



Art Key Stage 3 Curriculum 2022/23

National Curriculum - Pupils should be taught:

- 1 - To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- 2 - To use a range of techniques and media, including painting
- 3 - To increase their proficiency in the handling of different materials
- 4 - To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- 5 - About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

	Topic/Big Question	Focus
Year 7	Key skills: How can we replicate surfaces that we see around us?	This unit continues to introduce students to key elements used when creating drawings. They will learn how to create a range of textures and mark making while gaining an understanding of the importance of tone and composition. 1,2,3
	Colour Theory: How do colours affect each other and why?	An introduction to colour theory and the use of wet materials in the classroom. Pupils study the colour wheel and the complexity of how colour works alone and in conjunction with other hues to gain an understanding of colour use and mixing. Using colour theory skills students experiment with the application of paint using both wet and dry brush techniques. Gaining confidence and understanding of the possibilities of this medium. 1,2,3,4
	How do artists use each other's work as inspiration for their own?	During this project pupils are introduced to the work of Paul Klee with emphasis on his application of paint, mark making and the influence of cave painting on his work. Using colour knowledge and painting skills developed at the start of the year, pupils produce paintings of fish inspired by Paul Klee and Cave art. Students are encouraged to use a variety of paint techniques and mark making to produce an A2 final piece. 1,2,3,4,5
	How does architecture change through time?	Using the local area pupils are able to visit examples of architecture from 1577 to modern day. Comparisons are made between styles and the effect that the available materials, technologies and society would have had on design. Researching the work of Hunderwasser, pupils use his work as inspiration to recreate an iconic building. 1,2,3,4,5
	How can we use landscape to play with scale?	Pupils research the work of sculptor Henry Moore as an introduction to three dimensional art. Focus is on his work's relationship with the landscape and the abstraction of the human form. Pupils will go on to create their own mini sculptures, placing them in a setting of their choice. 1,2,3,4,5

	How many techniques can be used in one small painting?	Having investigated the annual Cherry Blossom festival of Hanami, pupils use their skills gained throughout the year: paint techniques, colour mixing, contextual understanding to create a scene including blossom and Mount Fuji. 1,2,3,4,5
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	Topic/Big Question	Focus
Year 8	Frank Bowling: Who is Frank Bowling and what is Abstract Art?	Students will carry out research into the life and work of Frank Bowling, looking at both his figurative and abstract work. They will make decisions and give opinion about his work while carrying out tasks linked to the common elements of his work. There will be an element of biography about this project with a growing understanding that art can provoke an emotion or feeling. Students will be encouraged to experiment freely with materials, searching for positive outcomes and happy accidents 1,2,3,4,5
	Introduction to portraiture: What is a portrait?	An introduction to portraiture. Pupils will draw from first and second hand observation with a focus upon basic anatomy to help them understand the structure of the face and features. 1,2,3,4
	Portraits: How can colour and technique be used as symbolism and evoke expression?	This project Introduces the use of colour and paint application by The Expressionists giving students the opportunity to revisit colour theory. They will be encouraged to experiment with colour through tone, expression and symbolism while creating a Fauvist self portrait. Oil pastels will be introduced as a stand alone material and for multimedia work and students will continue to use and develop their painting practice. 1,2,3,4,5
	What would a multicultural High Street look like?	Year 8 takes over the displays in the main corridor with each class designing a shop window from a different country. Students will research artwork and artists from their chosen country to inspire their designs and techniques. A range of materials and applications are encouraged. 1,2,3,4,5
	How are insects linked to the Day of the Dead? (Part 1)	An introduction to the Mexican Day of the Dead festival, students will understand the context and symbolic imagery of the festival. They will then go on to design their own 2D insects utilising design and drawing skills, in preparation for the second part of the project. 1,2,3,4,5
	How versatile is cardboard? (DoD Part 2)	An introduction to methods of joining and manipulating cardboard leads to the construction of 3D insects. These are used as a basis for drawing, painting and observation work across a range of materials and techniques. 1,2,3,4

	Topic/Big Question	Focus
Year 9	Keith Haring: Can Art be used as social activism?	Specialist technique workshop: An introduction to Keith Haring gives students the opportunity to consider their own passions and concerns. They will then use the simplistic pictographs of Haring's work to develop and design a poster, taking into consideration composition, imagery and design on their chosen issue. 1,2,3,4,5
	Keith Haring: Can art be used as social activism? (Part 2)	Specialist technique workshop: Continuation of the Keith Haring project leading to a larger final piece. This will display understanding of Haring's work, using it to inspire and inform students own images and designs 1,2,3,4,5
	Jasper Johns	Specialist technique workshop: Jasper Johns Researching the abstract expressionism of Jasper Johns and how his use of 'things the mind already knows' came into being. Students will experiment with materials and the application of paint and various media to abstract numbers using John's work as a starting point. 1,2,3,4,5
	Specialist technique workshops (art, craft, design and architecture)	Continuing with the specialist technique workshops students will look at the work of contemporary artists such as Jake and Dinos Chapman, Kenturah Davis, Heinz Edelmann, Julian Opie and Banksy, they will also investigate architecture through the work of Paul Catherall. They will experiment with the techniques and materials used by these artists to broaden their knowledge and understanding in readiness for GCSE Art. 1,2,3,4,5
	How is nature used in Japanese pattern?	An introduction to Japanese art through the use of pattern and nature. Students will investigate the use of natural imagery, repeat patterns and the method of block printing, experimenting with colour and technique. 1,2,3,4,5
	How is nature used in Japanese pattern? (Part 2)	Deconstructing a kimono students will print their papers using block printing methods and their own designs referencing the imagery looked at in part 1. They will use their work to create a pattern from which a kimono can be constructed. 1,2,3,4,5