



# Curriculum Plan Key Stage 3

## Art

Academic year: 2020/21		Head of department: Mr Freeman (l.freeman@todhigh.co.uk)	
Term 1			
Year 7	Year 8	Year 9	
<p><b>The Sound of Art &amp; Cell Wallpaper</b> Students learn about line, tone and colour through an exploration of musical instruments and later, cell patterns.</p> <ul style="list-style-type: none"> <li>Students will develop their knowledge of size, scale and proportion whilst creating detailed and carefully rendered musical instrument drawings. Later students will develop their pattern making skills whilst studying the designs found in nature.</li> <li>They will develop their skills in creating accurate examples of instruments and stretch their imagination to encompass the style of Kandinsky.</li> <li>Students will develop their understanding of what it takes to create a skilful and considered outcome using some of the formal elements whilst being influenced by the work of other artists.</li> </ul>	<p><b>Plant Prints &amp; Cookbook</b> Students will learn about the role of plant life within art and how it has been portrayed through several artists' work. After this, students will be moving onto the study of food and creating realistic observations.</p> <ul style="list-style-type: none"> <li>Students will develop their knowledge of different artists' styles and processes in a historical and modern context. They will question what makes a piece of artwork successful.</li> <li>They will develop their skills in using colour and composition as well as practising with materials such as biro, watercolour, pencil crayon and acrylic paint.</li> </ul>	<p><b>Holocaust</b> Students will learn about the historical context of art and how art can be used to make a statement. They will also make links with more contemporary examples.</p> <ul style="list-style-type: none"> <li>Students will learn about the tools, techniques and processes used by artists to link into historical events and how they created such accurate pieces of work. Students will learn how to create an anatomically accurate facial portrait and compare this to the work of a few different artists.</li> <li>They will learn to improve their skills in using line, shape, tone and texture.</li> <li>They will understand the complexities of the human form and understand greater the benefits of drawing from observation or at least having a 2<sup>nd</sup> source to observe. They will understand that art can hold a much greater purpose than just being aesthetically pleasing.</li> </ul>	
Term 2			
Year 7	Year 8	Year 9	
<p><b>Paper People Inside Out</b> Students learn about 2D design and 3D art and crafts through the inspirational topic of anatomical drawing and the human body.</p> <ul style="list-style-type: none"> <li>They develop their knowledge of the human body and how to create an accurate anatomical study.</li> <li>They will develop their skills in using drawing, painting, cardboard construction, mixed media and gouache.</li> <li>They will understand more about the human body and how this has been shown throughout history, from the viewpoints of a number of different artists. This study will help them to eventually create a working, moving paper figure that has anatomically accurate observations of human body parts.</li> </ul>	<p><b>Islamic Art &amp; Indian Gods</b> Students will learn to create artwork inspired by the different cultures. They will explore a range of media and materials to create both accurate and abstract examples of work.</p> <ul style="list-style-type: none"> <li>They will develop their knowledge of drawing and constructing used in religion and the reasoning behind those choices. They will develop their ability to be independent as their final patterns that will be added onto a piece of fabric.</li> <li>They will improve their skills in using line, tone, a range of media and materials and perspective.</li> <li>They will understand that art, craft and design come in many formats from all over the world. They will be able to discuss art from different cultures and appreciate its beauty.</li> </ul>	<p><b>Day of the Dead</b> Students learn about the festival of Day of the Dead. They will study the cultural context of this festival and how its use of symbolism can be used to portray deeper meaning to its art.</p> <ul style="list-style-type: none"> <li>They will develop their knowledge of a range of different media including clay as well as knowledge on how to create an effective composition. This piece will include a number of different accurately drawn elements such as flora, anatomical correct portraits and other relevant iconography.</li> <li>They will develop their skills in drawing from observation, charcoal, typography, clay and mixed media.</li> <li>They will understand that art can use symbolism and iconography in order to express a deeper meaning.</li> </ul>	

