

# Curriculum Framework KS3

Year Group	Processes and Techniques	Starting Points (Choose at least 2)	Homework - per term
<b>7</b>  <b>Formal Elements</b>  Line  Tone  Shape Space  Form  Texture  Pattern  Colour	<b>Dry materials:</b> Pencils, Colouring pencils, Felt pen, Pastels.  <b>Wet materials:</b> Poster Colour, Water Colour.  <b>3D materials:</b> Paper/Card.  <b>Printing:</b> Mono, (Carbon paper/printing inks)  <b>(Choose at least 1 from each media type)</b>	<b>Structure</b> - Insects/Abstract  <b>Identity</b> - Self/Possessions/place  <b>Food</b> - Sweet Treats/Packaging  <b>Observational skills, including drawing, should underpin all schemes of work.</b>  <b>The formal elements will be revisited each year to reinforce and extend knowledge and skills.</b>	Drawing  Research  Collecting  Spelling test  Quiz  Retrieval  Exhibition review  <b>Homework to be set on SMHW. This can be shared from Google Classroom.</b>
<b>8</b>  <b>Formal Elements</b>  Line  Tone  Shape Space  Form  Texture  Pattern  Colour	<b>Dry materials:</b> Pencils, Colouring pencils, Felt Pen, Pastels.  <b>Wet materials:</b> Water Colour, Inks.  <b>3D materials:</b> Clay/Plaster  <b>Printing:</b> Press  <b>(Choose at least 1 from each media type)</b>	<b>Still Life</b> - Natural Forms/Mechanical  <b>Narrative</b> – Figure/Text/Architecture  <b>Current Issues</b> –  Fair Trade/Cultural/Environment  <b>Observational skills, including drawing, should underpin all schemes of work.</b>  <b>The formal elements will be revisited each year to reinforce and extend knowledge and skills.</b>	Drawing  Research  Collecting  Spelling test  Quiz  Retrieval  Exhibition review  <b>Homework to be set on SMHW. This can be shared from Google Classroom.</b>
<b>9</b>  <b>Formal Elements</b>  Line  Tone  Shape Space  Form  Texture  Pattern  Colour	<b>Dry materials:</b> Pencils, Colouring pencils, Felt Pen, Pastels.  <b>Wet materials:</b> Brusho inks, Acrylic paints.  <b>Sculpture:</b> Mixed media/ Recycled materials.  <b>Printing:</b> Etching (silver card)  <b>(Choose at least 1 from each media type)</b>	<b>Pattern</b> - Op Art/Fashion  <b>Street</b> - Graffiti/Architecture  <b>Steam Punk</b> – Sculpture/Fashion  <b>Observational skills, including drawing, should underpin all schemes of work.</b>  <b>The formal elements will be revisited each year to reinforce and extend knowledge and skills.</b>	Drawing  Research  Collecting  Spelling test  Quiz  Retrieval  Exhibition review  <b>Homework to be set on SMHW. This can be shared from Google Classroom.</b>

Curriculum Framework to be used alongside the **KS3 National Curriculum for Art and Design**. Please ensure that you are covering the subject content.

Work will be presented in an A5 hard backed sketchbook. The sketchbook will stay with the learner throughout the 3 years and will be a record of their skills, knowledge, techniques and processes as well as their developing visual

### **Exhibition Review**

Each year, all students in years 7, 8 and 9 will create a **contextual review of the current years' A level Exhibition**. The review must contain 3 boxes for drawing, 3 spaces for writing and a title; **A Level Exhibition review and the year**.

Students should review one piece of 2D work, one piece of 3D work and one mixed media piece of work.

They should make notes; The artists name, describe the work – What material is it made from? How is it assembled/created? Describe how the artist has used The Formal Elements. What do you think of the work and why? This will then be written up neatly and presented as an assessed piece of work.

**At Keys stage 3**, learners will have opportunity to experience a range of materials, processes, techniques and references. Each year's curriculum is intended to reinforce the key skills and techniques used within Art and Design. Projects will revisit and reinforce prior knowledge with increased depth and understanding. Learners will become increasingly independent, learn how to apply their developing literacy skills and understand the importance of evaluating, developing and refining ideas.

**In each year**, pupils will engage in at least 2 extended units of work which will be based on one or more starting points selected from the list. They will also have opportunity to take part in competitions, paired and/or group work and exhibitions.

**All projects** will include reference to and use of **The Formal Elements**. These are the most common elements of art and include **Line, Tone, Shape, Space, Form, Texture, Pattern and Colour**. The formal elements will be revisited each year to reinforce and extend knowledge and skills. When analysing and using these intentionally, the learner gains a deeper understanding of their own and others' work.

**Observational** skills are fundamental in developing skills in Art and Design and as such, all projects will be underpinned with recording in a variety of ways including, but not exclusively, drawing.

**Each project** will also be supported with **contextual references** from both historical and contemporary artists, designers and craftspeople. An Art History and Architecture timeline will be displayed in each room. A copy of the Art history timeline will be presented in sketchbooks in year 7 as a continuous reference which learners can use to put the artists studied into an historical context.

**Where** relevant, projects should have reference to **appropriate** diversity, whether cultural, LGBTQ or Disability. Contextual links will be covered in both a pre and post-operative way. When learning about the work of others, learners will have opportunity to analyse artworks, express opinions and understand how ideas and conventions are portrayed. This will enable them to develop their own critical understanding.

**KVOs**—As part of the whole school DRIVE initiative, each year group has a learner handbook containing key information, Art history timelines, writing frames and the knowledge and vocabulary organiser. Each year builds upon the last, reinforcing knowledge and adding new words/terms to extend their art vocabulary. Reference should be made to the purpose, key knowledge, key vocabulary and further information contained in the KVO as part of the scheme of learning.