

# Roundwood Park School

## Art and Design KS3



### Vision statement:

**Students will have a positive experience of art and the creative process and have a belief in their own artistic ability and creativity.**

### Aims of the art curriculum

1. 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.
2. They will have an enquiring mind and a willingness to experiment and take risks with ideas and skills, without a sense of failure.
3. Through art and design we want students to have an **ability to communicate ideas, an ability to carry out independent research** and **follow an idea**; their work develops through a process of research, exploration and purpose.
4. The **process of creating art** is as important as the outcome.
5. Students can communicate with enthusiasm about their own work and that of others with knowledge and understanding of the key concepts of art
6. Understand that every idea or piece of work leads to another journey of exploration and creativity.

### By the end of Year 9 students will know:

- a variety of artists and designers from different times and cultures.
- how to analyse their own and other artists' work, 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 and take risks without fear of failure; at the same time learning to make informed judgements, 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 planning is communicated in visual, written and spoken form.
- a project focuses on the following points in order to develop the creative process and individual outcomes:
  - **Making skills** using a range of techniques and processes
  - **Ideas are generated through researching** a theme
  - **Knowledge** gives students the tools to develop their creative outcomes
  - **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. <b>Tone and texture</b> Introduction to some of the formal elements of art	<p>The self-portrait is used to assess prior attainment in observational drawing skills and is repeated at the start of yr8 and in yr9 to show the development of skills in this specific area of assessment.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>Gain a knowledge of the use of tone to create form in art.</li> <li>Knowledge of shadows and angle of light</li> <li>Understanding of texture and mark making</li> <li>Understanding of presentation of work in their book</li> </ul>	<p><b>Tone:</b> range of tone, shadow, angle of light and length of shadow,</p> <p>Different grades of pencil and their uses</p> <p><b>Texture:</b> creating different marks to suggest texture.</p> <p><b>Colour theory:</b> colour wheel and its concept, primary, secondary, harmonious, complementary,</p> <p><b>Composition:</b> foreground, mid ground, background, horizon. Use of diagonals and overlapping.</p> <p>Negative/positive space.</p> <p><b>Media:</b> pencil, graphite, chalk and charcoal, ink, powder paint, watercolour.</p> <p><b>Paint techniques:</b> mixing process, which brushes, how to hold the brush, how to gain control of the brush.</p> <p><b>Dexterity skills:</b> use of paint brush, collage skills,</p> <p>Use of <b>photography to research</b> and respond to a theme.</p> <p><b>Presentation skills</b> in the sketchbook</p> <p>Drawings in the sketchbooks are used to support planning ahead, reviewing ideas and developing work through increased knowledge</p> <p>Exploration of media is developed through taking risks, experimenting and creativity.</p> <p>HL tasks require resourcefulness in finding and electing subject matter.</p> <p><b>Literacy:</b> Students learn art specific vocabulary. Students research information about artists and then describe and analyse their work making use of art vocabulary. Students write evaluations of their own work, using metacognition to review and plan their own development.</p>
YEAR 7 AUTUMN TERM 2	<b>Walk in the woods</b>	<ul style="list-style-type: none"> <li>Gain knowledge and experience of different drawing materials and the effects they can create</li> <li>Understanding of composition,</li> <li>Foreground, mid-ground, background.</li> <li>Use of diagonal lines and the horizon</li> <li>Gain an understanding of observation of shape</li> <li>Knowledge of the dramatic/atmospheric effects of tone</li> </ul>	
YEAR 7 SPRING TERM 1	<b>Pattern and colour</b>	<ul style="list-style-type: none"> <li>Knowledge/recap of basic colour theory</li> <li>Understanding of qualities of paint and colour mixing</li> <li>Gain knowledge of how simple shapes can create different pattern effects</li> <li>Use of repetition to create pattern</li> <li>Knowledge of warm/cold colours, harmonious colours, complementary colours</li> </ul>	
YEAR 7 SPRING TERM 2	<b>Fish and underwater</b>	<ul style="list-style-type: none"> <li>Know the variety of shapes in real fish</li> <li>Know how to use their reference material to develop their own creative image</li> <li>Know how to apply the research on colour and pattern to their own design.</li> <li>Gain knowledge of the representation of fish in different cultures through their art, specifically Japanese paintings of Koi Carp.</li> </ul>	
YEAR 7 SUMMER TERM 1	Development of drawing skills, leading up to the exam	<ul style="list-style-type: none"> <li>Understand one point and two-point perspective.</li> <li>Know how scale changes within an environment</li> <li>Understanding of seeing and drawing the world in front of them.</li> </ul>	
YEAR 7 SUMMER TERM 2	<b>Perspective and the environment.</b> Interiors/ exteriors	How the rules of perspective apply to the real world with reference to artists' work.	
<b>Super Curricular links</b>		<p>Further reading about the artists referenced in lessons – Henry Moore, Jason Scarpace or others linked to the topics.</p> <p>Read: Tell me a Picture by Quentin Blake</p> <p>Take your sketchbook out regularly and draw what you see. Take photographs linked to a specific theme.</p>	

