

Roundwood Park School



Art and Design

Knowledge Outline for KS3 Art and Design

A great artist lives and breathes the subject. They have an enquiring mind and a willingness to experiment and take risks with ideas and skills. Their work develops through a process of research, exploration and purpose. They talk with enthusiasm about their own work and that of others with knowledge and understanding of the key concepts of art. Every idea or piece of work leads to another journey of exploration.

- Our intention is to develop an **appreciation and understanding of the importance of the creative process**. We want students to have a positive experience of the subject and a positive belief in their creative abilities.
- Through Art we want students to have an **ability to communicate ideas, an ability to carry out independent research and follow an idea through**. Students learn to explore and take risks without a sense of failure.
- The **process of creating art** is as important as the outcome.

Artistic ability is learned and developed through practice. It is important to move away from the misconception that

- a) that you are born with artistic ability and b) good art is purely subjective.

'Drawing is fundamental to the learning and expression in all aspects of art, craft and design. It can be precise, measured, scaled, accurate or expressive, descriptive and able to convey subtle nuances of meaning through the quality of line or mark. Drawing is used to research, record and gather information. Drawing helps to organise thinking and give form to imaginative ideas as well as being used to solve problems. Drawing communicates ideas and meaning and can be both a fundamental part of design and development process, as well as a creative product itself.' NSEAD Document

Skills of dexterity are being lost. The skill of drawing in its broadest sense is a skill which can be applied to many industries not just art for the sake of art. Even surgeons and mathematicians have talked of the value of drawing in their process of thinking and recording.

By the end of yr9 students will know:

- A variety of artists and designers both past and contemporary.
- How to analyse work of their own and other artists, making reasoned judgements. Students gain experience of questioning and evaluating their own work as it progresses and at its final stage. Through this they develop their understanding and use of art vocabulary.
- A range of processes, materials and techniques. They are encouraged to experiment without fear of failure but at the same time are able to make informed judgements of the success and failure using this to inform the next stage.
- The creative process, a process which includes research, exploration of an idea or theme, recording ideas and observations, experimenting, evaluating. This is communicated in visual, written and spoken form.
- A project focuses on the following points to develop the creative process and individual outcomes:
 - **research** a theme and **generate ideas**
 - **knowledge** which gives them the tools to develop their creative outcomes
 - **skills in making**, using a range of techniques and processes
 - **evaluate their own and others' work** in order to enhance their own experience and outcomes

Year / term	Unit of work	Core Knowledge Year 7	Intent and Skills of Year 7 Art and Design
YEAR 7 AUTUMN TERM 1	Self-portrait drawing test. Introduction to some of the formal elements of art (tone, texture, colour)	The self-portrait is used as a reference point for showing the development of skills in yr8 and at the end of year 9 Students: Gain a knowledge of the use of tone to create form in art. Knowledge of shadows and angle of light Knowledge/recap of basic colour theory Understanding of texture and mark making Understanding of presentation of work in their book Understanding of qualities of paint and colour mixing	Tone: range of tone, shadow, angle of light and length of shadow, Different grades of pencil and their uses Texture: creating different marks to suggest texture. Colour theory: colour wheel and its concept, primary, secondary, harmonious, complementary, Composition: foreground, mid ground, background, horizon. Use of diagonals and overlapping. Negative/positive space. Media: pencil, graphite, chalk and charcoal, ink, powder paint, watercolour. Paint techniques: mixing process, which brushes, how to hold the brush, how to gain control of the brush. Dexterity skills: use of paint brush, collage skills, Use of photography to research and respond to a theme. Presentation skills in the sketchbook
YEAR 7 AUTUMN TERM 2	Walk in the woods	Gain knowledge and experience of different drawing materials and the effects they can create Understanding of composition, Foreground, mid ground, background. Use of diagonal lines and the horizon Gain an understanding of observation of shape Knowledge of the dramatic/atmospheric effects of tone	
YEAR 7 SPRING TERM 1	Pattern and colour	Gain knowledge of how simple shapes can create different pattern effects Use of repetition to create pattern Knowledge of warm/cold colours, harmonious colours, complementary colours	
YEAR 7 SPRING TERM 2	Fish and underwater	Know the variety of shapes in in real fish Know how to use their reference material to develop their own creative image Know how to apply the research on colour and pattern to their own design	
YEAR 7 SUMMER TERM 1	Development of drawing skills, leading up to the exam	Understand one point and two point perspective. Know how scale changes within an environment Understanding of seeing and drawing the world in front of them.	
YEAR 7 SUMMER TERM 2	Perspective and the environment. Interiors/ exteriors	How the rules of perspective apply to the real world with reference to artists' work.	

