

2022-2023 Year 9 Curriculum and Assessment Plan for Key Stage 3 Art.

The curriculum and assessment of pupils at this stage of education has been carefully designed to develop the creative, technical and practical skills needed to perform everyday tasks confidently. The curriculum is built to apply knowledge and understanding of skills and techniques to create a range of different ideas that will lead to a final visual outcome.					
<p>Half Term 1: Art focus- Formal Elements and Natural Form (max 7 lessons)</p> <p>All pupils will know: Importance of health and safety in a practical subject. Revisiting the specific first 5 formal elements (FE) are, LINE, TONE, SHAPE, FORM and COLOUR and initially applying these to the beginning of the Natural Forms Project. About CHIAROSCURO, understanding the effects of TONE in drawings and explore light and dark using chalks as a media.</p> <p>All pupils will be assessed by: Knowledge quiz Practical Assessment: LINE</p> <p>Impact- Why do we teach this? Developing an understanding of the different key 'things' to create Art. Wider impact on the importance of being confident in their own ability to draw and to increase their understanding on how varied LINE can be</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Safety in the Art room. - Understanding of FE - Skills using chalk media <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Health and safety, Formal elements, line, tone, shape, form, colour, media/medium, technique, composition, proportion, highlight, shadow, shade</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas and creating form through application of TONE.</p>	<p>Half Term 2: Art focus- Continuation of Natural Form (max 7 lessons)</p> <p>All pupils will know: How to explore natural form through observational drawing, other hand drawing, continuous line drawing and blind drawing. How to generate repeat pattern designs through their exploration of line. They will know how to select the best option to repeat, using a view finder and know how to use tracing paper to do this.</p> <p>All pupils will be assessed: Practical Assessment: TONE</p> <p>Impact - Why do we teach this? To enable pupils to understand what PATTREN is and so they can learn one method to create their own To give pupils the basic but key knowledge in creating pattern to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Observational drawing - <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Repeat Pattern, Symmetry, Rotation, Brayer, Printing ink, Polystyrene, Printing tile, Registration marks, Design, Press print, Monoprint, Woodcut, Linocut, Engrave</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas. Maths, proportions, repeat patterns, symmetry, rotation</p>	<p>Half Term 3: Art focus- Continuation of Natural Form (max 7 lessons)</p> <p>All pupils will know: How to generate repeat pattern designs through their exploration of line. Understanding how to translate a repeat design in different arrangements and repeat colour within their designs.</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? To enable pupils to understand what PATTREN is and so they can learn one method to create their own So pupils can understand how to choose their own specific colour pattern To give pupils the basic but key knowledge in painting to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Being able to trace with accuracy and purpose - Manipulation of own design to create repeats <p>Reading Skills needed for this unit: Key Vocabulary: Analysis and evaluating</p> <p>Repeat Pattern, Symmetry, Rotation, Brayer, Printing ink, Polystyrene, Printing tile, Registration marks, Design, Press print, Monoprint, Woodcut, Linocut, Engrave, colour palette</p> <p>Opportunity for cross-curricular skill development: DT, sketching, developing ideas. Maths, proportions, repeat patterns, symmetry, rotation</p>
<p>Half Term 4: Art focus- Continuation of Natural Form (max 5 lessons)</p> <p>All pupils will know: Understanding of Industrial and historical practices. Press printing of repeat patterns. How to create a monoprint, using foam printing block and brayer. How to develop their work in layers.</p> <p>All pupils will be assessed: Knowledge quiz Practical assessment: PAINTING (Bottle)</p> <p>Impact - Why do we teach this? So pupils will be able to understand our mono printing process and that this is just 1 method and there are more different ways to print To give pupils the basic but key knowledge in printing to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Mono printing process <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: Repeat Pattern, Symmetry, Rotation, Brayer, Printing ink, Polystyrene, Printing tile, Registration marks, Design, Press print, Monoprint, Woodcut, Linocut, Engrave</p> <p>Opportunity for cross-curricular skill development: DT, developing ideas application of colour.</p>	<p>Half Term 5: Art focus- Insects (max 6 lessons)</p> <p>All pupils will know: Understanding insect anatomy through the observational exploration of drawing. About an artist (of their choice) who is inspired by insects and understand, in some cases there are ethical issues to be aware of. Complete an artist copy</p> <p>All pupils will be assessed: Knowledge quiz</p> <p>Impact - Why do we teach this? To enable pupils to understand the body parts and proportions of an anthropoid and to enable pupils to work copying a style/technique. So pupils can add to their previous knowledge of insect anatomy.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Observational skills - Exploration of their Artists technique - Researching their Artist <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: media/medium, technique, composition, proportion, highlight, shadow, shade, insect, exoskeleton, thorax, anthropoid, antennae, abdomen, swarm, compound eyes, segmented, mandible, proboscis, colony, cocoon, chrysalis, hive</p> <p>Opportunity for cross-curricular skill development: DT, developing ideas application of colour. Science, insects</p>	<p>Half Term 6: Art focus- Insects (max 7 lessons)</p> <p>All pupils will know: How to design insects and use the techniques of frottage or pattern work and assemblage. To develop a final piece influenced by their chosen artist</p> <p>All pupils will be assessed: End of project Assessment</p> <p>Impact- Why do we teach this? To enable pupils to develop To give pupils an ever-developing range of techniques to support the GCSE.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> - Using the same style and techniques to create their own insect piece <p>Reading Skills needed for this unit: Analysis and evaluating</p> <p>Key Vocabulary: frottage, mandala, zentangle, insect, exoskeleton, thorax, anthropoid, antennae, abdomen, swarm, compound eyes, segmented, mandible, proboscis, colony, cocoon, chrysalis, hive</p> <p>Opportunity for cross-curricular skill development: DT, developing ideas application of colour. Science, insects</p>
<p>Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure pupils from all starting points will develop the key curriculum skills and knowledge identified. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. Whole Academy policies and practices are followed to tailor the delivery of the curriculum for individuals and groups of students. For example, SEND students have individual learning profiles that outline needs/strategies to be used, Whole group RIPs are in place to identify key teaching strategies that will be used with individual teaching groups. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.</p>					

Enrichment opportunities:

After school club and competitions.

Career opportunities/ links: Artist, architect, Jewellery designer, furniture artist, fashion designer, illustrator, graphic designer

NATIONAL CURRICULUM KS3

Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils: ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Subject content Key stage 3 Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.