Year / Term	Unit of work Figures & Portraits	Core Knowledge Year 8	Intent and Skills of Year 8 Art and Design
<b>YEAR 8 AUTUMN TERM 1</b>	<b>Self-Portraiture</b>	<p>Start the term with a self portrait drawing as a test.</p> <p>Students: Understand how to observe shape, detail and colour accurately</p> <p>Learn to draw what they see not what they think they see</p> <p>Understand how to measure proportions and positioning when drawing, in reference to portraiture</p> <p>Understand accurate observation of the features of the face</p> <p>Gain knowledge of portrait artists, referencing artists from a range of cultural backgrounds and times.</p>	<p>Learn that what we see every day we sometimes don't observe with accuracy and judgement.</p> <p>Make use of different ways of <b>gathering information and researching</b>- YouTube, photography, direct observation, reference to artists.</p> <p>See how artists have responded to the theme of figures and portraits in very different ways. Appreciate the <b>expressive quality of work</b> rather than valuing a purely photographic and technically skilful approach.</p>
<b>YEAR 8 AUTUMN TERM 2</b>	<b>Identity</b>	<p>Linking to work on identity that students do in PSHCE.</p> <p>Students: Know how to research and explore the idea of identity and image</p> <p>How to gather resources</p> <p>Know that art can communicate a strong message</p> <p>Gain knowledge of artists who combine image and text to get across a message</p>	<p>Students <b>develop skills in observing</b> in order to develop their drawing – measuring, applying knowledge of proportions, seeing relative tonal values.</p> <p>Sensitive use of pencil to record observations.</p>
<b>YEAR 8 SPRING TERM 1</b>	<b>Expressionism and the portrait</b>	<p>How lighting can affect the portrait image</p> <p>Understand the work of artists who depict emotion through their portrait work</p> <p>Knowledge of German Expressionism and its significance to the time it was produced</p> <p>Knowledge of artists who used print as a means of producing portraits</p> <p>Gain a knowledge of how mark-making can create a powerful, emotional image</p> <p>Knowledge of the process of lino printing</p>	<p>Students apply and develop their skills in shading and tone learnt in yr7.</p> <p>Students <b>plan ahead</b> and use a step by step process to develop individual creative outcomes.</p> <p>Through observation, information, taking risks students recognise the finer skills that are used for success in a process such as lino printing</p>
<b>YEAR 8 SPRING TERM 2</b>	<b>Figures in action</b>	<p>Knowledge of how to draw the figure</p> <p>Knowledge of how artists have represented the figure in their work</p> <p>Knowledge the skeletal structure of the figure; how to draw a seated figure and figures in action</p> <p>How to photograph figures in action</p>	<p>Students present their work in their books in a manner which shows the <b>planning process and development of ideas</b>.</p> <p>Students apply <b>mark-making techniques</b> learnt in yr7 to their lino cuts</p> <p>They apply their <b>knowledge of colour</b>, learnt in year 7 to their lino prints and figure work.</p>
<b>YEAR 8 SUMMER TERM 1</b>	Design work based on figures	<p>Know how to explore ideas for their own representation of figures in action.</p> <p>Know how colour can be used to develop their design/composition ideas</p>	<p>Students learn the technique of collage</p>
<b>YEAR 8 SUMMER TERM 2</b>	Comic strip and story board	<p>Understand how to convey a story through a series of frames</p> <p>Study the work of Roy Lichtenstein and old comic strips. Know the key points in their work</p> <p>Understand how important composition is in these works of art</p> <p>Understand how to simplify an image for greater impact and message</p>	<p>Students <b>research and describe</b> the work of the German Expressionists and make links to events in history. They develop their use of <b>art vocabulary</b> when writing about this.</p>
<b>Super Curricular links:</b>		<p>Do a drawing a day to develop skills and observation</p> <p>Read 'artists in profile- Expressionists'</p> <p>Watch and follow You Tube videos on how to draw a portrait.</p> <p>Do a series of drawings/paintings of your family and pets</p> <p>Take/collect photos of figures in action</p> <p>Look at the book 'How to draw Manga – figures in action'</p>	

