
ART DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

The Art department key stage 3 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

Art Intention:

Students will be taught a wide range of taster sessions which touch on the foundational concepts of art and design, both by exploring techniques and different medias, as well as being exposed to practitioners through the ages. They will develop an initial insight into artists, architects and designers and being to help them make links to their own practice and learning.

Where students would like to explore the National Curriculum in Art and design they will be able to attend an enrichment lesson every week to study the breadth, depth and many avenues of this learning area.

Students will begin to learn:

- 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 traditional and modern media.
- 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.

**Year
7**

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|-----|--|--------|--------|--|--------|--------|--|--------|--------|--|---------|---------|
| ART | Exploring Media and Practitioners DIVERSITY | | | | | | Exploring Media and Practitioners DIVERSITY | | | | | |
| | <p>This is a 12 lesson taster this is not the National Curriculum, A Period 6 lesson will be ran every Tuesday for any child/parent wishing to complete the complete national curriculum in art (for year 7/8)</p> <p>Week 1-3 Grid method and tone Artist study on Michaelangelo, Tracey Emin and Paul Stowe)</p> | | | <p>Week 4-6 watercolour techniques Artist study on Alison Fennell, Damian Hirst and Saul Bass.</p> | | | <p>Week 7-9 colour pencils and rendering Artist study on Morgan Davidson, Kandinsky and an illustrator of choice from top 100 https://bit.ly/2JCEJd6,</p> | | | <p>Doodle art and characterisation Artist study on Lei Melendres, Pixar and Takashi Murakami).</p> | | |

| ART taster sessions 12 lessons | |
|---|---|
| Lessons 1 to 6 | Lessons 7 to 12 |
| <p>Lesson 1-3 Grid method and graphite tonal shading Using the grid method as a tool for accuracy. Understanding how to use graphite to add depth. Combination of both to attempt a realism portrait of Barack Obama.</p> <p><i>Homework: Artist studies and 5 facts learning on Michaelangelo, Tracey Emin and Paul Stowe.</i></p> <p>Lesson 4-6 watercolour techniques Understanding of how to use watercolours and 8 different techniques. The application of the techniques to create an expressive painting of a bird.</p> <p><i>Homework: Artist studies and 5 facts learning on Alison Fennell, Damian Hirst and Saul Bass.</i></p> | <p>Lesson 7-9 colour pencils and rendering Understand how to use colour pencils correctly, then to understand tonal and colour overlay to create depth and consistency. To apply these skills to create a contemporary illustration from a choice of practitioners.</p> <p><i>Homework: Artist studies and 5 facts learning study on Morgan Davidson, Kandinsky and an illustrator of choice from top 100 https://bit.ly/2JCEJd6</i></p> <p>Lesson 10-12 doodle art and characterisation Students to understand wireframe and CGI and characterisation. To then apply these to create their own new character for any Pixar film, to include a written description with key vocab.</p> <p><i>Homework: Artist studies and 5 facts learning study on Lei Melendres, Pixar and Takashi Murakami.</i></p> |
| <p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> Low stakes quiz at the start of each lesson on the artist homework, this will be supported by a knowledge organiser so they can learn key facts. Weekly homework on the practitioner to include learning 5 key facts from the KO and completion of an artist copy/or 'inspired by' piece. | <p>Additional Higher Content</p> <ul style="list-style-type: none"> Art scholar Enrichment Provision in p6 weekly with home study practice tasks every week. |

ORMISTON RIVERS ACADEMY- KEY STAGE 3 ART OVERVIEW

Year 8

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|-----|--|--------|--------|--------|---|--------|--|--------|--|---------|---------|---------|
| ART | Exploring Media and Practitioners DIVERSITY | | | | | | Exploring Media and Practitioners DIVERSITY | | | | | |
| | Foundation drawing skills refresher from Year 7 Grid Method and tonal shading Colour Pencil and colour overlay Watercolour challenge | | | | Modern Art Expressionism (Basquiat) Portraiture (Jenny Saville) Constructivism El Lissitsky | | Graphic Design (IT02 suite needed) Branding project looking at contemporary designers. | | Architecture & 3D Zaha Hadid (architect) Antony Gormley (sculptor) Jonny Ives (Apple product design) | | | |

