

# KS3 - ART & DESIGN

# Overview - CURRICULUM MAP



Year 7		Year 8		Year 9	
				Term	
Autumn	<p><b>Theme: SELF IMAGE - PORTRAITURE</b> (Range of artists ... masters ...history – Michelangelo/Picasso/Freud/Bacon/Rubens ...)</p> <p><b>Key Skills:</b> Drawing skills/Painting skills</p> <p><b>Key Tasks/Outcomes:</b> Self Portrait/Drawing of eye/Colour wheel/Artists' copy/Painted self portrait in the style of Picasso</p> <p><b>Concepts/Terms/Vocabulary:</b> observation/proportion/measuring/looking/shape/scale/mood/colour/abstraction/simplification/juxtaposition/</p> <p><b>Assessment Objectives covered:</b> A.O.1/A.O.2/A.O.3/A.O.4</p>	Autumn	<p><b>Theme: Abstracted Form – SCULPTURE</b> figure/Other cultures (Shona Sculpture/Contemporary</p> <p><b>Key Skills:</b> Drawing for purpose/Design drawings/Drawing from observation –</p> <p><b>Making –</b> Clay and other materials/Understanding processes and how art can communicate a message/understanding of audience.</p> <p><b>Key Tasks:</b> Drawings from life and use of photographs to develop ideas. Studies to show development of ideas for final clay outcome/Clay Outcome/Emotions sculpture.</p> <p><b>Concepts/Terms/Vocabulary:</b> emotion/material/abstraction/simplification/distortion/engrave/mould/negative/positive/shape/form/structure/proportion ...</p> <p><b>Assessment Objectives covered:</b> A.O.1/A.O.2/A.O.3/A.O.4</p>	Autumn	<p><b>Theme: Natural Forms</b></p> <p>Artists: Georgia O'Keefe/Blossfeldt/Van Gogh/</p> <p><b>Key skills –</b> Drawing from observation/Lino cuts/painting</p> <p><b>Key Tasks:</b> Photographs natural forms/Close-up studies/Lino print 2/3 colours/Monoprinting. Extension: Close-up paintings and studies/Card cut outs</p> <p><b>Key Concepts/Terms/Vocab</b></p> <p>Linocut/Negative/Positive space/Composition/Scale/Viewpoint/Close-up/Pattern/Outline/Shape/Contrast/Balance/Colour: Complementary/Contrast/Secondary/Tertiary/muted/natural/Tone/Surface/Lino/Quality of line</p> <p><b>Assessment Objectives:</b> A.O.1/A.O.2/A.O.3/A.O.4</p> <p><b>Theme: Identity:</b></p> <p><b>Key skills</b> Drawing skills/Painting skills</p> <p><b>Key tasks:</b> A3 Portrait drawing (tone) Painted studies (colour mixing and painting techniques</p> <p><b>Assessment Objectives:</b> A.O.3/A.O.2</p>
Spring	<p><b>Theme: Exploration – Alien Eggs</b> [ Ernst/Surrealism ..]</p> <p><b>Key Skills:</b> Drawing from imagination/Drawing for purpose/markmaking/charcoal/oil pastel/Making/CLAY/PAINTING</p> <p><b>Key Tasks:</b> Studies which show development of ideas for making and designs for clay – exploration of pattern/texture/Clay egg</p> <p><b>Concepts/Terms/Vocabulary –</b></p> <p>Frottage/pattern/3D/2D/Design/Markingmaking/Tone/Structure/Form/Surface/Engrave/build/slip/tool/Carve/join/Objective s covered: A.O.2/A.O.3/A.O.4</p>	Spring	<p><b>Theme: Surrealism</b></p> <p><b>Key Skills:</b> Painting and Drawing skills (Colour mixing/painting techniques). Developing Subject Knowledge/Ability to write critically about art.</p> <p><b>Key Tasks –</b> Note making about Surrealist movement – Collage to explore ideas – Painted surreal outcome – Surreal sculpture (range of materials and approaches)</p> <p><b>Concepts/Terms/Vocabulary –</b></p> <p>Surrealism/Juxtaposition/Composition/Imagination/Subconscious/Metamorphosis/Collage/Perspective/Primary/Secondary/Tertiary/Colour .../Abstract/morph/transform</p> <p><b>Assessment Objectives covered:</b> A.O.1/A.O.2/A.O.3/A.O.4</p>	Spring	<p><b>Theme: Abstracted Forms</b> - Artists: Barbara Hepworth/H. Moore</p> <p><b>Key Tasks:</b> Research Sheet/Planning Sheet</p> <p>Visual copies and writing about artists and sculptures</p> <p>Planning sheet (own photo, drawing for purpose/planning 3) Clay Sculpture inspired by Henry Moore</p> <p><b>Key Concept/Vocab:</b></p> <p>Abstraction/Simplification/Distortion/Surface/Texture/Form/3D/2D/Shape /Design/Structure/Mass/Space</p> <p><b>Assessment Objectives:</b> A.O.1/A.O.2/A.O.3/A.O.4</p>
Summer	<p><b>Theme: Aboriginal Art – Other Cultures</b></p> <p><b>Key Skills:</b> Drawing for purpose and developing technical skills and proficiency – Painting -</p> <p><b>Key Tasks:</b> Personal symbols to communicate ideas/values/beliefs/surroundings. Development of personal outcome which communicates ideas (variety of possible materials (object/painting)</p> <p><b>Concepts/Terms/Vocabulary</b></p> <p>Symbol – shape – pattern – composition – dots – surface – colour – ariel view – belief –</p> <p>(Objectives covered: A.O.1/A.O.2/A.O.3/A.O.4</p>	Summer	<p><b>Theme: Visual Narrative:</b> Marc Chagall/Betty La Duke/Teesha Moore ... Image and Text.</p> <p><b>Key Skills:</b> Collage/Mixed Media/ICT/Painting</p> <p><b>Key Tasks:</b> Planning and creating personal outcome which is creative (exploring using symbolism, personal imagery and text to communicate to an audience/tell a story</p> <p><b>Concepts/Terms/Vocabulary:</b> Pattern /Shape/Composition/ Layer/ Outline/ Decorate/ Combine/ Compose/ Join/ embellish/ Contrast/ Focal Point /Background/Space/ Detail.</p> <p><b>Assessment Objectives covered:</b> A.O.1/A.O.2/A.O.4</p>	Summer	<p><b>Theme: Surroundings</b> (Links to Yr 10 project – Layers)</p> <p>Artists: Sandra Meech/Rebecca Vincent/Eric Carle</p> <p><b>Key Tasks:</b> Photographs and Drawings linked to surroundings and key artists. Frottage/Collage/Collage/Wax resist</p> <p><b>Key concepts:</b> Shape/Pattern/Composition/Texture</p> <p><b>Assessment Objectives:</b> A.O.1/A.O.2/A.O.3/A.O.4</p>

