

KS3 ART, CRAFT AND DESIGN - YEAR OVERVIEW

Term	PROGRESS STRANDS	YEAR 7	YEAR 8	YEAR 9
1.1	CREATIVITY	<p>WHAT DOES IT MEAN TO BE CREATIVE? AM I AN ARTIST? Aim: To instil the creative attributes and attitudes needed to be a successful artist and approach artistic tasks positively.</p> <ul style="list-style-type: none"> Moving on from mistakes: <i>Scribble as art</i> Giving it a go: <i>The Dot</i> Never giving up: <i>1000 Dot-to-Dot</i> Using your imagination: <i>Taking a line for a walk</i> Following the steps: <i>Origami paper crane making</i> Getting your hands dirty: <i>Plasticine Flanimals</i> <p>Outcomes: Increased confidence, resilience, perseverance, enthusiasm, engagement, and positivity. CONNECT: <i>Literacy - reading books by Peter H. Reynolds, Ricky Gervais, Eleanor Coerr.</i></p>	<p>ALICE IN WONDERLAND - Bunting Aim: To develop artworks through the investigation and presentation of artist imagery (written and visual) and personal response. Focus on literacy and oracy through the reading, listening to and watching of Alice's Adventures in Wonderland and in terms of written artistic communication, presentation, and use of language as art. Introduction to letterforms, typography, fonts, and design aspects.</p> <p>Outcomes: Evidence of knowledge and understanding of the key concepts within the story and individual contribution to character presentations based on character information, appearance, and attributes. Character inspired bunting piece for joint display. Personal alphabet and use of typographical rules to share literacy work and information regarding the understanding of the Alice in Wonderland story and specific character roles within it.</p> <p>Media: Digital, written, pencils, pen, paint. Sustained Homework Task 1.1: Character profile / passport / presentation. Sustained Homework Task 1.2: Typographic illustration set as a design brief. VISIT/WORKSHOP: <i>Northern Print</i> CONNECT: <i>Year 6 Open Evening Display</i> CONNECT: <i>Literacy - reading books by Lewis Carroll.</i></p>	<p>PASSPORT TO PORTFOLIO - The foundation to build a sketchbook circle. Aim: To introduce students to sustained and independent approaches to recording intentions, ideas, and artworks. Focus on sketchbook skills and developing the confidence to 'just do it' – instilling a creative habit.</p> <p>Outcomes: Completion of 'Steal Like an Artist.' A Journal/sketchbook displaying an experimental approach to recording. A series of personal identity explorations to be further developed as part of the SKETCHBOOK CIRCLE – EXTENDED INDEPENDENT JOURNEY. Media: Inks, brush, collage, photography. <i>#Opportunity to extend Sketchbook Circle to staff – well-being.</i></p>
1.2	RECORDING	<p>LINE & TEXTURE Aim: To investigate different weights and thicknesses of line to record objects and/or techniques. A focus on 'making a mark,' and manipulation of unfamiliar and unconventional materials including how line creates implied texture and tactile qualities.</p> <p>Outcomes: Studies of natural forms using a linear approach to recording and a variety of materials to create surface texture. Media: Pencil, pen, ink, wire, clay, wax resist, rubbings.</p>	<p>MAD HATTER'S TEA PARTY - Painting (3D/Textiles) Aim: To develop fine art practice and introduce students to a painterly application of materials and techniques using traditional and craft materials.</p> <p>Outcomes: An extensive range of cake studies using professional quality paints. Line drawings and mono-prints based on the sketches of Wayne Thiebaud. The application of paint to a canvas or board, mark-making techniques and the range of brushwork used. A series of miniature impasto/sgraffito/stipple paintings. Work onto paper plates, napkins, or party tablecloths. <i>#Opportunity to move into 3D with modroc or felt cake sculptures – cake slices or donuts.</i> <i>#Opportunity to link with Primary Schools for exhibition/use for transition days later in the year.</i></p> <p>Media: Standard 'dry' recording materials, acrylic paint – free flow, heavy body, emulsion, oil. For 3D: Cardboard, mod-roc, paper-mache, felt and embroidery threads. Sustained Homework Task 2.1: Create a visual food diary - photography Sustained Homework Task 2.2: MAKE a food item</p>	<p>AIM: To observe closely and understand the proportions of the human face and the anatomy of facial features. To think about appearance as part of personal identity.</p> <p>Outcomes: A series of detailed tonal drawings of facial features, full portrait drawings using the grid technique and a range of digital 'selfie' photographs with creative use of expression. Media: Pencil, pen, clay, photography, digital editing apps. <i>#Opportunity to add a 3D element as a clay relief feature tile</i> CONNECT: <i>Provides the foundation for Strange Portraits.</i></p>
2.1	RECORDING	<p>STONE Aim: To understand the importance of tone to achieve realism and the illusion of three-dimensions. The ability to create a range of tones from dark to light and apply these to shapes.</p> <p>Outcomes: Evidence of observational drawing and recording skills through tonal drawings including inverted tone and white on black. Media: Tonal pencils, graphite, charcoal, chalk. <i>#Opportunity to work collaboratively on a joint sectional artwork</i></p>	<p>COLLABORATORS OF CREATIVITY Introduction to creative careers, the creative economy and current employment opportunities with the arts.</p> <ul style="list-style-type: none"> <u>One lesson workshop:</u> ART Fine art, personal response, artist statement <u>One lesson workshop:</u> CRAFT Group project, make an object – focus on vessels <u>One lesson workshop:</u> DESIGN Group project, responding to a design brief <p>CONNECT: <i>Futures Month – Options Lead-in</i> VISIT/WORKSHOP: <i>Tyne Met. College</i></p>	<p>Collaborators of CREATIVITY Introduction to creative careers, the creative economy and current employment opportunities with the arts.</p> <ul style="list-style-type: none"> <u>One lesson workshop:</u> ART Fine art, personal response, artist statement <u>One lesson workshop:</u> CRAFT Group project, make an object – focus on vessels <u>One lesson workshop:</u> DESIGN Group project, responding to a design brief <p>CONNECT: <i>Futures Month – Options Lead-in</i> VISIT/WORKSHOP: <i>Tyne Met. College</i></p>
2.2	RECORDING	<p>SHAPE & FORM Aim: To use knowledge of line and tone and apply it to create the illusion of 3D shape and form.</p> <p>Outcomes: Completed shape templates/nets used to create 3D form. Styrofoam cup and cardboard slot sculpture. Paper artworks – Notans. Media: Paper, card, printmaking. <i>#Opportunity to create Easter cards to be posted out to local primary schools and the community.</i></p>	<p>STRANGE PORTRAITS Aim: To create artworks within the context of personal responses to a theme – as artists would in the real world. To encourage and develop a sustained and enquiring approach to creative work. To foster the levels of independence, experimentation and resilience needed to appreciate the demands of further artistic study. To further explore, develop and refine 'drawing' skills as a core component of artistic work. To compare different artists and artworks. To build on and further develop the use of photography and digital media.</p>	<p>STRANGE PORTRAITS Aim: To create artworks within the context of personal responses to a theme – as artists would in the real world. To encourage and develop a sustained and enquiring approach to creative work. To foster the levels of independence, experimentation and resilience needed to appreciate the demands of further artistic study. To further explore, develop and refine 'drawing' skills as a core component of artistic work. To compare different artists and artworks. To build on and further develop the use of photography and digital media.</p>