ART taster sessions 12 lessons

| Lessons 1-6 | Lesson 7-12 |
|--|---|
| <p>Lesson 1-3 Foundation drawing skills refresher from Year 7 A refresher on the Grid Method and tonal shading from the lesson in Year 7, this will then be developed to include a numeracy based challenge on grid drawing and scale. In Lesson 2 students will use colour pencil and colour overlay to create tonal depth. In Lesson 3 students will attempt a Watercolour challenge using techniques learnt in the Lesson in year 7.</p> <p>Lesson 4-6 Modern Art Students will have 3 lessons where in each lesson they explore a key painting and artist: Expressionism (Basquiat), Portraiture (Jenny Saville), Constructivism (El Lissitsky).</p> <p><i>Students homework will be a sketchbook challenge activity each week based on extending class learning</i></p> | <p>Lesson 7-9 Graphic Design (IT02 suite needed) These 3 lessons will seek to combine previous learning and students will build their own branding project looking at contemporary designers, producing a logo, branding board, and using typography and Dafont (and maybe Photoshop) to create a poster for their brand.</p> <p>Lesson 10-12 Architecture & 3D Students will have 3 lessons where in each lesson they explore a key practitioner: Zaha Hadid (architect), Antony Gormley (sculptor), Jonny Ives (Apple product design).</p> <p><i>Students homework will be a sketchbook challenge activity each week based on extending class learning</i></p> |
| <p>Notes/Links/Interleaving</p> <ul style="list-style-type: none"> • Low stakes quiz at the start of each lesson on the artist homework, this will be supported by a knowledge organiser so they can learn key facts. • Weekly homework on the practitioner to include learning 5 key facts from the KO and completion of an artist copy/or 'inspired by' piece. | <p>Additional Higher Content</p> <ul style="list-style-type: none"> • Art scholar Enrichment Provision in p6 weekly with home study practice tasks every week. |

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ORMISTON RIVERS ACADEMY- KEY STAGE 3 ART OVERVIEW

**Year
9**

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | | |
|-----|---|--------|--------|--|--------|--------|--|---------------------|--------|---|---------|---------|--|-----------|
| ART | FOUNDATION CONCEPTS | | | | | | DIVERSITY | FOUNDATION CONCEPTS | | | | | | DIVERSITY |
| | 1 week Maori Culture - Ta Moto 1 week Pen and ink - sea creature 1 week Colour pencil rendering - crushed can | | | 2 weeks Insects colour pencil and pen and ink studies 1 weeks Expressive watercolour animal | | | 2 weeks Using pro-markers and Graphite refresh Day of the Dead 2 weeks International Street art research and study | | | 1 week Art and Graphics: Japanese Artist Takashi Murakami 1 week Design (Sneakerheads and Subcultures) | | | | |

**Year
9**

| | Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | |
|-----|--|---------|---------|---|---------|---------|---|-----------------------|---------|---|---------|---------|--|
| ART | INVESTIGATING SPECIFICS | | | | | | DIVERSITY | INTERMEDIATE PRACTICE | | | | | |
| | 2 weeks Typography investigation, Dafont, hand lettering 1 week Islamic art and culture Hindu Rangoli patterns | | | 1 week Architecture introduction Thomas Heatherwick, 'study pod' 1 week Interior design Design conventions and mood boards 1 week Collage/photography portraiture (David Hockney) | | | 1 week Acrylic paint: create 3d form (fruit study) 2 weeks Watercolour large format landscape and stretching paper | | | 2 weeks Human eye: colour pencil realism 1 week Graphite bird skull & Converse trainer Grid method | | | |

**Year
9**

| | Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | |
|-----|---|---------|---------|--|---------|---------|--|---------|---------|--|---------|---------|--|
| ART | INVESTIGATING SPECIFICS | | | | | | INTERMEDIATE PRACTICE | | | | | | DIVERSITY |
| | 3 weeks Gaming design and CGI Secret Life of Pets and character design | | | 2 weeks Willy Wonka Branding and packaging design | | | 3 weeks Structures in nature: Macro studies and photography | | | 2 weeks Greta Thunberg Climate change/ocean pollution mixed media illustration | | | 1 week 'The happiness project', Exploring contemporary illustration |

