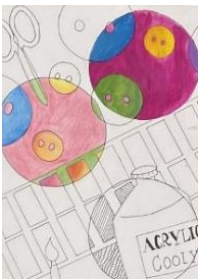













Curriculum Mapping: Art Year 7-9

Our KS3 Art curriculum is based upon the national curriculum and lasts 3 years. Students are able to develop an **interest & understanding** of art, becoming **art literate**, whilst **enjoying** learning about art. In Year 7 we teach "Still life" as the first project to cement the foundation principles of Art. The other projects are non-sequential throughout each year, but our spiral curriculum allows students to build upon skills as they progress through the key stage, developing students prior learning, whilst introducing new concepts and giving students opportunity to hone their artistic techniques.

Year	Still Life	Portraits – Helen Hardin	Cakes	Insects
Year 7 - Art	<p>Concepts/Tier 3 vocabulary <i>Observational Drawing, Composition, Proportion, Tone, Scale, Texture, Tint, Directional Shading, Highlight, Shadow, Hatching, Cross-Hatching, Opaque, Hot/Cold Colours, Overlapping, Primary Colours, Secondary Colours, Shade, Complementary, Harmonious, Stippling.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Proportion, Facial Features, Facial Guidelines, Semi-Abstract, Composition, Line of Flow, Colour, Complementary, Mood, Blending, Tone, Texture, Iris, Pupil, Eyelid, Eyelashes, Tear Duct, Portrait, Self-Portrait.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Cardboard Relief, Sculpture, Viewfinder, Enlargement, Design, Annotation, Construction, Colour, Line, Tone, Texture, Pattern, Shape, Form, Outline, Pencil Pressure.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Insect, Typography, Collage, Mark-Making, Design, Painting Wash, Graduated Tone, Colour Blending, Font, Composition.</i></p>
	<p>Justification:</p> <p>Students explore how to use graphite pencils, watercolour, fine line and colouring pencils in different ways. Students learn about tone and texture, basic colour theory and the work of Michael Craig-Martin. Students complete simple analysis and research on Michael Craig-Martin. Students use their knowledge in composition, scale and overlapping to create a final piece</p> 	<p>Justification:</p> <p>Students develop their skills and knowledge in drawing basic facial features and facial proportions. They study the artwork of Helen Hardin and look at abstract portraiture, design, shading, painting and research. They create a concertina sketchbook of drawing work and a final piece in the style of Helen Hardin using paint. Students develop their fact-finding skills by producing a research page about Hardin.</p> 	<p>Justification:</p> <p>This project involves students exploring the theme of cakes and all things sweet. They practise and develop their skills in drawing from first-hand and second-hand observation, using art media including pencil, fine liner and paint. Students learn how to use a viewfinder to help them zoom in on detail and how to use cardboard to create a cardboard relief sculpture.</p> 	<p>Justification:</p> <p>Students explore the theme of insects. They begin by researching images and learning about the importance of looking carefully when working from observation. They will practise different drawing and mark-making techniques in a range of media. For their final piece students create their own insect watercolour painting on fabric, practising blend and wash techniques.</p> 
	<p>Assessment:</p> <p>Students are awarded nine assessed grades throughout year 7 in Art. A Baseline Drawing Assessment is completed in the first lesson of year 7 which provides the first Art grade of the year. For each of the four projects in year 7 students complete a self-assessment, have a graded mid-way teacher assessment, a peer assessment and then a final teacher assessment with grade at the end of the project.</p>			
<p>Wider reading/Cultural capital</p> <p>Throughout the year students will read and learn about the artists that inspire their projects, including Michael Craig Martin as part of Still Life, Helen Hardin as part of Portraiture, Georgina Luck as part of Cakes, and Tiberiu Soo, John Hurford, or Rosalind Monks as part of Insects. Students will produce a written piece of analysis of the artwork of Michael Craig Martin and Helen Hardin. We promote the Royal Academy Young Artist annual competition as well as other local art competitions for students in year 7 to enter. Year 7 students are also invited to attend our annual summer exhibition to view the work of our GCSE and A-level students.</p>				