3.1	RECORDING	PATTERN Aim: To explore, investigate and research patterns through artworks, history, culture, religion. To incorporate current 'doodle' trends. To create and produce pattern-based artworks. Outcomes: Independent research task on pattern. A set of pattern exemplar artworks: Repeat, doodle, diapositive, weaving, tessellation, etc Media: Pen, coloured papers, gridded papers, inks						UNDERSTANDING	FLOOD OF TEARS - 3D Studies Aim: To gain experience in design process from initial concept through to final outcome, whilst incorporating the influences of various artists and craftspeople. To work on a large-scale project that has a community and/or global focus. Responding to the media and current topics. Outcomes: Portfolio of design and planning which would show: Evidence of recording skills through observational drawing. A range of independently generated design ideas. Research and analysis of both artists and 3D materials. Various practises, models, maquettes, and experiments with media and materials. Final sculptural outcome. <i>#Opportunity for large/external exhibition.</i> Media: Various 2D recording materials. 3D materials which will include plastics/recyclables and could also include: modroc, wire, paper-mache, cardboard, fabric... Sustained Homework Task 3.1: Create own designs for a mock turtle character, poem, or storyboard Sustained Homework Task 3.2: Develop mock turtle into an anti-plastic superhero character – poster, model, campaign VISIT: Sealife Centre COMMUNITY – Litter pick/beach clean-up						PRESENTING	Outcomes: A series of individual studies and sustained investigation of portraits leading to a portfolio of design and planning which would show: Evidence of recording skills. A range of independently generated design ideas. Research and analysis of student selected artists and materials. Various practises and experiments with media and materials. The final outcome will be a highly personal response focusing on freedom of choice, which could be art, craft or design based using various 2D and/or 3D materials. Media: Various 2D recording materials including photography and digital artwork (apps and Photoshop). 3D materials which could include Clay, modroc, wire, paper-mache, cardboard, fabric, recycled materials. Sustained Homework Task: Sketchbook Circle – 'Wreck This Journal.' Interim hand-ins termly. <i>#Opportunity for a sketchbook circle exhibition.</i> VISIT/WORKSHOP: Theresa Easton <i>#Opportunity to carry work forward to be used in GCSE portfolios.</i> CONNECT: Direct lead in to 'This Is Me!' zine project. Summer transition project for those students opting to take the subject at GCSE.					
		Art	Craft	Design	Skill & Know	Communication	Community		Art	Craft	Design	Skill & Know	Communication	Community		Art	Craft	Design	Skill & Know	Communication	Community
3.2	RECORDING	COLOUR Aim: To understand the basic principles of colour theory, including primary and secondary colours, complementary and contrasting colours, tones, hues, and shades. To touch on colour meaning and connections to emotions. To apply colour mixing/blending skills to artworks. Outcomes: Successful completion of templates of varying tasks designed to show evidence of application of colour theory. Media: Watercolour paint – block and poster, acrylic paint. CONNECT: National School Sport Week						UNDERSTANDING	YEAR 8 FOCUS: Responding to artists*, and other sources, (including topical events, the local environment, culture, and history) to design and imaginatively produce artworks. Students will be introduced to working and producing art in many ways including through 2D and 3D processes. They will be given access to a range of inspirational sources including the works of other artists, craftspeople, cultures, and traditions to generate ideas and articulate individual opinions. Research, analysis, recognition, and combining ideas will be key. An increased focus will also be placed on literacy and oracy with students reading, listening to, and responding to the original text of Alice's Adventures in Wonderland.						PRESENTING	YEAR 9 FOCUS: Creating a sustained personal response to a theme with greater independence and refinement/development of ideas. Students will undertake a lengthier body of work directly developed from a broad theme, where they will need to combine all the skills and attitudes developed in YR7 and YR8. Artwork will increasingly become personally led with aspects of independent exploration and development of themes to show engagement and clear creative process. Successful students will be able to demonstrate their creative expressions through the combination of practical, technical, and analytical skills. SKETCHBOOK CIRCLE – Community of artists					
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YEARLY OBJECTIVES	YEAR 7 FOCUS: Investigating materials and techniques through the application of the seven Formal Elements of Art, Craft and Design. (Developing a creative approach.) Students will be taught the key building blocks to creatively approach as well as produce successful works of art, whilst repeatedly practising the core skills of observation and recording. They will be introduced to various materials and techniques to gain a strong grounding in the fundamental principles of art and design. They will therefore have the confidence and the tools needed to go on to accessing, appreciating, and creatively exploring the wider art world.						YEAR 8 FOCUS: Responding to artists*, and other sources, (including topical events, the local environment, culture, and history) to design and imaginatively produce artworks. Students will be introduced to working and producing art in many ways including through 2D and 3D processes. They will be given access to a range of inspirational sources including the works of other artists, craftspeople, cultures, and traditions to generate ideas and articulate individual opinions. Research, analysis, recognition, and combining ideas will be key. An increased focus will also be placed on literacy and oracy with students reading, listening to, and responding to the original text of Alice's Adventures in Wonderland.						YEAR 9 FOCUS: Creating a sustained personal response to a theme with greater independence and refinement/development of ideas. Students will undertake a lengthier body of work directly developed from a broad theme, where they will need to combine all the skills and attitudes developed in YR7 and YR8. Artwork will increasingly become personally led with aspects of independent exploration and development of themes to show engagement and clear creative process. Successful students will be able to demonstrate their creative expressions through the combination of practical, technical, and analytical skills. SKETCHBOOK CIRCLE – Community of artists					

