****

**Key Stage 3**

**Programme of Study:** Art

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Half Term 1** | **Half Term 2** | **Half Term 3** | **Half Term 4** | **Half Term 5** | **Half Term 6** |
| **7** | **Topic:** Food and Drink**Key Knowledge:*** Investigate different techniques using the media specified- concentrating on texture and tone.
* Knowledge on skills such as shading and tone, basic colour theory, perspective etc.
* Explore different media and develop their work through improved skills using these materials.
* To develop their own still life drawings using what they have learned in class.

**Assessment:**Autumn 1 – Baseline drawing (title page) and colour wheel (mixing colours/painting skills)Autumn 2 – Mixed media artwork inspired by project | **Topic:** The Shoe Project**Key Knowledge:*** Explore different media and develop their work through improved skills using different materials.
* Develop their own shoe drawings using what they have learned in class.
* Develop research/planning pages using contextual studies.
* Investigate different techniques using the media specified e.g. pen/water, watercolour.
* Research and analyse the Indian culture artwork and processes
* Know how to use papier-mâché to create a 3D Indian slipper
* Use artist research and medias to create a final outcome
* Use artist research and medias to create a final outcome

**Assessment:**Spring 1 – Shoe title page (observational drawing)/Michael Craig Martin inspired shoe (painting/creating artwork inspired by an artist)Spring 2 – 3D Indian Slipper | **Topic:** Portrait Basics**Key Knowledge:*** Explore portrait through observational drawing
* Learn about different techniques and styles of portrait through contextual study.
* Explore new ways of working – drawing using a mirror, colour blending, painting techniques.
* Experimenting with paint – how to create texture and successfully match/blend colours
* Looking at the proportions of their face and using this to create a balanced portrait, investigating details of their face closely and recording it using their sketching skills

**Assessment:**Summer 1 – Watercolour eye Summer 2 – Self-portrait with watercolour/zentangle background |
| **8** | **Topic:** Zentangle**Key Knowledge:*** Explore and develop their own original patterns using different examples of researched patterns and their own imagination combined.
* Learn to look closely at fine details and quality of line in their work. They will learn how to create a visual balance between dark/light areas.
* Develop an understanding of abstract and non-objective art through pattern making.
* Develop patterns, embracing mistakes and actively using their creativity.

**Assessment:**Autumn 1 – Zentangle title pageAutumn 2 – Zentangle mixed media animal artwork | **Topic:** Dreams and nightmares**Key Knowledge:*** Define what surrealism is
* Know Dada is an art movement formed during WW1
* Understand what the subconscious mind is and understand how Sigmund Freud influenced the surrealist movement
* Learn about contrasts and juxtapositions
* Experiment with changing scale in artwork in order to create a surrealist composition
* Produce pages in their sketchbook looking at core skills such as shading and tone, basic colour theory, perspective etc inspired by surrealism

**Assessment:**Spring 1 – Surrealist title pageSpring 2 – Surrealist work using either monoprinting or collage | **Topic:** Tropical Fish**Key Knowledge:*** Explore different media and develop their work through improved skills using these materials.
* Develop their own still life drawings using what they have learned in class.
* Investigate different techniques using the media specified- concentrating on texture and tone.
* Produce pages in their sketchbook looking at core skills such as shading and tone, basic colour theory, perspective etc.

**Assessment:**Summer 1 – Tropical fish watercolour/pen title page inspired by Jason ScarpaceSummer 2 – Clay fish designs |
| **9** | **Topic:** War and Conflict**Key Knowledge:*** What conflict is
* The effects of conflict upon society.
* Current affairs. Historical events. Students develop knowledge of the world around them.
* Which cities have been/are affected by conflict? How? What are the characteristics of these cities? How have they changed?
* Explore the independently while using the work of others as inspiration.
* Follow the sketchbook guidelines to develop and explore their ideas to realization.
* Experiment with presentation techniques and develop an individual approach to the project.
* Explore different techniques and materials.
* Experiment with media, taking risks and trying out their ideas.
* Produce a final piece based on their experiments and research.
* Regularly self-evaluate their work through annotation and peer feedback.
* Continuously develop their ideas and refine their work.
* Produce an evaluation of their work at the end of the project.

**Assessment:**Autumn 1 – Title page inspired by topicAutumn 2 – Final piece inspired by Picasso, Kathe Kollwitz and Karl Schmidt-Rottluff either by  | **Topic:** Urban Art**Key Knowledge:*** Explore a number of sources within the theme – looking at both primary and secondary resources
* Develop their ideas through recording their observations and using artists work as inspiration to the topic using a wide range of different medias.
* Design meaningful applique/stencil/2D designs inspired by artist Haring (or other artists looked at)
* Investigate the qualities of different media in their prep work, and develop their work through this.
* Understand and be able to apply graphic simplification in their design work to help them with their design work/ideas.
* Produce preparatory work in their sketchbooks and use this work to develop and make a final piece.
* Understand the complexities of positive and negative spaces and stencil cutting.
* Understand how to embroider their fabric to reach final outcome.
* Understand the process of applique/reverse applique.

**Assessment:**Spring 1 – Street artist inspired title page Spring 2 – Stencilled work with either paint or on textile | **Topic:** Close Ups**Key Knowledge:*** Explore artist’s work independently and use it to inspire their final piece.
* Follow the preparation work guidelines to develop and explore their ideas to realization.
* Students will be encouraged to experiment with presentation techniques and develop an individual approach to the project.
* Develop their technical skills in a wide range of different areas.
* Will have the opportunity to explore different techniques and materials.
* Investigate the work of at least 2 different artists.
* Students will produce experiments with media, taking risks and trying out their ideas.
* Students will produce a final piece based on their experiments and research.

**Assessment:**Summer 1 – Close up title pageSummer 2 – Observational large scale drawing  |