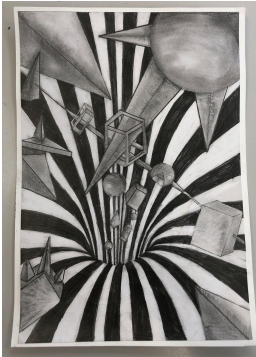




**Subject - KS3**

**Subject: ART**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>Line and Tone</b></p> <p>In term 1a, students are introduced to the formal elements and begin their journey by developing a series of experimental line studies in order to refine observational drawing skills and encourage accuracy in outcome.</p> <p>In term 1b, students develop their understanding and application of tone in order to create the illusion of 3d shapes. They then create an abstract shape composition, inspired by optical illusion art.</p> 		<p><b>Colour, Pattern and Shape</b></p> <p>The colour wheel and colour theory are the focus for students in term 2a. Here students learn how to use colour effectively in order to create different moods.</p> <p>In term 2b students are challenged to put their prior learning to the test as they develop outcomes based on natural forms. Students will learn the process of critical analyses by exploring the collages of Henri Matisse. They then refine the process of simplification and create templates to develop their own unique collage and pattern outcome, using their knowledge of colour theory to guide their choices.</p> 		<p><b>Form and Texture</b></p> <p>This term students further develop their ability to investigate artists as their source and develop critical thinking. The structure for this project relates directly to the Art assessment objectives: develop, explore, record, present.</p> <p>Students investigate the work of artist Claes Oldenburg by creating an investigation page on his life and work whilst further developing their observational drawing skills.</p> <p>In the final half term, students develop ideas for a food inspired sculpture as a response to their investigation. They then complete an outcome in clay experimenting with texture and colour.</p> 	
<b>Year 8</b>	<p><b>Landscape and Climate</b></p> <p>Term 2a introduces landscape painting and applying background, middle ground and foreground to a composition.</p> <p>Students learn about climate change through the work of artist and scientist Jill Pelto and are introduced to photographic techniques that highlight the impact of the changing climate.</p>		<p><b>Kehinde Wiley, Portraiture and Culture</b></p> <p>Using critical analysis skills, students begin this topic investigating the work of artist Kehinde Wiley and photographers Hassan Hajjaj and Thandiwe Muriu.</p> <p>Following facial features practice, students will celebrate their culture and identity by researching</p>		<p><b>1 point and 2-point perspective: My Dream Space</b></p> <p>This half term students will learn 1-point perspective, vanishing points, and horizon lines by designing their "dream" interior space.</p> <p>Next, they learn 2-point perspective drawing through a range of practice activities, culminating in a larger, creative drawing of a 2-point perspective space.</p>	

Students develop their skills in painting and understanding composition by completing a study of the artists work, before creating a final landscape outcome inspired by the styles and concepts of Jill Pelto.



patterns and fabrics that represent their heritage.

They then collage these elements into the background of a self portrait drawing, exploring texture and depth of colour.



This project not only teaches them key skills to enable future careers in fields such as architecture, interior design and landscape gardening but also encourages students to be as individual and creative as possible, with a focus on independence of ideas.



**Year 9**

**Surreal Masks**

Here, students get the opportunity to revisit their sculpting skills which they developed in year 7.

Following a similar structure to the GCSE course, students research and analyse the work of Peggy Bjerkan, who creates surreal clay masks inspired by idioms and proverbs. This section of the course not only challenges students' thinking by exploring the surrealist movement, but upskills and supports their development of literacy.

Once students have created a range of ideas, they select and apply them to the material of clay, before completing in acrylic paint.



**Cityscape Relief**

This term students develop their understanding of different habitats around the world, their identifiable characteristics, and why they have been developed.

Students then respond to this learning by experimenting with and refining ideas for a street view of houses from around the world.

They build new skills in the 3 dimensional material of cardboard, and learn how to create a cardboard relief outcome, applying textures and paint to complete.



**Deborah Roberts Collage**

For the final term students investigate the work of artist Deborah Roberts and how she uses collage to explore themes of Black identity, particularly Black childhood, and address the complexities of race, gender, and societal perceptions of beauty.

Students learn to apply previously learnt skills; collage, drawing and painting, to put together a portrait composition, incorporating elements of youth and identity.

