



ART CURRICULUM AREA STAFF

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ART CURRICULUM INTENT

At BYJHS, a high-quality Art curriculum is in place to engage, inspire and to challenge students, equipping them with the **knowledge and skills to develop their proficiency in art making through experimentation, invention and creation of their own works of art, craft, and design**. As students' progress within the subject, they **learn how to solve problems creatively** and they **develop their ability to think critically to reflect on and analyse their own and others' work** and develop a more rigorous understanding of the subject.

Our art Curriculum aims:

- Development of observational research and development of ideas

- Engage students in the process of designing and making art
- To develop primary and secondary research into their own ideas through collected imagery, photography, drawing, and annotating.
- Identifying and resolve problems when exploring techniques, developing ideas and creating artworks.
- Use a variety of art techniques and processes when developing ideas. For example, a range of drawing techniques using different media and methods like pencil, ink, charcoal, oil pastel, chalk pastel. A range of print methods i.e. Polyprint, Monoprint, Lino, Dry point, Collograph etc. A range of painting methods i.e. watercolour, acrylic, impasto, etc. A range of sculpture and relief methods i.e. Collage, clay construction, casting etc.
- Develop and reflect on their work. Communicating the development of their ideas using annotation, sketches, plans, modelling, sample art pieces, etc.
- Make informed decisions about the development of their own art. Allowing students to refine and develop outcomes to the best standard possible, and building problem solving skills, which support individuals in their further studies and in life.
- Develop knowledge and understanding of the functional properties and characteristics of art media i.e. watercolour being translucent, pastels soft and easily blendable, acrylic paint vibrant and plastic based making it easy to layer.
- Understand the relationship between context of artwork on the influence of subject, process, media and effects achieved.

Make

- Select and use specialist tools, techniques, and processes effectively
- Demonstrate knowledge and understanding of functional properties of media when considering appropriate media to develop desired effects.
- Explore a range of techniques and processes from relevant artists to further extend their own developing practise and ideas.

Evaluate

- Analyse the work of past and present artists to develop their understanding.
- Reflect on work throughout the process of making to consider what is working effectively and how to take their project work further to best effect.

- Recognise where improvements and developments can be made, wherever possible making these to evolve their work
- Understand movements and developments in Art, the impact on individuals, society and art work.

Our curriculum is designed to lead to excellence at every level, providing our students with a strong foundation from which to excel in further art studies.

ART CURRICULUM OVERVIEW

Year 7 Art Curriculum Overview					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Mark-Making, Tone, Value and Form Part 1: Mark-Making WEEKS: 6 Weeks		TOPIC: Colour Theory and Application Part 1: Colour Theory WEEKS: 6 Weeks		TOPIC: Landscapes Artist Studies WEEKS: 6 Weeks	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> • art consists of building blocks called elements: line, shape, texture, form, space, colour, value and tone • art is guided by principles that inform how we use the art elements: balance, emphasis, 	Sketchbook evidence, Art knowledge test & review of a	<ul style="list-style-type: none"> • colour is an element of art used to depict realism, ‘value does all the work and colour gets all the credit’ • artists use colour wheels to organise and 	Sketchbook evidence, Art knowledge test & review of a	<ul style="list-style-type: none"> • form and colour can be combined in practical applications to render landscapes in a variety of styles • landscape art renders landforms 	Sketchbook evidence, Art knowledge test & review of a

