

Art Curriculum Sequence – Key Stage 3

	KS2 National Curriculum prior learning	By the end of the term, students can:	Year 7 Term 1 Understand the visual elements of art and design through cultural masks	Year 7 Term 2 Using tone and drawing pencils.	Year 7 Term 3 Understanding colour theory and colour mixing.	Year 8 Term 1 Architecture and Clay Gargoyles	Year 8 Term 2 Portrait and Selfies	Year 8 Term 3 Mixed media printmaking Sealife	Year 9 Term 1 Architectural Card Sculpture	Year 9 Term 2 Mixed Media and wire Bugs	Year 9 Term 3 Cubist and Abstract Art Is it Art?
What we want our students to know and remember	Summer work booklet learning the visual elements of art was sent home during the transition days. Transition day art lessons discussed the visual elements of art.	Define the key tier 3 vocabulary:	Form, Tone, Colour, Line, Shape, Pattern, Texture, Space, Harmony, Contrast, Balance, Emphasis, Unity, Proportion, Variety, Geometric, Irregular, Regular Western, Non-western Mask, African, Mexican, Indonesian, Composition	Line, Tone, Blend, Shape, Contrast, Shadow, Form, Graphite, Proportion, Texture, Technique, Observational, Refinement, Application, Layer, Analyse, Scale, Detail, Chiaroscuro, Detail, Control, Develop	Controlled Smooth Gradual Quality Tertiary Hue Tint Shade Intensity Repeat Outline Appearance Illusion Primary Secondary Colour Control Blend Paint Gouache Observational Red Yellow Blue Complimentary Tertiary Hue Technique Contrast Tint Shade Orange Purple Green Composition Kitsch Sarah Graham	Gothic Gargoyle Architecture Grotesque Mould Design Expression Emotion Detail Flying Buttress Rose Window Pointed Arch Stained-Glass Window Build Construct Clay Pinch Kiln Guide Sticks Refine Slab Slip Coil Incise Applied Decoration Score Rolling Pin Modelling Tools Colour Sculpt	Line Shape Tone Blend Proportion Observational Form Three-dimensional Detail Texture Scale Shading Unique Technique Contrast Depth Hyper Realistic Photorealism Abstract Emotion Features Shadow Expression Manipulate Composition Portrait Self Observe Measure Identity Emotion	Technique Process Materials Reflect Observation Refinement Acrylic Application Colour Monoprint Impasto Watercolour Style Texture Layer Analysis Annotate Mixed Media Inspiration Interpretation Presentation Composition Carbon Paper Negative Positive Space Balance Unity Variety Emphasis Pattern Scale	Explore Refine Friedensreich Hundertwasser Antoni Gaudi Ian Murphy Process Technique Layer Continuous Architecture Design Build Join Construct Style Application Form Corrugated Layer Expression Unique Decoration Texture Three-dimensional Sculpture Mosaic Relief Interlock Negative Space Positive Developed Imaginative Invent	Technique Line Process Materials Observation Refinement Wire Application Poly-print Acrylic Ink Watercolour Texture Layer Analyse Annotate Mixed-Media Style Inspiration Manipulate Compare Interpretation Transfer Reflect Paper Pulp Presentation Blot Sgraffito Resist Composition Plastic Fusion David Hockney	Abstract Expressionism Cubist Cubism Pablo Picasso Jackson Pollock Cornelia Parker The Glue Society Mixed Media Collage Automatism Wassily Kandinsky Colour Symbolism Impasto Debate Expressive Reflect Individual Global Awareness Political Art Symbolism Propaganda Justify Articulate Environmental Auction Animation CGI Censorship
		Recall the knowledge:	<p>The building blocks of art.</p> <p>Identify Mexican, African and Indonesian masks.</p> <p>The Visual Elements of art, explaining what Form, Tone, Colour, Line, Shape, Pattern, Texture.</p> <p>The difference between drawing pencils.</p> <p>Information about artists who use different visual elements, such as Ruth Piper, Jim Dine, Georges Seurat, Anna Enshina, Yayoi Kusama, Henri Matisse, M C Esher,</p>	<p>Understand which pencils create different types of tones and why.</p> <p>The types of pencils e.g Hard pencils, light tones (Graphite mixed with clay) Black (soft) pencils, dark tones graphite.</p> <p>Materials used to create successful drawings.</p> <p>The top tips for creating successful pencil drawings.</p> <p>Identify this knowledge and understanding through studying the work of artists.</p>	<p>Understand colour theory. Know the primary, secondary and tertiary colours. Be able to mix hues, tints and shades of colour with understanding and accuracy.</p> <p>Identify which paintbrush is appropriate for the activity.</p> <p>Be able to identify the work of Sarah Graham. Show understanding of photorealism painting.</p>	<p>Recall the visual elements language from y7 project 1 and understand how it fits in.</p> <p>Recall three-dimensional form and tonal drawing skills to design and articulate ideas of a clay sculpture</p> <p>Recall tone and form drawing skills to show three dimensional qualities of the design.</p> <p>Recognise Gothic architecture.</p> <p>Identify key features of Gothic Architecture and the</p>	<p>Recall the visual elements language from yr. 7 appropriate to this project.