# KEY STAGE 3

## Marking Scheme – Assessment Criteria

Level	Foundation		Developing		Good		Exceptional	
	Descriptor	Taxonomy	Descriptor	Taxonomy	Descriptor	Taxonomy	Descriptor	Taxonomy
<b>A.O.1 - RESEARCH</b> Research/Investigating artists. Knowledge and Understanding. Written analysis. Visual copies of artists' work	I can research & collect relevant information and visuals for the task. Some attempt at written annotation. I can develop work after seeing the work of others. Written work contains some key words	Basic Can be under-developed – Minimal ability  Some attempt at description and explanation of art work.	I can consider and discuss my research. I can identify some key characteristics of artists work and show some understanding in my written work using key words. I can develop understanding through visual copies using similar techniques and processes with a degree of skill.	Some/generally consistent ability. Written work is generally considered and developed. Range of key words used. Generally clear explanations and descriptions of art work. Personal opinions expressed. Visual copies show level of skill understanding	My research clearly informs my ideas and is relevant to my intentions. I can apply gained knowledge and understanding to skilfully develop practical work.  I can communicate in written form using subject specific vocabulary clearly and with some confidence.	Consistent ability  Confident  Effective  Well developed  Coherent	I can perceptively make personal opinions and independent decisions about the work of others. I can write critically about art work using a wide range of subject specific vocabulary. I can show skill and understanding through effective and highly developed practical studies of artists' work.	Highly developed. Insightful Personal Highly skilful and effective Original Purposeful  Detailed – In – depth
<b>A.O.2 - EXPLORE &amp; REFINE</b> Developing Ideas – Exploring and Experimenting with materials and techniques and processes. Reviewing and modifying	I can create an idea linked to my research.  I can use materials with some control  I can show understanding of how materials can be used to develop an idea.	Basic Minimal – Some ability  Evidence of some reflection and development  Some experimentation and exploration of idea	I can develop, explore and control materials showing growing understanding of how the selection of materials can affect my work. I can identify areas for development in my work and refine and improve creatively my ideas	Generally consistent ability. Sense of development in practical pieces which show progression and exploration of ideas. Emerging confidence in practical work and in the use of key materials and techniques.	I have an ability to use materials effectively and to realise my intentions.  I modify works as it progresses. I consider design, materials and techniques when developing my work and ideas.	Confident  Effective  Well developed  Assured  Consistent ability	I demonstrate through sustained development the influence of relevant research making strong connections to artists. I can skilfully use materials, techniques and processes as work progresses. I review and modify my work as it progresses to refine and improve my ideas and the quality of my practical work	Highly developed  Skilful  Fluid  Confident  Flair  Sensitive/perceptive connections
<b>A.O.3 - RECORD -</b> Drawings/Observations/Insights/Photos/Mind maps/Annotation	I can record my own ideas from a range of sources. I can develop my ideas based on contextual sources. I can show shape and form. I can record showing some understanding of colour – line – tone – shape - form	Basic Minimal – some ability Some understanding	I can explore and effectively record my observations in a range of different mediums, techniques and processes I can record creatively and with some decisiveness visually	Generally consistent ability Developing confidence Evidence of clear skills	I can use and demonstrate a whole range of mediums, techniques, processes, skills and observations. I can record and communicate my intentions with clarity and insight	Confident Consistent Effective Skilful Well developed Sustained Refined	I can record accurate and insightful visual observations of my ideas and intentions using mediums, techniques and processes skilfully	Mature High level Confident Highly skilled
<b>A.O.4 – PRESENT</b> Personal & Meaningful responses. Insights and links to research. Connections	I have responded to the project and demonstrated evidence of new skills specific to task I can plan and present my work using some skill I can use techniques and materials to create a response to the work of others.	Basic Minimal – some ability Work may be under-developed or unfinished	I can create a range of responses based on my ideas. I have used different materials. I can show that my work is connected/linked to my research and investigations. I have explored a range of art materials to respond fairly effectively and demonstrated some confidence in my creativity.	Evidence of work being reviewed and modified  Developing confidence  Evidence of skill  Fairly confidence  Generally consistent ability	I can create a personal response which is technically convincing and appropriate to my intentions. I can demonstrate clear links to artists. I can use materials effectively. My work is personal and well developed	Consistent ability  Effective  Confidence  Sustained  Refined	I can respond and present work that is thoughtful and sustained. My response is coherent, creative and original. There are clear and perceptive at times connections to artists and my investigations.	Original  Imaginative  Personal  Highly developed  Perceptive