<p>harmony, movement, pattern, proportion, repetition, rhythm, unity, variety</p> <ul style="list-style-type: none"> • artists use marks to express themselves creatively and experiment with material manipulation • artists often have their own mark-making style 	<p>practical selected task</p>	<p>create relationships between colours and to guide colour mixing</p> <ul style="list-style-type: none"> • colour wheel- primary colours are combined to create secondary colours, and secondary colours combined to create tertiary colours • colours can be manipulated using shades of black, white and grey to create tints, tones and shades used to depict form • colours can be combined to create neutral tones to add balance to designs • colours can be combined using different colour wheel schemes to create design principle unity • complementary colour themes consist of opposite colours on the wheel which create strong contrast 	<p>practical selected task</p>	<ul style="list-style-type: none"> • artists respond to landscapes using different techniques and personal expressions • contemporary artist consists of current artist of this generation • studying and analysing artists and their responses to a topic inspires and sparks creativity • analysing different artists personal and unique response to a theme helps us understand the artist use of art techniques and their use of light, color, form, perspective and composition 	<p>practical selected task</p>
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		<ul style="list-style-type: none"> colour psychology theory-colours are used to evoke different contextual connotations 			
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> mark-making and line experimentation mark-making tools and manipulation, using a variety of media such as charcoal, graphite, ink-wash mark-making and artist study in the style of artist Vincent Van Gogh and Paul Klee continuous line drawings hatching/cross-hatching/scumbling/stippling techniques 		<ul style="list-style-type: none"> creating colour wheels mixing secondary and tertiary colours from primary colours mixing tints, tones and shades of colour hue families mixing and using neutral tones complementary colour scheme art 		<ul style="list-style-type: none"> creating landscape artist studies of contemporary female artist Sheila Diemart and Pam Karter. Analysing landscape artists and their use of content, form, process and mood 	
Autumn 2		Spring 2		Summer 2	
TOPIC: Mark-Making, Tone, Value and Form Part 2: Tone and Form WEEKS: 6 Weeks		TOPIC: Colour Theory and Application Part 2: Colour Application WEEKS: 6 Weeks		TOPIC: Pop Art Movement in 2D and 3D art WEEKS: 6 Weeks	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment

<ul style="list-style-type: none"> to render 3D geometric and organic objects in 2D form, all objects can be distilled into basic geometric forms and shapes that are the basic building blocks: sphere, cube, cone, and cylinder artists render an illusion of 3D form through the depiction of light and shadow on a form, without light and shadow there would not be form artists use a range of tonal shading scales to render form accurately artist use edges to depict form using a range from strong contrasting edges to gradual transitions 	<p>End of topic: 'Mark Making, Tone, Value and Form'- theory and practical test</p>	<ul style="list-style-type: none"> colour wheels are organised into cool and warm temperatures colour temperature affects all colours, add mood, depth and movement to depict realism achromatic art consists of value shades of black, white and grey using lack of colour to depict form monochrome colour schemes consist of one colour hue families with tints, tones and shades Impressionism art depicts strong light and vibrant colour-artist study Monet 	<p>End of topic: 'Colour Theory and Application'- theory and practical test</p>	<ul style="list-style-type: none"> Pop-art genre focuses on depicting everyday iconic items in art in a variety of styles and techniques Pop-Artist Andy Warhol used screen-printing, repetition and iconic items Pop-Artist Roy Lichtenstein created iconic graphic text cartoons depicting everyday life Pop-artist Claus Oldenburg created larger than life everyday item sculptures Mark Hearld created mixed media sculptures 	<p>Sketchbook evidence & End of topic: 'Pop Art movement in 2D and 3D art'- theory and practical test</p>
<p>SKILLS</p>		<p>SKILLS</p>		<p>SKILLS</p>	
<ul style="list-style-type: none"> tonal value scales using gradations tonal value scales using mark-making 		<ul style="list-style-type: none"> using colour temperature in designs using colour themes to create realism style art achromatic art; 'eggs' study 		<ul style="list-style-type: none"> Creating iconic art in the style of Andy Warhol Creating graphic art in the style of Roy Lichtenstein 	

