

## KS3 – Art & Design Curriculum Map

### Year 7 – The World Around Us

Autumn Term	Spring Term	Summer Term
Landscapes – Painting	Natural Form Mandala’s – Mixed Media Drawing	Creepy Crawlies – Printmaking - Relief block
<p>Firstly, students will explore and encounter each of the 7 basic elements (tone, line, colour, pattern, texture, shape and form). Pupils will then go on to encounter these key concepts in a practical, project study looking at rural landscape. Students will explore the landscape work of David Hockney, and subsequently the Post-Impressionist movement. Students will record the landscape in two-dimensional methods, using a wide variety of materials, processes and techniques. Furthermore, students will develop their knowledge of the structure of a landscape (foreground, middle-ground, background, horizon line, etc.) and how to create a sense of distance and depth in 2-dimensional work. In response to stimuli from Hockney, pupils will work in groups to produce a landscape final piece painting.</p>	<p>Looking primarily at the work of Helen Wells and Jamie Locke, pupils will encounter Mandala art. Mandala is a spiritual and ritual symbol in Hinduism and Buddhism, representing the universe. The circular designs symbolises the idea that life is never ending and everything is connected. The mandala also represents spiritual journey within the individual viewer. Inspired by Helen Wells, students will explore pattern within nature, focusing on shape, line, colour, tone and texture. Following on from analysis of mandalas, students will design their own mandala piece. This design will then be realised using a range of desired mixed media approaches; wax resist, pen, watercolour, brush, etc.</p>	<p>During the summer term project, students will encounter the work of Christopher Marley; an artist who collages deceased bugs into geometric pattern. Marley’s work is a cross between collage and installation, following into the Modernist art movement. In this topic, students will learn about the importance of bugs in our ecosystem, specifically the significance of bees. Pupils will record bug imagery, learning further about pattern, tone, colour, texture and symmetry. By considering their visual appearances and purposes, students will go on to design a visually interesting bug. This bug design will be transferred on to a polystyrene tile, and pupils will create a series of polytile print, in a geometric, arranged pattern, inspired by Christopher Marley.</p>
<p>Cross curricular links:            Geography – Urban and rural places and spaces            Mathematics – Shape, ratio, proportion</p>	<p>Cross curricular links:            Science (Biology) – Nature            Religious educations - Hindu and Buddhist cultures            Mathematics – Shape, ratio, proportion, pattern</p>	<p>Cross curricular links:            Science (Biology) – Insect anatomy, ecosystems            Mathematics – Shape, ratio, proportion and pattern</p>

**Assessment:**

Each project will be marked conferring to the GCSE assessment objectives.

Each project will grade students separately for:

- A01 – Artist research, use of artist inspiration and the formulation of students’ own ideas as a result of such influence.
- A02 - Recording (drawing and photography), recording of the development of ideas, recording of thoughts, annotations.
- A03 – Experimentation with media, process and technique.
- A04 - The realisation of an outcome which brings together the skills, knowledge and understanding of the unit.

## Year 8 – You, Me & Us

Autumn Term	Spring Term	Summer Term
Commercial Objects – Soft sculpture	Identity - Drawing	Figure - Collage
<p>Within this project, students will initially encounter still life as a genre and look at photorealism methods of realisation. Pupils will look at the works of artists such as Kate Brinkworth, Ralph Goings, Joel Penkman and Tjalf Sparnaay. Concentrating on subjects associated with dining, pupils will explore composition, and photograph still life arrangements. In turn, these arrangements will be used to enable pupils to create an A3 realistic still life piece. Students will continue to be inspired by the objects encountered during still life, but will be further inspired to design their own commercial products. Pupils will pay close attention to the Pop Art movement and soft sculpture in this stage. Students will explore how commercial products use visual language to increase consumerism, and the effects such communication has had on popular culture. In response to such inspiration, pupils will create sculptures of new products, and then advertise accordingly.</p>	<p>During spring term, students will encounter the topic of 'Identity'. This project is split up into two parts. The first part of the project will ask that pupils take a look at their own inner and outer identities (facial features, overall appearance, personality, likes, dislikes, etc.). To introduce this section, pupils will look at pre and post 21<sup>st</sup> century portraiture art, then focus in on the realistic portraiture work of Chuck Close. Students will learn about the ratio, dimensions and proportions of the face, practicing achieving accuracy in their 2D work. Furthermore, pupils will put these theoretical concepts into practise, alongside the smooth transition of texture of tone using chalk pastels and charcoal, by producing a realistic self-portrait. Part 2 of this project will ask pupils to consider their identities as a collective group of human beings and the impact we have on the world and other living organisms around us. Pupils will encounter the work of Charles Le Brun and respond to the concept of rising sea levels to envisage what humans could evolve to look like to survive underwater. Concepts of evolutions and mutation will encourage pupils to consider form, shape and textures of sea life creatures. Using imagination, pupils will create their own mutant style poster, further inspired by previous advertisements from the WWF.</p>	<p>During the summer term project, students will encounter the expressive and cubist work of Pablo Picasso. To begin, pupils will visually analyse and consider the simple geometric shapes and interlocking planes of the style. Further in depth investigation will unearth expressive and symbolic concepts associated with Picasso's Guernica piece. Students will take into account recent conflicts from around the world; recognising war as the most destructive activity known to humanity. Aiming to express a depiction of chaos and carnage, pupils will be encouraged to reflect on the importance of acceptance and encouragement of individual identities. Pupils will realise the piece using simplified shape and line, with collage techniques.</p>
<p>Cross curricular links:            Food Technology – Healthy eating, food packaging, ingredients            Graphic Design – Product design, typography, advertising            Mathematics – Ratio, proportion, nets</p>	<p>Cross curricular links:            PSHE – Identity            Mathematics - Ratio, proportion            Science – Evolution, mutation            Geography – Global warming, rising sea levels</p>	<p>Cross curricular links:            History – War/conflict            Mathematics - Ratio, proportion</p>
<p><b>Assessment:</b>            Each project will be marked conferring to the GCSE assessment objectives.            Each project will grade students separately for:</p> <ul style="list-style-type: none"> <li>- A01 – Artist research, use of artist inspiration and the formulation of students' own ideas as a result of such influence.</li> <li>- A02 - Recording (drawing and photography), recording of the development of ideas, recording of thoughts, annotations.</li> <li>- A03 – Experimentation with media, process and technique.</li> <li>- A04 - The realisation of an outcome which brings together the skills, knowledge and understanding of the unit.</li> </ul>		