<b>Year / term</b>	<b>Unit of work</b>	<b>Core Knowledge Year 9</b>	<b>Intent and Skills of Year 9 Art and Design</b>
<b>YEAR 9 AUTUMN TERM 1</b>	<b>Insects</b> Approaches to drawing	Know how to present their work to show it off to its best Knowledge of the importance of good research and reference material Knowledge of how to observe and analyse through drawing How to observe complicated shapes and tones which make up the shape and structure Quality of line as a means of expressive drawing Know different approaches to drawing techniques and different media	Develop their understanding and application of the <b>creative process</b> . Start to understand the design process and the purpose of producing ‘applied art’ rather than ‘fine art’. This links to information about <bcareers and="" art="" b="" design<="" in="">. <bexplore b="" possibilities<=""> of several ideas as part of planning and development. <breview and="" b="" reflect<=""> on ideas and make informed decisions about their work as it progresses. 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 <bart b="" vocabulary<=""> <bwork b="" collaboratively<=""> on a project <bcommunicate< b=""> their ideas effectively <bapply b="" knowledge<=""> from previous years to support development of work i.e. colour, media, composition, perspective. <bmake b="" links<=""> between their design work and that of artists in the fine art and design world. Use this to support development of their own work.</bmake></bapply></bcommunicate<></bwork></bart></breview></bexplore></bcareers>
<b>YEAR 9 AUTUMN TERM 2</b>	Development of own work based on insects	Go through a process of research and experimentation of ideas leading to more individual work. This might be 3D or design work Know how to research the work of specific artists and use this to develop their own work	
<b>YEAR 9 SPRING TERM 1</b>	<b>Lettering</b> Research into lettering styles and history	Know the regimented structure of lettering and font styles 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.	
<b>YEAR 9 SPRING TERM 2</b>	Development of individual work based on lettering	Know how to share ideas and work collaboratively. Know how work can be individual but combines with others’ work to create a larger whole. Students can work in 3D for this project	
<b>YEAR 9 SUMMER TERM 1</b>	<b>Personal objects</b>	Research the work of artists who have represented personal objects or collections of objects. Lisa Milroy, Peter Blake, Susan Hiller. Knowledge of the importance of selection of object, arrangement, composition to convey what they want.	
<b>YEAR 9 SUMMER TERM 2</b>	<b>Drawing exam</b> Self portrait	This is 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	
<b>Super curricular links</b>		Research entomology and how insects are displayed in museums. Make links with scientific elements of studying insects Read about graffiti art. Write about the rules, etiquette and opinions of this type of art. Copy some of the examples of graffiti work in the books and explain their meaning. Create your own ‘tag’ Produce a piece of graffiti art which makes a statement in the same way as the work you have looked at. Research the techniques of spray-can art and experiment/perfect them. Read an article about an exhibition at the V&A museum, to understand more about ‘applied arts.’ Find an activity or event to take part in at the V&A Young People, London Curate your own exhibition based on work you have seen on-line at the major London galleries. Look at the TATE Kids website. Create a digital exhibition of your own art work, with explanations of what inspired you Challenge yourself to do a drawing a day for a month	

<b>Literacy</b>	<p>During KS3, students develop their understanding of art specific vocabulary. They make written statements evaluating their own and other students work with increasing depth and understanding. Students research and read about artists. They learn to describe and analyse artists' work with increasing skill and command of literacy skills.</p>
<b>ASPIRE</b>	<p>Throughout KS3 lessons will link to several aspects of ASPIRE but usually have a main focus. Perseverance is essential for students to develop, working through times when they find the work difficult. Students constantly evaluate their own work and that of others, they plan and reflect on their work. We encourage students to take a risk and overcome any fear of failure. Collaborative outcomes are a focus in yr9. Prior to that, students collaborate through peer discussions and evaluations. Some of the work focuses on observing whereas other work focuses more on creative thinking.</p>