</p> <p>Recall knowledge from yr 7 project 2 tone and form.</p> <p>Know about the rules of proportion and scale when creating portrait.</p> <p>Know why and how portraits have been made throughout history.</p> <p>Know that there are many different methods of creating accurate portrait.</p> <p>Information about artists and</p>	<p>Recall the visual elements language from yr 7 project 1 and understand how it fits in to the project.</p> <p>Recall good understanding of art specific language and identify different styles. Know that there are many ways to produce art, craft and design.</p> <p>Know that some artists choose to make work using more than one material.</p> <p>Identify this knowledge and understanding</p>	<p>Recall the visual elements language from yr. 7 appropriate to this project.</p> <p>Recall and show good understanding of tone and form drawing skills.</p> <p>Recall understanding of how to use pencil and colour to create good shape and form in designing.</p> <p>Recall art specific language learnt to be able to discuss their own work and the work of artists and architects.</p> <p>Know a brief history of architecture and</p>	<p>Recall knowledge of composition, tonal drawing skills and colour theory to inform the creation of work using new techniques and processes.</p> <p>Know and explore new mixed media processes and techniques using the theme of bugs and creepy crawlies.</p> <p>Recall art specific language learnt to be able to discuss their own work and the work of artists.</p> <p>Know about local art and understand how art can be commissioned. Wire Sculptures at</p>	<p>Recall all previous knowledge of art experiences so far to answer the question, 'Is it Art?' Recall good understanding of art specific language and identify different styles.</p> <p>Identify Cubism, Abstract Art and what an art movement is.</p> <p>Explore different types of abstract art making connections with many reasons for producing visual art.</p> <p>Consider the ideas that art can influence the way</p>

			<p>Lucy Lytle, Henry Moore, Thaneeya McArdle, Vincent van Gogh</p> <p>Know how to be safe and how to behave safely in the art room.</p>	<p>Understand the term Chiaroscuro and use this with other art specific language to discuss opinions about art.</p>		<p>purpose of gargoyles.</p> <p>Know when Gothic architecture was at its height in the history timeline, including Pugin’s Gem, Cheadle.</p> <p>Recall knowledge of colour theory to design an appropriate colour scheme.</p> <p>Know and understand the technical language used when working with clay and sculpture.</p> <p>Know about the rules of sculpting with clay and understand the hazards of trapping air in the work.</p> <p>Know the basic chemistry of clay.</p> <p>Know about the local heritage of Stoke-on-Trent and the significance of clay and the ceramics industries being able to link this to themselves and their own work.</p>	<p>photographers who create portraits using different styles of art such as, Chuck Close, Marion Bolognaise, Rembrandt, Leonardo Da Vinci, Thomas Gainsborough, Dema Chic, Vince Lowe</p> <p>Know how colour can reflect, project and symbolise mood and emotion.</p> <p>Know how artists are inspired by artists through history.</p> <p>Know about careers in the visual arts through history.</p> <p>Know about the National Portrait Gallery, London and why art is there.</p>	<p>through studying the work of artists.</p> <p>Know about monoprint techniques.</p> <p>Know about good and bad composition including the principles of art; balance, variety, scale, positive and negative space, unity, pattern, scale and emphasis</p>	<p>how it has developed through time.</p> <p>Identify information about architects and artists such as Ian Murphy, Antoni Gaudi and Friedensrich Hundertwasser.</p> <p>Know how artists and architects use materials and processes considering carbon footprint and recycling.</p> <p>Know about the local sculpture trail for Stoke-on-Trent and the names of some of the sculptors.</p> <p>Know that sculpture can be functional or decorative.</p> <p>Know about careers in the visual arts.</p>	<p>Trentham Gardens, and Robin Wight’s work.</p> <p>Identify David Hockney’s paper pulp art.</p>	<p>people feel about places and people.</p> <p>Can art be political?</p> <p>Know what censorship is and how it has been used in the visual arts.</p> <p>Can art send strong messages to the viewer?</p> <p>Know that art is very collectable.</p> <p>Know about auction houses and how art can be sold.</p>