<ul style="list-style-type: none"> • drawing and shading basic geometric shapes using gradations • drawing and shading basic geometric shapes using mark-making techniques • using ink-wash to render organic shapes in direct observation 'pasta study' • using tonal gradations to shade 'apple' and 'peach' study • drawing organic shapes: still life 'bottles and fruit' study, and 'shoes' study using shading, gradations and mark-making 		<ul style="list-style-type: none"> • complementary scheme art; 'pear' study • monochrome art; 'rose' study • Impressionism/Monet style art 		<ul style="list-style-type: none"> • Creating over-sized soft sculptures in the style of Claus Oldenburg • Creating mixed media 'birds' in style of Herald 	
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Year 8 Art Curriculum Overview					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Portraits in Theory and Practice Part 1: Historical and Contemporary Portraiture WEEKS: 6 weeks		TOPIC: Patterns and View Points WEEKS: 6 weeks		TOPIC: Printmaking WEEKS: 6 weeks	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> portraiture is the study and expression of human faces and personality using any art medium and style historical art masters used different realistic styles in portraiture whereas contemporary artists use more modern techniques. portraits are rendered using a variety of view points Italian historical master Da Vinci created the famous Mona Lisa portrait Dutch historical master Johannes Vermeer created 'Girl with Pearl Earring' Expressionist historical master Edvard Munch created 'The Scream' 	Sketchbook evidence, Art knowledge test & review of a practical selected task	<ul style="list-style-type: none"> Patterns are principles of art that allow us to manipulate and express art elements Identification of common patterns; repeat, half-drop, optical illusion, geometric, reflection, tessellation Beatriz Milhazes-random pattern artist, and Frank Stella-geometric pattern artist Mandala round patterns are an ancient art forms used for expression View points in art allow us to create exciting art using a variety different 	Sketchbook evidence & End of topic: 'Patterns and view points'- theory and practical test	<ul style="list-style-type: none"> Printmaking is an ancient art practice allowing artist to create multiple copies of original art using a variety of styles and techniques Intaglio print-making uses etching techniques, Collagraph/relief uses raised techniques, and Monoprint uses stencilling techniques Printmaking artist study-graffiti street artist Banksy Printmaking artist study-illustrator Lisa Congdon 	Sketchbook evidence & End of topic: 'Printmaking'- theory and practical test

<ul style="list-style-type: none"> • Historical master Arcimboldo created composite portraits using food • Contemporary artist Louis Jover created modern portraits using distortion and experimentation • Contemporary artist Christiana Papiaganni created modern portraits using colour and light 		<p>perspectives, angles and scale</p> <ul style="list-style-type: none"> • View points include: level, bird's eye, worm's eye, top view, scale, one-point perspective and atmospheric perspective. 			
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • Portraits from different angles • Line and shade 'Mona Lisa' portrait study • Colour portrait 'Girl with pearl' study • Louis Jover contemporary style artist study • Composite portrait Arcimboldo style study • colour portrait Papiaganni style study • historical and contemporary portrait artist analysis 		<ul style="list-style-type: none"> • identifying patterns • pattern cubes using variety of patterns styles • random and geometric pattern art in style of Milhazes and Frank Stella • Mandala patterns • Objects from many angles • Identification of view points • One-point perspective coloured cubes • Using one-point perspective for 3D letter art 		<ul style="list-style-type: none"> • Creating print tiles using polystyrene • Printmaking Banksy street art style prints with 'slogans' • Printmaking Congdon 'flower vase' study • Artist studies- printmaking; Banksy and Congdon • Print-making experimentation techniques- variety such as marbling, scratch art, and texture prints 	

		<ul style="list-style-type: none"> • Scale-enlarged objects • One-point perspective cityscapes • Atmospheric perspective art 			
Autumn 2		Spring 2		Summer 2	
TOPIC: Portraits in Theory and Practice Part 2: Practical Portraiture Techniques		TOPIC: Cubism Ideas and Techniques		TOPIC: Negative Space Composition and Design	
WEEKS: 6 weeks		WEEKS: 6 weeks		WEEKS: 6 weeks	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
<ul style="list-style-type: none"> • facial proportion rules • how to draw human features, eyes, nose, mouth, ears and hands using different media • experimentation in portraiture • Chuck Close contemporary portraiture montage 	Sketchbook evidence & End of topic: 'Portraits in Theory and Practice'- theory and practical test	<ul style="list-style-type: none"> • Cubism Movement was inspired by African art • Cubism style includes distortion, repetition, and musical symbols • Cubism: Picasso, Braque, and Cezanne key figures in Cubism, have unique styles 	Sketchbook evidence & End of topic: 'Cubism Ideas and Techniques'- theory and practical test	<ul style="list-style-type: none"> • Understanding composition and design allows artist to add principles of art to enhance and express art elements • Negative space allows artist to create balance, rhythm, harmony and unity in compositions • Right brain, left brain theory • Negative space as a technique used to train artists to draw using their right-brain, by rendering the 'nameless' space 	Sketchbook evidence & End of topic: 'Negative Space Composition and Design'- theory and practical test