Year / term	Unit of work	Core Knowledge Year 8	Intent and Skills of Year 8 Art and Design
YEAR 8 AUTUMN TERM 1	Self-Portraiture	Students: Understand how to observe shape, detail and colour accurately Learn to draw what they see not what they think they see Understand how to measure proportions and positioning when drawing, in reference to portraiture Understand accurate observation of the features of the face Gain knowledge of portrait artists	Learn that what we see every day we sometimes don't observe with accuracy and judgement. Make use of different ways of gathering information and researching- YouTube, photography, direct observation, reference to artists. See how artists have responded to the theme of figures and portraits in very different ways. Appreciate the expressive quality of work rather than valuing a purely photographic and technically skilful approach. Sensitive use of pencil to record observations.
YEAR 8 AUTUMN TERM 2	Expressionism and the portrait	How lighting can affect the portrait image Understand the work of artists who depict emotion through their portrait work Knowledge of German Expressionism and its significance to the time it was produced Knowledge of artists who used print as a means of producing portraits Gain a knowledge of how mark-making can create a powerful, emotional image Knowledge of the process of lino printing	
YEAR 8 SPRING TERM 1	Figures in action	Knowledge of how to draw the figure Knowledge of how artists have represented the figure in their work Knowledge the skeletal structure of the figure and how to draw a seated figure and figures in action How to photograph figures in action	
YEAR 8 SPRING TERM 2	Design work based on figures	Know how to explore ideas for their own representation of figures in action. Know how colour can be used to develop their design/composition ideas	
YEAR 8 SUMMER TERM 1	Comic strip and story board	Understand how to convey a story through a series of frames Study the work of Roy Lichtenstein and old comic strips. Know the key points in their work Understand how important composition is in these works of art Understand how to simplify an image for greater impact and message	
YEAR 8 SUMMER TERM 2	Drawing exam	Observational drawing of cut fruit which forms a starting point for the beginning of year 9	

Year / term	Unit of work	Core Knowledge Year 9	Intent and Skills of Year 9 Art and Design
YEAR 9 AUTUMN TERM 1	Sweets and Fruit Approaches to drawing. Design work based on shape and pattern	Knowledge of how to draw what is in front of them Knowledge of how to observe complicated shapes and tones which make up the shape and packaging of the sweets Knowledge of mono printing to support observation of shape Know how repeat patterns work and how a simple shape can be used to create a variety of designs depending on the type of repeat. Know how colour combinations can be used in design work Quality of line as a means of expressive drawing	Develop their understanding and application of the creative process. Have a confidence in their work and a positive attitude to the subject Be able to talk coherently about their own and others' work using art vocabulary Work collaboratively on a project Communicate their ideas effectively
YEAR 9 AUTUMN TERM 2	Development of own work based on sweets/fruit	Know how photography and image manipulation and editing can support the development of ideas How to go through a process of research and experimentation of ideas to lead to more individual work. Know how to research the work of specific artists and use this to develop their own work	
YEAR 9 SPRING TERM 1	Lettering Research into lettering styles and history	The regimented structure of lettering Serifs and sans serifs How to use guidelines to create lettering Historical reference to lettering – illuminated manuscript, art nouveau lettering, logos in advertising and graffiti tags. Knowledge of press-print as a process.	
YEAR 9 SPRING TERM 2	Development of individual work based on lettering	Know how to share ideas and work collaboratively. Individual work which combines to create a whole project.	
YEAR 9 SUMMER TERM 1	Personal objects.	Research the work of artists who have represented personal objects or collections of objects. Lisa Milroy, Peter Blake. Knowledge of the importance of selection of object, arrangement, composition to convey what they want.	
YEAR 9 SUMMER TERM 2	Drawing exam Self portrait	This used as a reference of improvement in drawing. A self-portrait will have been done in year 7 and 8 so will form a good comparison of development of drawing and observation skills	