<p>What we want our students to do</p>		<p>Demonstrate excellence in these skills:</p>	<p>Create a mask inspired by either Mexican, African or Indonesian cultures. Understanding of composition through dividing into sections and show understanding of each of the visual elements within the sections of the mask.</p> <p>Show skill, understanding, control, confidence</p>	<p>Select appropriate drawing pencils, images, materials, techniques and processes suitable for the task. You will be able to write and talk about the work of others (knowledge).</p> <p>Create an observational pencil tone drawing showing understanding and skill when using 2H,</p>	<p>Show skill and understanding of colour theory.</p> <p>Be able to use an appropriate paintbrush with skill and control.</p> <p>Use this knowledge to show blending skills with paint, pencil crayon and oil pastels.</p> <p>Be able to confidently discuss</p>	<p>Create three-dimensional gargoyle designs inspired by gothic gargoyles.</p> <p>Show understanding of clay building techniques and processes, sculpting practical skills.</p> <p>Show understanding through the outcome of effective applied and incised decoration</p>	<p>Show skill and understanding of different drawing methods when creating portrait; measured, unmeasured and grid method.</p> <p>Develop understanding of different types and styles of portrait through history and the different types of materials including</p>	<p>Select appropriate images, materials, techniques and processes suitable for the task.</p> <p>Be able to write and talk about the work of others.</p> <p>Identify variations and styles of line, shape, tone, texture and colour in their own and others’ work showing understanding of</p>	<p>Select appropriate resources materials and other visual information suitable for the research and construction of the sculpture. Write and talk about the work of others.</p> <p>Be able to recognise the work of Antoni Gaudi, Ian Murphy and Friedensreich Hundertwasser and have an opinion about their work</p>	<p>Select appropriate images, materials, techniques and processes suitable for the mixed media tasks. Write and talk about the work of artists who have bugs as their subject matter.</p> <p>Identify variations and styles of line, shape, tone, texture and colour in their own and others’ work.</p>	<p>Explore the ideas of why art is made.</p> <p>Have solid opinions and ideas about what they believe to be important when creating works of art.</p> <p>Be able to articulate reasons behind the type of art they prefer to make from all disciplines and say why using art specific language</p>

			<p>and refinement with the different materials.</p> <p>Be able to discuss and compare artwork using correct understanding of the visual elements to describe to others.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>	<p>HB and 2B drawing pencils. Form and tone will be the main visual elements used.</p> <p>Be able to discuss and compare artwork using correct understanding of art specific vocabulary including the word chiaroscuro.</p>	<p>the work of Sarah Graham showing understanding of colour theory and paint application skills.</p> <p>Create an outcome that shows skill, control, application and refinement skills with paint when applying paint. It must also show understanding of colour theory.</p> <p>Be able to discuss and compare artwork using correct understanding of the visual elements to describe to others.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>	<p>Use paint showing knowledge of painting mixing and control skills.</p> <p>Create an outcome that shows skill, control, application and refinement skills with clay and paint.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>	<p>photography, that can be used when creating portraits.</p> <p>Create portraits using materials of choice to demonstrate your knowledge and understanding.</p> <p>Create an outcome that shows skill, control, application and refinement skills.</p> <p>Create an outcome that shows understanding of composition.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p> <p>Show understanding of how identity can be manipulated through the visual arts.</p>	<p>how to use a range of materials, techniques and processes.</p> <p>Show a clear understanding of techniques and processes when applying line, shape, tone, texture and colour to a drawing.</p> <p>Show good understanding of art specific language and identify different styles.</p> <p>Identify and justify which techniques are most appropriate when creating a realistic drawing and when interpreting different artists' styles.</p> <p>Compare outcomes with those of others and justify/analyse your choices (analysis).</p> <p>Produce work that effectively shows skilful use of the visual elements and principles of art.</p> <p>Produce work that reflects the processes and techniques used by the artists they're inspired by.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>	<p>using art specific language.</p> <p>To use appropriate materials to show understanding of the style of work that Ian Murphy, Antoni Gaudi and Friedensreich Hundertwasser create.</p> <p>Create informed designs showing three-dimensional sculpture designs.</p> <p>Consider their new understanding of positive and negative space and include reference to this in their designing process.</p> <p>Transfer new knowledge of card construction techniques to create their own sculpture inspired by the artists studied.