				around objects rather than objects themselves	
SKILLS <ul style="list-style-type: none"> rendering human faces practically using rules of proportion rendering human features practically, eyes, nose, mouth, ears and hands using different media putting proportion and facial features together for drawing faces 'rainbow dripping eyes' experimental study Creation of final piece personal 'selfie' montage in style of Chuck Close 		SKILLS <ul style="list-style-type: none"> African masks Cubism collage techniques Cubism symbolic paintings Picasso style Cubism 		SKILLS <ul style="list-style-type: none"> Recreate famous positive/negative 'face/vase' drawing experiment Negative/positive study of a 'chair' Negative art silhouette art Masking art techniques using media experimentation 	

Year 9 Art Curriculum					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Advanced Drawing 'Technical Skills'-as a response to 'Tea Party Theme' WEEKS: 6 Weeks		TOPIC: Artists Studies Analysing Different Styles- as a response to 'Tea party Theme' WEEKS: 6 weeks		TOPIC: Application of 'Mixed Media and 3D Art' to 'Tea-Party' Theme WEEKS: 6 weeks	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<ul style="list-style-type: none"> Artists will have different personal art styles in response to the same thematic topic Artists use unique combinations all of the elements of art and principles of design to create their responses Contour Line vs tonal art- contour line is outline art using lines that vary in thickness and direction to convey form, tonal forms includes a local colour, and a shadow side that includes; form shadow, core shadow, cast shadow and reflected light. Light side includes light, mid tone and highlight 	Sketchbook evidence & End of topic: 'Advanced Drawing 'Technical Skills'- theory and practical test	<ul style="list-style-type: none"> analysing different artists personal and unique response to a theme helps us understand the artist use of art techniques and their use of light, color, form, perspective and composition Artists 'steal like an artist' to gain inspiration and creativity Contemporary artists comparison; Wayne Theibauld, Joel Penkman and Merrill Weber Wayne Theibauld was a contemporary American painter who painted everyday objects and food using loose strokes 	Sketchbook evidence & End of topic: 'Artists Studies Analysing Different Styles'- theory and practical test	<ul style="list-style-type: none"> Mixed media is the visual art form of combining various materials into one artwork Mixed media includes collages, assemblages, mosaics and sculpture art and can be created using any found material The principles of design and composition are used in Mixed Media art such as balance, pattern, repetition, harmony, emphasis, proportion and unity Mixed media art is accessible to all skill levels and styles 	Sketchbook evidence & End of topic: 'Mixed Media and 3D art' - theory and practical test

<ul style="list-style-type: none"> • Drawing construction methods; envelope drawing method, 'big shapes to small details' • Achromatic art uses grey scale to convey form without colour • Importance of identifying edges, both sharp and gradual adds realism to art and allows viewers to 'fill in the blank' using lost edges • applying textures of matte, shiny and reflective surfaces using gradation scale to add a layer of realism to objects • Direct observation gives artists advantage to see and learn accurately from actual objects in front of them without common distortion of camera lens to the colour, form and lighting 		<ul style="list-style-type: none"> • Joel Penkman is a contemporary New Zealand artist who paints semi-realistic everyday objects and food • Merrill Weber is a contemporary American artist who paints everyday objects and food in an impressionistic loose brush stroke style • Creating artist studies helps us see their content, form, process, mood and historical context 		<ul style="list-style-type: none"> • 2D art is flat on a plane, while 3D art has length, breadth and height and occupies greater physical space and can be viewed from all angles • 3D artists create using all sorts of materials to create their unique artworks and styles 	
SKILLS		SKILLS		SKILLS	
<ul style="list-style-type: none"> • 'tea cup' pencil study drawn both in contour lines and then using tonal shading scale to compare styles • 'envelope drawing method' big shapes to small details 		<ul style="list-style-type: none"> • Artist study-Wayne Theibauld consisting of research biography stage, painting studies 'cake slice' and 		<ul style="list-style-type: none"> • Collage artist Nancy Standlee inspired cupcake collage using newspaper and magazine torn and cut paper designs 	

