



## Art – KS3 Curriculum Summary (2023-2024)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><b>Formal Elements</b> Still life as a genre</p> <p>Shape, line, form, tone. Pencil, Charcoal</p> <p>Colour theory and colour matching</p> <p>Watercolour</p> <p><b><u>Stretch and Challenge:</u></b> More intricate forms provided. 1:1 Direction to develop skills in realism as needed</p>	<p><b><u>Botanical illustration</u></b> Techniques Creating collection of studies</p> <p><b><u>Stretch and Challenge:</u></b> More intricate forms provided</p>	<p><b>William Morris</b> Library Visit Translating forms into patterns Pattern and repetition</p> <p><b><u>Stretch and Challenge:</u></b> Exploring dynamic pattern</p>	<p><b>Printmaking</b> from Morris inspired designs</p> <p>Exploring layering onto different backgrounds</p> <p>Evaluate</p> <p><b><u>Stretch and Challenge:</u></b> Explore designs which break any sense of where the repeats occur</p>	<p><b>Still life and composition</b> Photography and framing in response to O’Keeffe</p> <p>Drawing from photos GRID Technique</p> <p><b><u>Stretch and Challenge:</u></b> Independent shoots exploring lighting and angles encouraged</p> <p>Pushing for more attention to transitions between tones, rather than only spotting tonal range</p>	<p><b>Sustained still life paintings</b> Van Gogh O’Keeffe inspired flower paintings</p> <p><b><u>Stretch and Challenge:</u></b> 1:1 Direction to develop skills in realism as needed. Pushing for decisive brush marks</p>

Year 8	<b>Introduction to Landscape genre</b> Recording techniques Exploring a range of movements and cultures Interpretations of their landscapes Sarah Morris - New York contemporary John Dunkley - Jamaica recent history John Constable - England 18 <sup>th</sup> Century  En plein air drawing Impressionists, Pissarro, George Shaw  Texture and mark making  Atmospheric perspective  <u><b>Stretch and Challenge:</b></u> Push for answers on how the style of an artwork reflects its location AND time period, consider wider context	Impressionism and landscape  Monet's London paintings  Kurt Jackson mark making techniques Exploring Watercolour techniques  Acrylic techniques  Sustained Monet painting Evaluate  <u><b>Stretch and Challenge:</b></u> Push for more variety in brushwork and mark making techniques Push for more layers of depth, but seamlessly rendered between layers	Linear Perspective The history of perspective and Scale in Art  12 <sup>th</sup> Century Chinese Art on Scrolls Egyptian Art and scale Medieval Art Filippo Brunelleschi  Perspective drawing techniques  <u><b>Stretch and Challenge:</b></u> Push for 2 point perspective or inclusion of side streets, open windows etc	Sustained Perspective painting Evaluate  <u><b>Stretch and Challenge:</b></u> 1:1 Direction to develop skills in painting (realism) as needed	Architecture and facades Gaudi Zaha Hadid Thomas Heatherwick  Pattern and repetition Dynamic pattern  Boyle family and recording everyday spaces  <u><b>Stretch and Challenge:</b></u> Push for dynamic pattern Deeper discussion on design, form and function, analysing buildings against their use rather than just visually.	Clay facades Digital pattern making Junk modelling Barnaby Barford  Photography of sculptures Composition  Evaluate  <u><b>Stretch and Challenge:</b></u> Push for at least 5 layers of depth, clean lines and building of all parts
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Year 9	<b>Surrealism</b> Introduction to the movement and key figures/Art  Exquisite corpse drawings Automatic drawing  Combined images drawings  Dali, Magritte, Tanning, Tanguy  <u><b>Stretch and Challenge:</b></u> 1:1 Direction to develop skills in realism as needed	<b>Magritte response - sustained painting</b>  Evaluate  <u><b>Stretch and Challenge:</b></u> 1:1 Direction to develop skills in realism as needed	<b>Visual language</b> Political Art Protest Art Propaganda  Banksy Guerilla Girls  Collage responses updating existing Artworks  Grayson Perry in depth analysis  <u><b>Stretch and Challenge:</b></u> Students to take opposing view to some issues to teach objectivity (where appropriate)	<b>Sustained Clay responses</b> Clay ware in response to Grayson Perry but with students own selected social issues  <u><b>Stretch and Challenge:</b></u> Push for refined clay builds.	<b>Identity</b> Portraiture techniques Eyes, nose, lips, Full body  Proportion  Looking at key portraits/artists work on theme: Da Vinci Frida Kahlo Kehinde Wiley Chuck Close Rembrandt <u><b>Stretch and Challenge:</b></u> Push for more likeness- proportion is everything!	<b>Sustained painted portrait</b> outcome Evaluate  <u><b>Stretch and Challenge:</b></u> Push for more sophisticated design of image and painting techniques