Term 3		
Year 7	Year 8	Year 9
<p><b>Final Major Project</b> Students will learn about the history of medieval art in England and how people were portrayed.</p> <ul style="list-style-type: none"> <li>• Students will study how different artists from this period portrayed royalty and monarchs.</li> <li>• They will develop their skills in creating accurate self-portraits using a variety of different materials. They will develop their skills in painting, scale, composition and layering.</li> <li>• They will understand how to blend tones in order to create a realistic facial portrait and create a self portrait in the style of a medieval piece of work.</li> </ul>	<p><b>Mechanical Objects</b> Students will learn how to look at things in great detail, exploring the shapes and details of seemingly simple objects.</p> <ul style="list-style-type: none"> <li>• Gain an appreciation for the beauty of mechanical objects, in particular focusing on the details that make the work interesting visually, use texture to capture surface details</li> <li>• Evaluate what we consider to be art and what we consider to be aesthetically pleasing through the addition of tone and colour to create visually dynamic pieces of work from everyday objects</li> <li>• Embed knowledge of space by really creating a well-considered, thoughtful composition—understand that placement of objects can mean the difference between a successful and non-successful piece.</li> </ul>	<p><b>Personal project</b> Students will learn to create a self-led body of work using the framework of the GCSE Art, Craft and Design course.</p> <ul style="list-style-type: none"> <li>• Students will know what the assessment objectives mean, they will know how to set a brief for themselves and the steps that need to be taken to be successful at GCSE level.</li> <li>• They will develop their skills in a range of media, materials and processes tailored to their needs and preferences and the project they have undertaken.</li> <li>• They will understand the creative process and have a greater understanding of the expectation of GCSE Art, Craft and Design.</li> </ul>

Homework		
Year 7	Year 8	Year 9
<p><i>Homework is set up to every two weeks.</i></p> <p><i>Students are welcome to access computers in homework club or art club if needed.</i></p>	<p><i>Homework is set up to every two weeks.</i></p> <p><i>Students are welcome to access computers in homework club or art club if needed.</i></p>	<p><i>Homework is set up to every two weeks.</i></p> <p><i>Students are welcome to access computers in homework club or art club if needed.</i></p>

Assessment		
Year 7	Year 8	Year 9
<p><i>Students complete formal assessments leading up to each data check which will test the skills, knowledge and understanding they have covered up to date.</i></p> <p><i>The grade used for the data check is an accumulation of the results of these assessments.</i></p> <p><i>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</i></p>	<p><i>Students complete formal assessments leading up to each data check which will test the skills, knowledge and understanding they have covered up to date in the term before and any previous.</i></p> <p><i>The grade used for the data check is an accumulation of the results of these assessments.</i></p> <p><i>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</i></p>	<p><i>Students complete formal assessments leading up to each data check which will test the skills, knowledge and understanding they have covered up to date in the term before and any previous.</i></p> <p><i>The grade used for the data check is an accumulation of the results of these assessments.</i></p> <p><i>Students do at times complete practice assessments, informal assessments or pre-checks to help inform teaching.</i></p>

How can parents and carers help?

Year 7

Talk to your child about any piece of art. Ask them how you think it was created and why the artist created it. Ask them if it even is a piece of art and why they think this.

Encourage them to practise as much as possible and set them challenges to motivate and inspire them. 'Commission' them to create a piece of art for you or someone else.

Nurture their talent and encourage them to improve, value their ability and take an open-minded approach should your child wish to be an artist/take up employment in the art world in future.

Year 8

Talk to your child about any piece of art. Ask them how you think it was created and why the artist created it. Ask them if it even is a piece of art and why they think this.

Encourage them to practise as much as possible and set them challenges to motivate and inspire them. 'Commission' them to create a piece of art for you or someone else.

Nurture their talent and encourage them to improve, value their ability and take an open-minded approach should your child wish to be an artist/take up employment in the art world in future.

Year 9

Talk to your child about any piece of art. Ask them how you think it was created and why the artist created it. Ask them if it even is a piece of art and why they think this.

Encourage them to practise as much as possible and set them challenges to motivate and inspire them. 'Commission' them to create a piece of art for you or someone else.

Nurture their talent and encourage them to improve, value their ability and take an open-minded approach should your child wish to be an artist/take up employment in the art world in future.