</p> <p>Show knowledge of effective colour, texture application decoration the sculpture considering new knowledge from artists and architects and processes and techniques.</p> <p>Have opinions on the sculpture tail for Stoke-on-Trent through class discussion.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety</p>	<p>Use a range of materials, techniques and processes.</p> <p>Show good understanding of art specific language and identify different art styles.</p> <p>Identify which techniques are most appropriate when creating a realistic drawing and when interpreting different artists' styles.</p> <p>Compare outcomes with others and justify/analyse your opinions.</p> <p>Produce work that effectively shows the processes and techniques used by the artists.</p> <p>Recognise areas of success and identify areas to improve.</p> <p>Understand the importance of refining work and reflect on techniques and outcomes</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>	<p>confidently with understanding.</p> <p>Understand the reasons behind the phrase, 'A picture tells 1000 words' from a global awareness viewpoint.</p> <p>Create an idea for art that is to be made from any materials that they like.</p> <p>Justify reasons for creating art; for art's sake, to give a message, political reasons, etc.</p> <p>Explore reasons why artists and makers create art and the messages that can be shared as a result.</p> <p>Be responsible for the materials used and clean them appropriately.</p> <p>Use knowledge of health and safety with equipment in the art room.</p>
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Key assessment questions:			<p>What are the visual elements and principles of art?</p> <p>Why are the visual elements in art important to all art?</p> <p>How can you describe thoughts and opinions about art, using these words.</p> <p>Can art be created through being inspired by other cultures?</p> <p>What is the purpose of masks around the world?</p> <p>Are masks integral to expressing values of different cultures?</p>	<p>Which materials and processes do we need to use to create successful pencil observational drawings?</p> <p>What are the top tips for creating successful observational drawings?</p> <p>How are pencils made?</p> <p>What are the differences between H and B pencils?</p> <p>Why is it important to have different types of pencils?</p> <p>What is an observational drawing?</p> <p>What are the top tips for using pencils?</p>	<p>Name the primary colours.</p> <p>Name the secondary colours</p> <p>Name the tertiary colours. Which colours are used to mix the secondary colours?</p> <p>How is a tint of colour made?</p> <p>How is a shade of colour made?</p> <p>What are the best ways to hold and use a paintbrush?</p> <p>Name effective materials for crating art with colour.</p>	<p>What are the key features of Gothic Architecture?</p> <p>When in history was Gothic architecture.</p> <p>What is the function of a gargoyle?</p> <p>Where would you find an example of Gothic architecture locally?</p> <p>Where is clay from?</p> <p>Why are clay and ceramics important in Stoke-on-Trent?</p> <p>What temperature does clay fire to turn into biscuit ware?</p> <p>What is the making technique for a pinch/thumb pot?</p> <p>What is the coiling technique?</p> <p>What is the process for joining 2 pieces of clay together?</p> <p>What happens if air is trapped inside the clay?</p>	<p>What are the features of a portrait?</p> <p>Why are portraits made?</p> <p>What is the measured technique?</p> <p>What is the grid technique?</p> <p>Where might you find important pieces of portrait art?</p> <p>Why does proportion impact portrait?</p> <p>Why is portrait important when looking at history?</p>	<p>What is mixed media art?</p> <p>Why is composition important when creating a piece of art?</p> <p>What is a monoprint and how can they be made?</p> <p>What are the unique qualities of a monoprint?</p> <p>How can the visual elements be used effectively to create a successful piece of mixed media art?</p> <p>Why do artists and designers choose to work using mixed media and not just one?</p> <p>How are the materials appropriate to their intentions?</p> <p>How do different techniques, processes and materials compare to each other, eg what are the different qualities of the different materials and how would this affect the final outcomes?</p>	<p>Have a basic understanding of the timeline of architecture. How are architects inspired to produce work.</p> <p>Where would you find Antoni Gaudi's architecture?</p> <p>How is Ian Murphy inspired by architecture?</p> <p>Is architecture sculpture?</p> <p>What factors need to be considered when designing and creating a sculpture?</p> <p>What are the differences between positive and negative space? How are these important when creating a sculpture?</p> <p>How would a card construction be made. What are the making techniques that we used to create the sculpture?</p> <p>Why is it important to consider carefully the types of materials used when constructing architecture and sculpture?</p>	<p>Name mixed media art processes and techniques.</p> <p>Create art using wire.</p> <p>Is mixed media art only two dimensional?</p> <p>Show how different mixed media processes and techniques be blended to create successful effective outcomes.</p>	<p>What is art for art's sake?</p> <p>What is political art?</p> <p>What is environmental art?</p> <p>How many different types of art are there?</p> <p>How would you define art?</p> <p>Can art be used for different purposes?</p> <p>What is influential art?</p> <p>Why do artists make art?</p> <p>What is censorship?</p>