| YEAR 9 ART 1 hour a week | |
|--|--|
| Lessons 1 to 6 | Lessons 7 to 12 |
| <p>1 week Maori Culture - Ta Moto <i>LO: Contextual understanding, pattern, intro to pen and ink techniques such as Cross Hatching, Contour. Cross Contour and Stippling. .</i></p> <p>1 week Pen and ink - sea creature <i>LO: Intermediate pen and ink skills with Watercolour techniques previously learnt; including embedding hatching and cross contouring techniques.</i></p> <p>1 week Colour pencil rendering - crushed can <i>LO: Tonal overlay and blending colour to achieve a hyper realistic approach.</i></p> <p>2 weeks Insects colour pencil and pen and ink studies <i>LO: Intermediate colour pencil studies to include the use of complementary colour undertones in shadows and basic colour theory.</i> <i>Pure ink expressive 'follow the teacher' step by step</i></p> <p>1 weeks Expressive watercolour animal <i>LO: To build on skills learnt in lower school, learning 10 watercolour techniques and then employing them in the expressive painting of an animal. To understand expressionism both contextually and historically.</i></p> | <p>2 weeks Using pro-markers and Graphite refresh. Day of the Dead <i>LO: Contextual understanding of the festival with a specific exploration of the design elements. Using pro-markers effectively.</i></p> <p>2 weeks International Street art research and study <i>LO: Contextual exploration, application of previous media or investigate and copy an artist or create own statement piece.</i></p> <p>1 week Art and Graphics: Japanese Artist Takashi Murakami <i>LO: Artist research and use of pencil, pen and ink and pro marker prior knowledge to create their first mixed media, using all prior skills learnt. To included an understand</i></p> <p>1 week Design (Sneakerheads and Subcultures) <i>LO: How to brainstorm and complete a name generation and market research study. Sneaker design; to include name generation, branding, tone of voice and 'toolkit</i></p> |
| <p style="text-align: center;">Notes/Links/Interleaving</p> <ul style="list-style-type: none"> • Low stakes quiz at the start of each lesson on the artist homework, this will be supported by a knowledge organiser so they can learn key facts. • Weekly homework on the practitioner to include learning 5 key facts from the KO and completion of an art embed or extension task based on the lesson learning | <p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Ability to earn art scholar badge. • Each art homework weekly has a stretch and challenge support which explains how the top grades can be achieved, it will be called 'going the extra mile' • All learning is are accompanied by a top graded exemplar and scaffolding instructions of how to get there, with effort comes excellence. |

| YEAR 9 ART 1 hour a week | |
|---|--|
| Lessons 13-18 | Lesson 19-25 |
| <p>2 weeks Typography investigation, Dafont, hand lettering <i>LO: Understanding key terminology within typeface design like ascender and descender, learn to use Dafont online including using this with Suite and be able to create hand lettering creating a poem or quote. This may use prior retrieval from previous pen and ink teaching.</i></p> <p>1 week Islamic art and culture. Hindu Rangoli patterns <i>LO: Understanding of context and creation of own pattern using mathematical geometric techniques.</i></p> <p>1 week Architecture introduction: Thomas Heatherwick, 'study pod' <i>LO: Business Study, understanding of multi disciplinary design to include architecture, product design and design for the environment. Creation of a study pod 'inspired by' TH Studios.</i></p> <p>1 week Interior design: <i>LO: architectural design conventions and mood board technique including the basic architectural floorpan symbols.</i></p> <p>1 week Collage/photography portraiture: <i>LO: Using the portraiture work of David Hockney to create a multi-faceted photographic portrait this may use mediums like PaintPro and Photoshop</i></p> | <p>1 week Exploration of acrylic paint: <i>LO: Be able to use acrylic paints to create 3d form (fruit study), this will include a study of scrubbling, laying of background, order of colour application and colour mixing.</i></p> <p>2 weeks Watercolour large format <i>LO: Create a step by step landscape on stretched paper using a wide variety of techniques and especially wet on wet and blending. To include wet on wet, dry brush and white pen work.</i></p> <p>2 weeks Human eye: colour pencil realism <i>LO: Building on Previous skills learnt o create a highly realistic eye, teacher 'follow me' step by step. This may not take full 2 weeks... but will include the use of wax pencils to blend and the grid method (retrieved from Year 7/8)</i></p> <p>1 week Graphite <i>LO: Building on Previous skills students to freehand draw a bird skull (lightbox support for those that need it). To then use an alternative method to draw and tonally shade a Converse trainer (Grid method)</i></p> |

| YEAR 9 ART 1 hour a week | |
|---|--|
| Lessons 26-32 | Lesson 33-36 |
| <p>3 weeks Gaming design and CGI <i>LO: Using the Pixar film Secret Life of Pets and students will understand key processes and be able to and create their own character design. Processes may include characterisation and wire frame modelling alongside an appreciate of CGI techniques.</i></p> <p>2 weeks Willy Wonka <i>LO: Students will learn what Branding is and be able to apply key principles to create their and packaging design for a WW product. To include line, tone form and typography alongside working for a given demographic.</i></p> <p>1 week Antony Gormley <i>LO: Students will research the work of AG and be able to use contextual and specific knowledge to create a 3d human figure study inspired by his work.</i></p> | <p>3 weeks Structures in nature <i>LO: Be able to take photographic Macro studies and then use these to create a mini sketchbook of techniques and responses. Using a review and refine reflective process of writing.</i></p> <p>2 weeks Greta Thunberg <i>LO: To understand climate change and ocean pollution and political campaigning to create a mixed media social action poster.</i></p> <p>1 week 'The happiness project'; <i>LO: To explore contemporary illustration and create an individual response to the simple client brief of an illustration for a magazine written piece. To further understand a client brief.</i></p> |