<p>exercise to render a still-life 'tea part' scene</p> <ul style="list-style-type: none"> • 'tea pot' study using only three coloured pencils, a dark, medium and light colour to convey local colour, highlight and shadow • Painting blending exercise creating tonal value scale in ten steps, scales with sharp edges and with gradated scales • Painting spheres/objects in matte, shiny and reflective surface textures • Pencil shading drawing exercises of 'chocolates' and 'cupcake' • Direct observation drawings of 'tea party' real life objects, bottles, tea pots and tea cups 		<p>'gumballs' and artist analysis</p> <ul style="list-style-type: none"> • Artist study-Joel Penkman consisting of research biography stage, coloured pencil studies 'biscuits' and 'ice cream' and artist analysis • Artist study-Merrill Weber consisting of research biography stage, loose painting studies 'flowers' and 'melon' and artist analysis 		<ul style="list-style-type: none"> • 3D soft 'sponge cake' decorated sculpture art using sponges and acrylics • Mosaic artist Jeanie baker inspired mosaic pattern art using dried legumes • Cartoonist artist Christoff Neiman inspired found objects mixed media art using tea bags and tea-spoons 	
Autumn 2		Spring 2		Summer 2	
<p>TOPIC: Advanced Colour 'Technical Skills'-as a response to 'Tea Party Theme'</p> <p>WEEKS: 6 weeks</p>		<p>TOPIC: Application of Graphic Design and Illustration Skills to 'Tea Party Theme'</p> <p>WEEKS: 6 weeks</p>		<p>TOPIC: Application of Ceramic and Pottery Skills to 'Tea Party' Theme</p> <p>WEEKS: 6 weeks</p>	
KNOWLEDGE	Assessment	KNOWLEDGE	Assessment	KNOWLEDGE	Assessment
<ul style="list-style-type: none"> • Classic colour wheel theory using red, yellow, blue 	<p>Sketchbook evidence &</p>	<ul style="list-style-type: none"> • Graphic design is an art style combining text and 	<p>Sketchbook evidence &</p>	<ul style="list-style-type: none"> • Pottery is a tactile art form using clay and 	<p>Sketchbook evidence &</p>