Disciplinary Rigour			<p>Students answer our assessment questions through a visual, practical language.</p> <p>Students provide answers to the questions through mastering new skills and processes with the materials. This shows how much of the process they understand.</p> <p>Students show that they can control the materials to create successful outcomes.</p> <p>Students take responsibility for materials and clean their workspaces understanding the importance for this.</p>	<p>We expect students to respond to the project visually and through trying out the new processes and techniques.</p> <p>They make links with the work of other artists learning how they use materials to create form and tone.</p> <p>Students try to copy these techniques to make their own successful outcomes.</p>	<p>Students show control with paint, pencil crayon and oil pastels.</p> <p>They use their knowledge to accurately mix colour and apply images to create a successful outcome.</p> <p>Students build on their understanding of materials and processes and why artists choose materials and processes when creating work. This informs their work and the ability to make considered decisions about their work.</p>	<p>Students show understanding of Gothic architecture and make links to the world around them in their understanding of the topic.</p> <p>Students understand the historical and cultural links to Gothic architecture and how it links to their own work.</p> <p>Students understand the importance of gargoyles through the eyes of the church linking the work to their understanding of the Christian faith at the time.</p> <p>Students compare the fears of Gothic times to more modern times and use this to create their own gargoyle designs.</p> <p>They show understanding of clay constructing techniques and rules which need to be followed when using clay to create sculpture.</p>	<p>Students understand the importance through time of how and why portraits have been made.</p> <p>Students understand how this has evolved through the progression of technology in society and art.</p> <p>Students create work using new knowledge of techniques and processes for measuring portrait using proportion.</p> <p>Students show visual understanding of the different ways that portraits can be created through art.</p> <p>Students understand the significance of art galleries and museums.</p>	<p>Students show understanding of how to create an artwork using layers of materials.</p> <p>Students make informed choices of which material is the best one for the job.</p> <p>They show growing skill and control with materials manipulating them and making more confident and independent choices about how to move their own work forwards to a successful outcome.</p>	<p>Students make links with sculpture, architecture and the wider world.</p> <p>Students understand how one process and technique can directly inform another.</p> <p>Students can show how architecture and sculpture link directly to their surroundings.</p> <p>They begin to make links with the reasons why negative and positive space are important when creating a sculpture/piece of architecture.</p> <p>Students make links between the environment and types of materials used when creating architecture and sculpture and the impact on the environment that those choices can make.</p> <p>They make links with responsible choices in materials.</p>	<p>Students build on previous knowledge and understanding about the different ways and reasons why art is made.</p> <p>Students draw on previous learning and skills developed with control when manipulating materials</p> <p>Students are able to explore a broader range of processes and techniques and experiment with them, developing their understanding of a visual language.</p>	<p>Students develop cultural awareness of how art can be used to manipulate, inform decisions, show devastation, be used for reporting in a journalistic sense, be therapy and a form of medicine, create pain, joy, love, happiness, horror, shock factor, understanding.</p> <p>How can art question choice?</p> <p>How can art expose global incidents?</p> <p>Is it art?</p> <p>Students learn how to discuss works of art with peers to be able to inform their own ideas about culture and art's place within the world.</p> <p>How is art used in religion?</p> <p>Is there symbolism in art?</p>
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