

What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to develop the students' art knowledge through skills development, artists research, learning new techniques and studying art history.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Summer 2	<ul style="list-style-type: none"> Aztec Art Aboriginal Art Pointillism art movement 	<p>Students will learn about Aztec art, looking into the cultural uses for artworks and the importance of some pieces.</p> <p>After finishing Aztec art, students will start Aboriginal art, they will learn about Indigenous Australian people, some of their art work, such as painting, wood carving, rock carving, sculpting and ceremonial clothing.</p> <p>Key terms:</p> <ul style="list-style-type: none"> Aztec Lines Colours Shapes Materials Shading Texture Proportion <p>Employability and life skills: Team work, Time Management, Creative thinking, Cultural Appreciation, Historical and social context, Presentation skills.</p>	<p>Students will do a lot of tasks in this term, include:</p> <ul style="list-style-type: none"> Creating and designing a front page Improve their drawing skills, which they already gained in Y7 Learning new drawing techniques, such as using the pencil and ruler to measure Using paper and cards to recreate 3D models of Aztec Masks Learning different oil pastel and soft pastel techniques (blending, layering, sgraffito, cross-hatching, stippling, tint, side stroke, feathering and twisting) Learning Pointillism Art movement to create Aboriginal art. Gaining historical information about famous artists and getting inspiration from them. 	<ul style="list-style-type: none"> Produce 2D drawings by using different techniques and medium, start thinking about finishing and quality. Creating 3D model by using cards, paper and recycled materials in response to Aboriginal/Aztec art.

Autumn 1

- Frida Kahlo
- Day of the Dead
- The sugar skull
- Alebrijes

Students will learn about the artist Frida Kahlo, discuss her life and the effect it has on her artwork.

Students will start learning portrait drawing or tracing images to create the Foreground/Mid-ground/ Background.

Colour with various medium.

Colour the design work for the sugar skull and make smaller versions.

Key terms:

- Frida Kahlo
- Layers
- Foreground
- Mid-ground
- Background
- Context
- Symbolism
- Proportion

Employability and life skills:

Team work, Time Management, Creative thinking, Cultural Appreciation Different Art Movement, Historical and social context, Presentation skills.

Internet safety, when researching

- Learning some painting/watercolour techniques to create some paintings
- Creating drawing and using different mediums such as oil/soft pastel, acrylic paint and coloured pencil
- Doing artist research to identify and describe artistic elements of the period
- Learning about the day of the dead and design sugar skull
- Creating Alebrijes using images of animals and mixing elements
- Collaboration practice to create an informative poster
- A presentation in front of the class about the poster

- Develop a piece showing an understanding of creative intention
- Use of materials
- Choice of colours
- Produce a poster about Frida Kahlo

Autumn 2

- African Art
- Masks
- Patterns
- Face painting
- Contemporary Art from Kenya and Tanzania
- Cubism Art movement

Students will learn about African art, discuss the key elements:

- Shapes
- Colours
- Lines
- Patterns (geometrical and symmetrical patterns)

The focus will be African masks and patterns.

Students will learn about some famous African artists, who create African Art but based on modern style, they will learn about their paintings, drawings and sculptures.

Masks:

- Who makes them?
- What are they used for?
- Which materials are made from?
- Names of some masks

Patterns:

- Ways of creating and weaving African fabric
- What these fabrics are used for?

Key terms:

- Mask
- Tools
- Techniques
- Materials
- Process
- Line
- Colour
- Contrast
- Shape
- Form
- Pattern

Employability and life skills:

Team work, Time Management, Creative/Critical

Students will be completing many tasks and activities, such as:

- Drawing African masks by using different mediums, such as oil/soft pastel.
- Creating and designing their own version of African masks by using oil pastel.
- Creating masks by using cards, tissue paper, plain paper.
- Drawing and painting African patterns by using water colour/ acrylic paint.
- Learning Cubism Art movement and how Picasso was inspired by African Art, when he founded this movement

- Produce 2D drawings by using different techniques and mediums, start thinking about finishing and quality.
- Creating 3D models by using cards and paper in respond to African art.

thinking, Communication skills, Presentation skills

Spring 1

- Venetian Art
- Masks
- Buildings
- Perspective drawing

Students will learn about Venetian art, they will start with Venetian masks, they will study Venetian buildings and after that they will study perspective drawing.

Students will learn about festivals and how masks are used for these festivals.

Venetian buildings and how to draw them.

Key terms:

- Mask
- Tools
- Techniques
- Materials
- Process
- Line
- Colour
- Contrast
- Shape
- Form
- Pattern

Employability and life skills:

Team work, Time Management, Research Skills, Creative/Critical thinking, Cultural Appreciation of Venetian Art, Historical and social context, Presentation skills

Students will be completing many tasks and activities, such as:

- Improving their tonal drawings skills, they will draw Venetian masks by using pencils/graphite
- Improving their 3D modeling skills, they will create Venetian masks by using black and white cards, tissue paper, plain paper
- Drawing Venetian building, which are colourful
- Learning how to draw easy perspective drawing and then move to draw perspective drawings of Venetian buildings.

- Produce 2D drawings by using different techniques with high quality and excellent finishing.
- Creating 3D models, this will be a mask by using cards and paper.

Spring 2

- Illustration drawing
- Manga drawing
- Hayao Miyazaki
- Super Heros

- Students will learn and gain knowledge about Comic Book Illustration and Manga faces. They will start with small parts of the face, they will do the eyes first, once they get that, they will move immediately to the whole face, as eyes are the most difficult part.
- Students will learn how to draw Manga faces with different facial expressions
- Students will learn how to sketch some parts of the body, they will do hands, heads, legs and then they will do the whole body.
- They will draw between 1 and 3 observations.
- To draw out own super hero choosing gender, facial expression and body type.

Key terms:

- Illustration
- Manga
- Bold Colours
- Proportion
- Outline
- Muscle
- Proportion
- Expression
- Tense
- Sketch

Employability and life skills:

Team work, Time Management, Creative thinking, Historical and social context, Presentation skills

- Students will improve their tonal drawing skills, as they will do sketch and observational tasks.
- Learning more about comic artists, such as Hayao Miyazaki and they will do research about his work.
- Students will get a strong base for Year 9 and will be able to draw the human body accurately.
- Students work independently using all their skills they have practiced to create their own super hero body

- Drawing ability - accuracy in sketching
- Ability to recognise how elements of art are used.
- Ability to apply skills in their own sketches.

<p>Summer 1</p>	<ul style="list-style-type: none"> • T-shirt Design • Bag design 	<ul style="list-style-type: none"> - Students will learn how famous T-shirt designers create their designs, they will design their own patterns based on Comic and Manga drawings and they will watch videos on how this is done. - Students will learn printing techniques, such as lino-print/ mono-prints. - One of the main things that students will learn is creating creative background - Students will learn how to create a pattern to be used on their bag design. <p>Key terms:</p> <ul style="list-style-type: none"> - Symbol - Colour - Line - Shape - Composition - Trace - Colour scheme <p>Employability and life skills: Team work, Time Management, Creative thinking, Historical and social context, Presentation skills</p>	<ul style="list-style-type: none"> - Students will get knowledge of Text Design and will be able to “draw” their messages instead of writing them. - Mixing drawings with text to create paintings/ drawings. - One of the main strengths that students will get is collaboration with others 	<ul style="list-style-type: none"> • Ability to recognise consistencies • Using of artistic vocabulary • Use of techniques in their own work • Composition of • Independence and ability to use techniques
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