<p>primaries, orange, green, violet as secondaries and tertiaries</p> <ul style="list-style-type: none"> • RGB colour system for light and pixels colour mixing, additive and subtractive colours • Zorn's system of limited palate for colour mixing • Munsell system of scientific colour classification based on addition of grey scale to colours • Colour temperature warm vs cool colours to convey depth; warm colour brings objects forward, cool colours make objects recede and warm colours for highlights while cool colours for shadows for realistic light effects • Saturation scale with tints, tones and shades using grey scale to convey tonal form using colour • Colour charts using mother colours for harmony in art • Watercolour techniques, wash, glazing, wet-on-wet, 	<p>End of topic: 'Advanced Colour 'Technical Skills'- theory and practical test</p>	<p>graphics used for advertising and conveying messages designed for print or digital media</p> <ul style="list-style-type: none"> • Graphic design artists use design theory principles and visual design rules to organise their designs and influence their viewers perceptions • Graphic design is all around us • Typography is the style and art of printed text • Typefaces are the family of fonts used in lettering design-Helvetica is the most popular font in the world • Logo art are visual images involving symbols that can be easily recognised and represent meaning often used for organisations • Illustration art is a visual representation using 	<p>End of topic: 'Application of graphic design skills'- theory and practical test</p>	<p>ceramics to form objects that are then glazed and baked in a kiln</p> <ul style="list-style-type: none"> • Pottery is an ancient art form that allows artists to connect to natural materials • Pottery consists of several stages ranging from wet clay object formation, to air drying, biscuit firing and then glazing colour • Health and safety of proper pottery ceramics procedures and safe kiln use, avoiding introducing air bubbles to objects • Thumb pots, coil pots, slab construction, slab construction and slip and hatching method 	<p>End of topic: 'Application of Ceramic and Pottery Skills to 'Tea Party' Theme - theory and practical test</p>
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<p>salting, blooms and gradations</p>		<p>graphics designed for print</p> <ul style="list-style-type: none"> • Visual hierarchy is the principle of arranging elements to show their order of importance • Graphic designer contemporary artist Orla Walsh • Illustrator contemporary artist Georgina Luck 			
<p>SKILLS</p>		<p>SKILLS</p>		<p>SKILLS</p>	
<ul style="list-style-type: none"> • Warm/cool temperature colour split cupcake designs • Saturation scale cube paintings using local colour, tints, tones and shades • Group exercise 'colour charts' with mother colour scales in five gradated steps • A 'final piece' monochromatic truffle acrylic painting using a different hue family for each chocolate truffle • Watercolour experimentation, colour wheel, tonal washes, gradations, wet-on-wet, glazing, salting and blooms 		<ul style="list-style-type: none"> • Graphic Artist study Orla Walsh, including research bio, study of 'cola can' and analysis • Illustrator study Orla Walsh, including research bio, study of 'illustrated food letter art' and analysis • Watercolour personalised piece of letter art using pupils initials in style of Georgina Luck • Creation of personalised Logo art to represent fictitious business 		<ul style="list-style-type: none"> • Wet clay thumb pots • Coil pots • Slab construction piece using slip and joining method • Adding textures to wet clay using found objects and specialist tools • Air dry/biscuit firing stages • Glazing colour methods 	

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|--|--|---|--|--|--|
| | | <ul style="list-style-type: none">• Word art using text as the main component | | | |
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CURRICULUM SEQUENCING

The curriculum follows a spiral-learning path; prior learning is re-visited, and students recall 'old' knowledge and grapple with challenging opportunities to acquire new knowledge and skill. There is an expectation of progression as the students revisit different media: drawing, painting, printmaking, and sculpting. Each of these media are supported with a breadth of contextual knowledge; engaging the students to make their own personal statements about different cultures and social issues.

At KS3, the curriculum is organised under the progression principles of the FOUNDATIONS of Art in Y7, Art DEVELOPMENT in Y8 and Art REALISATION in Y9.

Year 7 is the FOUNDATIONS of Art

Students learn the basics of art and design, discovering the building blocks of art, '**the elements**'; 'line, shape, form, space, texture, colour, value, tone' and the **principles of design**; 'balance, emphasis, contrast, movement, pattern, proportion, repetition, rhythm, unity/variety' used to manipulate art elements. These art elements and design principles will serve as the basis upon which the further art studies in key stage three and four will be built upon. The art elements will serve as the building blocks of art creation while the design principles will serve as the method of manipulation of the art elements. Together these serve as the structure upon which to scaffold greater art exploration. They begin their studies with mark-making, tone, shape, form and value to give pupils opportunities to explore art materials and tools and to begin producing art using a structured methodical theoretical approach of drawing construction in representational art which ensures future creative success and opportunities in Realism. Once pupils have knowledge of value, they are ready to move on to colour theory and application which serves as another layer of artistic application and success and adds understanding of colour mixing practical schematic application to enhance art. 'Value does all the work and colour gets all the credit'. Next, the pupils move on to practical applications of value and colour with landscape artist studies both historical and contemporary which

allows pupils to study how masters approached art subjects using these combined concepts of value and colour. Finally, pupils culminate their foundational year with conceptual Pop-Art in 2D and 3D to take their art into conceptual study to another layer of complexity adding personal experimentation and expression and artistic material manipulation both 2D and sculptural 3D into their knowledge and skill base for creative expression. Throughout the year, students will begin to study thematic artist studies using 'content, form, process, and mood' to learn to analyse art, art theory and historical movements as related to these topics. Self-reflections, recordings and annotations and experimentations are key components to this process throughout key stage three with increasing independence.