The nature of the subject demands that projects and timings remain fluid and are primarily driven in response to the needs of the students. At any point within each of the themes, changes can be made to timely respond to outside stimuli and events. Workshops, artist visits, gallery and exhibition viewings will be incorporated whenever possible. As will cross-curricular, community and collaborative links.

Homework is used regularly throughout all years and will fully support class-based learning. The four core principles of art homework are: 1. To practise and refine observation and recording skills with a particular emphasis on drawing. 2. To generate design ideas to stimulate imaginative creation of independent artwork. 3. To investigate artists, craftspeople, artworks, and techniques, fostering an enquiring attitude and a developing ability to analyse and evaluate visual stimulus. 4. To promote the recall and retention of knowledge pertaining to successful art, craft, and design study.

In Year 7: The timing of specific homework tasks is driven by the pace of classwork, but students should expect to receive one piece of homework per fortnight as a minimum.

In Year 8: Students will undertake longer sustained homework tasks that will provide options for students to be more independent in their outcomes and in-depth in their exploration of creative ideas.

In Year 9: A Sketchbook Circle approach to homework will be used to create an artistic community and allow students to approach work in the same way that they will be expected to do as artists.

****All homework will be peer-assessed against specific success criteria in a group critique and display of all artworks before being included in the student's own portfolio.**

UNDERSTANDING	MAKING	RECORDING	PRESENTING
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Assessment is tied to the **FOUR PROGRESS STRANDS** of: **UNDERSTANDING, MAKING, RECORDING AND PRESENTING**. **Making is embedded throughout all years.** To gradually build skills in preparation for continued study, **Year 7 has an increased focus on RECORDING, Year 8 on UNDERSTANDING and Year 9 on PRESENTING.**