>	<b>Half term 5 - (4/5 Hr)</b>	<b>Half term 6 - (6/7 Hr)</b>
<b>8 Context</b>	<p><b>Nature:</b> Recap on pencil control, reflecting on the elements: Line, shape, form, value, space, proportion. Artist study- Angie Lewin with a focus on developing &amp; experimenting with a range of techniques- pen, collage, print making, collage and mixed media. Self-assessment &amp; peer assessment with feedback about their work. Demonstrate knowledge and understanding of the skills above to produce a series of more complex Art pieces in the style of Angie Lewin.</p>			<p><b>Bugs:</b> A range of more complex skills in applying colour- pencil, pen, pencil crayon, and oil pastel. Artist study, Art history research- Portraiture Artists from different periods. Self-assessment &amp; peer assessment with feedback about their work. Demonstrate knowledge and understanding of the skills above to produce a series of Art pieces in the style of different artists, with a detailed study of bugs.</p>		
<b>Y8- Knowledge &amp; skills timeline</b>	Value and Texture to develop pencil, pencil crayon and pen skills.  Developing Artist research and annotations, expressing personal opinions.	Monoprinting using oil pastel, developing knowledge of colour, blending and texture.  Collage skills & mixed media piece including collage & mono print.	Mixed media skills to create a final outcome, demonstrating development of the key skills covered. Pencil, pen, oil pastel. Addition of dot mark making skills to link to Aboriginal Art using felt tips. Evaluation of the final outcome.	Observational drawing.  Pencil skills  Pencil crayon skills  Rosalind Monks- Research and Analysis a range of portraiture Artists (Modern & old)  Biro pen skills.	Zentangle bug- mixed media- focusing on retention of HT1 skills.  Watercolour skills.  Design ideas	Sculpture- Card/ paper. Mixed media skills to create a final outcome, demonstrating development of the key skills covered through this project.  Evaluation of the final outcome.





<b>Assessment</b>	<p><b>HT1- Nature start of term assessment</b> to recap on students' knowledge, understanding, and application of pencil &amp; pencil crayon control focusing on The elements of Art- Line, shape, form, value, space, proportion, texture &amp; colour.</p> <p><b>HT3- Final project assessment</b> to assess student's ability to confidently apply all the elements of Art, with the addition of applying knowledge and understanding of the application of pen, pencil crayon, pencil and felt tip.</p>			<p><b>HT4- Start of term assessment</b> to assess student's ability to create a creative research page including Artist research, Art history, analysis of a piece of art and a piece of Art that shows visual language and written language.</p> <p><b>HT6- Final project Assessment</b> to assess student's ability to use mixed media and 3d modelling skills effectively.</p>		
<b>Why?</b>	<p>The shell drawing assessment will evidence what students learned through year 7 and if they have remembered how to apply the skills taught to produce a high quality piece at the start of year 8. The skills and elements of Art learned in this project are mirrored from what is covered in the skills and 2D elements of the y7 project with the addition of using pen control instead of pencil. The style of Art covered and the Artists that are looked at use mixed media making the knowledge, skill and understanding more complex.</p>			<p>The skills and elements of Art learned in this project are mirrored from what is covered in the cubism project of y7 with the 3D elements. The Bug project covers many of the same media as in the cubism project however they are manipulated and used in a different way for another level of complexity.</p>		
<b>Year group</b>	<b>Half term 1 - (7/8 Hr)</b>	<b>Half term 2 - (7/8 Hr)</b>	<b>Half term 3 - (5/6 Hr)</b>	<b>Half term 4 - (6/7 Hr)</b>	<b>Half term 5 - (4/5 Hr)</b>	<b>Half term 6 - (6/7 Hr)</b>
<b>9 Context</b>	<p><b>Food Project:</b> Half year project to allow time to focus on producing high quality pieces recapping, applying, developing and refining skills learned in y7 &amp; 8 with the addition of some more complex skills that will prepare students for GCSE Art whilst still following the NC. The students will be guided throughout the project following the Art learning journey of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation. Creating a portfolio of work exploring, developing and refining the skills experienced in y7 and 8 with additional complex techniques. Artist study- Sarah Graham, Wayne Thiebaud, Joel Penkman and Andy Warhol. Development of ideas for work inspired by... Artists. Self-assessment &amp; peer assessment with feedback about their work.</p>			<p><b>Architecture:</b> Half year project to allow time to focus on producing high quality pieces recapping, applying, developing and refining skills learned in y7 &amp; 8 with the addition of some more complex skills that will prepare students for GCSE Art whilst still following the NC. The students will be guided throughout the project following the Art learning journey of Research, ideas, primary source, development, experimentation, refinement, annotation, planning, final piece &amp; evaluation. Creating a portfolio of work exploring, developing and refining the skills experienced in y7 and 8 with additional complex techniques. Artist study- Dan Hogman, and Keith Haring. Development of ideas for work inspired by... Artists. Self-assessment &amp; peer assessment with feedback about their work.</p>		





<p><b>Y9 Knowledge &amp; skills timeline</b></p>	<p>Pencil &amp; pen skills development.</p> <p>Pencil crayon skills.</p> <p>Artist research &amp; Analysis.</p> <p>Annotations</p>	<p>Mixed media, and Oil pastel development.</p> <p>Colour mixing</p> <p>Artist research &amp; Analysis.</p> <p>Annotations.</p> <p>Pencil &amp; pen skills.</p>	<p>Sculpture/ Mixed media skills to create a detailed final outcome, demonstrating development of the key skills covered through this project. Evaluation of final outcome.</p> <p>Annotations.</p>	<p>Pencil &amp; pen skills.</p> <p>Perspective drawing.</p> <p>Zentangle patterns.</p> <p>Annotations.</p>	<p>Pen skills &amp; Zentangle patterns.</p> <p>Sculpture/ Mixed media skills.</p> <p>Annotations.</p>	<p>Sculpture/ Mixed media skills to create a detailed final outcome, demonstrating development of the key skills covered through this project. Evaluation of final outcome.</p>
<p><b>Assessment</b></p>	<p><b>HT1- Start of year assessment</b>, recap The elements of art, with a focus on pencil control to produce a high quality accurate piece.</p> <p><b>HT2- Midterm assessment</b> to assess the elements of art with a focus on the control and application of acrylic paint.</p> <p><b>HT3- Midterm assessment</b> to assess the elements of art with a focus on the control and application of the collage technique.</p> <p><b>HT6- End of term assessment</b> to assess the elements of art with a focus on the control and application of mixed media.</p> <p>Students will be provided with a Progress Diary that meets the requirements of the National curriculum, a checklist of all pieces to be complete throughout the food project, and a log of where they are up to in their portfolio. The teacher will log feedback on their progress diary and RAG their work. Students will be able to tick off the elements that need completing/ improving in their Diary to independently keep track of their own progress as well as the teacher. The teacher will mark and update work throughout the year in line with the School Assessment calendar of once a half term.</p>					
<p><b>Why?</b></p>	<p>This project will allow students the time to build confidence in their own abilities and to develop the skills further that they have explored in year 7 and 8. The students that showed strength and confidence in these skills already in year 7 &amp; 8 can continue to develop them to a higher skill level but also start to combine techniques to produce more complex pieces. This project is step by step and students will be guided in what techniques, pieces and artists they will cover until they have a good understanding on how to show a clear journey in their portfolio. The order of the techniques being covered with a few additional skills added is the same of that explored in year 7 &amp; 8 so a clear routine is being followed.</p>					