Year 8 is Art DEVELOPMENT

Year 8 pupils have been equipped with foundational elements and principles of art and design from Year 7, and therefore in Year 8 students utilise and apply their skills and knowledge to create work that is more developmental, using more conceptual elements of Art and Design such as historical, contemporary and practical portraiture, African art, Cubism culture, view-points, proportion, scale, and space, patterns, texture, print-making and negative/positive space design and composition. Students develop from Year 7, their use of a range of materials, experimentation, and processes such as collage, painting and drawing and printing techniques. Students will also continue to develop their artist analysis skills and art history appreciation, which will give them an insight into the mind and working of key professionals and skills for critical evaluation.

They start their studies with contextual and practical art delving into the more complex world of portraiture theory and practice. The focus is on exposing pupils to both historical and contemporary portraiture in theory and practice to understand what the Art Masters have done with this topic, using 'content, form, process, and mood' for analysis before equipping pupils with practical techniques and applications in portraiture using a variety of materials and methods. This allows them to solidify and grow their art exposure and knowledge to build upon their foundational skills, and allow them to take artistic expression to the next levels with the study of humans. Next, students will learn how to take their art to the next levels of abstraction and expression with the study of patterns and texture which sits upon foundations of value and colour and adds visual interest to art. Following this, pupils will begin the more complex study of perspectives, scale and viewpoints to equip them to create higher level art by 'knowing the rules' of structure and transformation and drawing construction. Once pupils have been

exploring the 'art rules', they will then learn 'how to break the rules like a pro' looking at art movements and their unique styles of expression, who have broken away from mainstream starting with Cubism studies, and its origins of African art. Students will then continue to increase their material manipulation, experimentation and techniques knowledge with a study in age-old printmaking techniques, culminating in tying it all together with a focus on design and composition studying negative/positive space designs. This adds another layer of opportunity to artistic expression as they learn the value of design for creating harmony, balance and unity in their artwork.

Year 9 is Art REALISATION

Now that Year 9 pupils have had a solid foundational breadth of artistic concepts in art theory and practice during year 7 and 8, pupils are ready to delve into more advanced skills both technical and conceptual. Year 9 is used as a year for realisation incorporating advanced drawing and colour skills (reinforcing and building upon year 7 and 8), including direct observation, advanced value and colour scales, colour schemes, colour harmony, colour temperature, perspective, scale, transformation and angles, shading and 'lost' edges, monochrome studies, water colour skills and manipulation, artist studies evaluating realism, abstraction, and impressionist art styles, graphic design and illustration theory, mixed media, collage and mosaic, and finally construction, modelling and sculpting both soft sculpture and pottery ceramics.

Pupils will build understanding, knowledge, skills, and processes in a multidisciplinary manor and with a greater independence and proficiency by applying their knowledge and skills in response to a theme. Using a theme as springboard allows them to delve deeper into a concept and the many ways it allows for artistic expression and response. They begin with advanced drawing technical skills, to take their skills to the next level studying advanced concepts such as 'lost edges', contour, tone and advanced shading techniques and followed by advanced colour skills which allows them to appreciate the depth of art methodology, understanding colour models beyond the basic primaries such as Munsell and its practical applications, such as colour charts, and advanced colour schemes. This allows students to be exposed to more advanced and scientific art instruction as they begin to appreciate the depth of colour theory as applied to colour and light. Following this, pupils look at thematic artist studies to learn from the Art Masters and understand different styles and genres used in response to a theme. Students are then ready to continue their art instruction with understanding of adjacent topic of Graphics and Illustration as

applied to print and digital media. This allows them to work with material manipulation and concept art, taking their art to the next levels of abstraction. Finally, pupils conclude their key stage three with studies of construction and sculpting with the study of Ceramics and Pottery techniques. This allows them to experience the breadth of art styles and techniques moving from 2D to 3D with expansion of the art materials into another dimension and tactile approach

Overall, students are introduced to more sophisticated and mature themes that open the mind and prepare them for the GCSE.

Throughout KS3, we aim to prepare students for the world of work and post-16 opportunities by constantly referring to careers in the creative industries both locally, nationally, and internationally.