	Cells	African Masks	Gaudi	Giacometti
Year 8 - Art	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Cell, Cellular Biology, Cut, Tear or Rip, Composition, Layer, Bold, Tangle, Sketch, Faint Outline, Stippling, Hatching, Cross-Hatching, Varying Pressure, Blend, Paint Wash, Thickness of Line, Graduated Tone, Mark-Making, Directional Shading.</i></p>	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Tribe, Cut-Out Silhouette, Symmetry, Printmaking, Poly Tile, Roller, Printing Ink, Colour, Composition, Scale, Line, Tone, Texture, Pattern, Shape, Form.</i></p>	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Architecture, Architect, Mosaic, Collage, Overlap, Composition, Scale, Texture, Kiln, Score, Slip and Smooth, Porous, Coiling, Clay Slab, Pinch Pot, Mixed Media, Graduated Tone, Detail, Colour Blending, Organic, Complementary, Harmonious.</i></p>	<p style="text-align: center;">Concepts/Tier 3 vocabulary</p> <p><i>Sculpture, Sculptor, Holocaust, Nazi Concentration Camps, Mod-Roc, Prop, Dynamic, Elongated, Proportion, Body Joint, Design, Swiss, Sketching, Line, Tone, Texture, Shape, Pattern, Form.</i></p>
	<p>Justification:</p> <p>This project has a strong cross-curricular link and with science and involves students becoming molecular artists. This involves creating artwork based on the scientific study of cells and micro-organisms. Students learn about the artist David Goodsell, using research skills to produce a written piece of work about him. Students use his work to develop and refine their art skills in a variety of media including tonal pencil, coloured pencil, fine line pen, collage and water colour paint.</p> 	<p>Justification:</p> <p>Students develop their knowledge of others cultures by learning about the styles of African Masks from five different West-African tribes. Students build on research skills by completing written facts about one of the tribes. Students also develop and extend their art skills in drawing, design, colour pencil blending, tonal pencil work, pattern work and watercolour painting, as well as learning new techniques involving cut-out silhouettes and poly tile printmaking.</p> 	<p>Justification:</p> <p>Students learn about the work of the famous Spanish architect Antoni Gaudi. They learn how to take inspiration from his work to help them create their own collage and drawing studies of buildings, before designing and making their own abstract architecture clay relief sculpture. They develop new skills in how to join, coil, slab, carve and indent with clay. Students strengthen their research skills by producing a written piece of work about Gaudi.</p> 	<p>Justification:</p> <p>During this project students explore the work of the sculptor and artist Alberto Giacometti. They develop their design, drawing and research skills and learn how to use a range of 3D art materials including wire, mod-roc, cardboard and glue guns to create their own figurative sculpture inspired by Giacometti.</p> 
	<p>Assessment:</p> <p>Students are awarded nine assessed grades throughout year 8 in Art. A Baseline Drawing Assessment is completed in the first lesson of year 8 which provides the first Art grade of the year. For each of the four projects in year 8 students complete a self-assessment, have a graded mid-way teacher assessment, a peer assessment and then a final teacher assessment with grade at the end of the project.</p>			
<p>Wider reading/Cultural capital</p> <p>Throughout the year students will read and learn about the artists that inspire their projects, analysing the artwork of David Goodsell for Cells and Alberto Giacometti for a written piece of work. Students use research skills to write facts about a West African tribe and Antoni Gaudi. The focus this year is learning about art from different cultures and time periods. We promote the Royal Academy Young Artist annual competition as well as other local art competitions for students in year 8 to enter. Year 8 students are also invited to attend our annual summer exhibition to view the work of our GCSE and A-level students.</p>				

	One-Point Perspective	Portraits	Food	Jasper Johns
Year 9 - Art	<p>Concepts/Tier 3 vocabulary <i>Horizon Line, Receding lines, Vanishing Point, 1-Point Perspective, 2-Point Perspective, Aerial Perspective, Worms-Eye View, Birds-Eye View, Pen and Wash, Colour, Line, Tone, Texture, Shape, Form, Pattern.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Pointillism, Tone, Cubism, Portrait, Composition, Proportion, Contrast, Stippling, Expressive, Emotive Art, Abstract, Grid Method, Content, Form, Mood, Process, Tone.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Continuous Line, Composition, Outline, Crease, Tone, Overlap, Shadow, Highlights, Photo-Realistic, Colour Blending, Opaque, Pop Art, Proportion, Viewfinder, Monoprint, Semi-Transparent, Mark-Making, Saturated Colour, Detail, Precision, Benday Dots.</i></p>	<p>Concepts/Tier 3 vocabulary <i>Composition, Design, Abstract Art, Typography, Superimpose, Camouflage, Mark-Making, Shade, Oil Pastel, Mood, Colour Scheme, Complementary Colours, Blending, Process, Texture, Pattern, Tone.</i></p>
	<p>Justification:</p> <p>Students learn the technical drawing skills of drawing in 1-point perspective. They start by learning how to do simple shapes, then progress onto letters and more complex shapes, before tackling a city skyline using a surreal worms eye view. Students learn a new art media technique involving pen and wash and how this can create atmospheric work. Students develop analytical and research skills by completing a written research piece on a street artist.</p> 	<p>Justification:</p> <p>Students revisit the topic of portraiture, covered in year 7, but in a more detailed and complex manner. Students learn how to draw facial features and portraits using detail and tone. They look at a variety of very different techniques for making art, including pointillism, expressive watercolour painting. Students learn about the history behind cubism and how it has been applied by past and present artists to create unique compositions. Students use this knowledge to complete written analysis of the artists Pablo Picasso and Graffiti artist "Belin."</p> 	<p>Justification:</p> <p>This project involves students learning how to create art using different mark-making methods, including continuous line drawing and mono-printing. Students extend and refine their skills with drawing in proportion and detail, whilst exploring how to draw logos in different media. Students learn about the work of different styles of artists who have explored the theme of food in 20th and 21st century art, completing written research about a chosen artist.</p> 	<p>Justification:</p> <p>This project focuses on developing and improving students' skills in 6 out of the 7 FORMAL ELEMENTS for creating ART: Colour, Line, Tone, Texture, Pattern and Shape. They explore how composition can be constructed using layering, superimposing and abstract camouflage techniques using everyday symbols of letters and numbers. Students also learn about the artist Jasper Johns, completing written analysis on him, and his style as work, as well as how to use oil pastel to create different texture and blending techniques.</p> 
	<p>Assessment: Students are awarded nine assessed grades throughout year 9 in Art. A Baseline Drawing Assessment is completed in the first lesson of year 9 which provides the first Art grade of the year. For each of the four projects in year 9 students complete a self-assessment, have a graded mid-way teacher assessment, a peer assessment and then a final teacher assessment with grade at the end of the project.</p>			

Wider reading/Cultural capital

Throughout the year students will read and learn about the artists that inspire their projects, completing written artist analysis on Jasper Johns, Pablo Picasso and Belin. Students use research skills to find out about the work of contemporary food artists and street artists to complete a piece for their project. Students in year 9 have the opportunity to attend a creative industry career focused trip in conjunction with the DT department, where students get to visit the Harry Potter Studios to see how set, costume and design are used in film. We promote the Royal Academy Young Artist annual competition as well as other local art competitions for students in year 9 to enter. Students are also invited to attend our annual summer exhibition to view the work of our GCSE and A-level students.