

<p>2016-2017 ART KS3</p>	<p>Year 7 Theme: colour, drawing, masks 2D & 3D Mixed Media Building on knowledge, skills and understanding learned at KS2</p>	<p>Year 8 Theme: myself 2D Mixed Media Building on knowledge, skills and understanding learned in yr 7</p>	<p>Year 9 Theme: 'Discovery' 2D visual art intro GCSE Building on knowledge, skills and understanding learned in yr 8</p>
<p>Autumn</p>	<p>Developing a range of mark making skills in paint and pencil, leading on to working with tone. Introduction to basic elements, recording and investigative drawing, formal analysis of the work of a range of artists relevant to the theme. Possibly incorporating monochrome and colour into drawings. Using artists e.g. Paul Klee to aid understanding of these techniques. Further exploratory work into studies of painting theme natural forms' under the sea' leading to a final piece, e.g. fish shells coral sea weeds. Looking at artists such as Karl Blossfeldt, Michael Landy, Anya Gallacio, Andy Goldsworthy</p> <p>Formal Elements/vocabulary: Line, tone, texture, form, shape, proportion, perspective, negative/positive space, foreground, middle ground, background, etc etc.</p> <p>Processes/techniques: Various drawing, e.g. painting, felt pens pencil, charcoal, fineliner, watercolour, etc.</p> <p>Outcomes: Within scheme of work all students are to: Create a 2D study focussing on natural forms under the sea, possibly incorporating texture, mozaic</p>	<p>Students are to build on their observational work in the Autumn term developing ideas relating to the theme to create a piece of work Students will be introduced to recording proportions of the body by first hand observation and also build on techniques for gridding up their image and drawing it Students will use ICT in a range of ways to take and edit photos and present their ideas.</p> <p>Formal Elements/vocabulary: Photomontage, working drawing, composition, symbolism</p> <p>Processes/techniques: various mixed media, photomontage, monoprinting, ICT (using Photoshop when appropriate to add animal features and background)</p> <p>Outcomes : Within scheme of work all students are to: Be introduced to Powerpoint on portraiture in Art Learn how to measure the proportions of the body, observational studies from life Learn how to compose a photograph and how to edit it successfully using ICT Use photos to create a drawing or to be imported and manipulated in photoshop</p> <p>A 2D study into the theme</p>	<p>Students are to work in 2D, researching and developing a body of work relating to the theme of 2D visual art working from and influenced by the work of chosen artists and designers. Students could also use ICT in a range of ways to take and edit photos to develop and present their ideas. Initial studies could lead to development into a painting or printmaking piece. In any case observational drawing should drive the ideas for the outcome of this project.</p> <p>Formal Elements/vocabulary: Line, tone, texture, form, shape, proportion, perspective, negative/positive space, markmaking,</p> <p>Processes/techniques: various drawing and painting techniques building on skills learned e.g. monoprint, pencil, charcoal, fineliner, watercolour, wax resist, ink, etc.</p> <p>Outcomes : Within scheme of work all students are to: Spend at least four lessons doing linear and tonal studies of natural objects such as shells in various media Produce a 2D study based on theme</p>

<p>Spring</p>	<p><u>'Colour and Pattern'</u> Recording and analysis of objects which develop into designs. Exploration of colour theory and patterns found in other cultures and areas could form the basis of the project. Formal analysis of the work of a range of artists relevant to the theme. Printmaking or other appropriate techniques could be used to interpret research and studies. Possibly develop into 2 or 3D form which incorporates pattern.</p> <p><u>Formal Elements/vocabulary:</u> Colour, primary, secondary, tertiary, harmonious, complementary, colour wheel, pattern, optical mixing, multicultural, etc.</p> <p><u>Processes/media/techniques:</u> Paint (acrylic/poster paint, watercolour), oil pastel, coloured pencil, etc.</p> <p><u>Outcomes :</u> Within scheme of work all students are to: Be taught brush/handling painting skills, how to mix colours and paint colour wheel Be introduced to and have opportunities to research patterns from a range of cultures as appropriate, e.g. modernist painters abstract Chris Offili, Islamic, African, Celtic, etc. Complete Homework Pattern project introduced at start of project Develop ideas for a 2D study into colour and pattern</p> <p>Basic elements & colour theory quiz, handling of paint for colour wheel Class work</p>	<p><u>'Self Portraiture'</u> Students are to work in researching and developing a body of work relating to self portraiture. Students will be introduced to recording proportions of the face by first hand observation and also using techniques for gridding up</p> <p><u>Formal Elements/vocabulary:</u> Line, tone, texture, form, shape, proportions of face, proportion</p> <p><u>Processes/techniques:</u> Various drawing, e.g. monoprint, pencil, charcoal, coloured pencil</p> <p><u>Outcomes :</u> Within scheme of work all students are to: Spend 2 lessons minimum on drawing faces from observation Complete Chuck Close style 'composite' image to learn about achieving tone and texture of features/hair, etc. tonally in pencil Learn how to use a grid to scale up transfer image from photo. Create a 2D study into self portraiture</p>	<p><u>'2D visual art Drawing Project'</u> Students will learn about artists Hockney Escher, O'Keeffe, Lauren Child in particular their drawings. They will work from observation to create a 2D piece in sketch books which could incorporate any techniques listed at the start of T1. Students could draw any example of the drawings of the chosen artists. Artists such as Anselm Kiefer and Robert Rauschenberg could also be looked at.</p> <p>Students will have a choice of GCSE style questions to complete their own project. Students will carry out independent work, target setting and developing ideas relating to their chosen idea within the theme following discussion with their teacher and peers</p> <p><u>Formal Elements/vocabulary:</u> Building on previous knowledge and skills</p> <p><u>Processes/techniques:</u> Any 2D drawing media student's choice</p> <p><u>Outcomes :</u> A textural mixed media 2D study all students are to: Learn how to develop ideas, including how to draw these out using working drawings, using photography and ICT, etc. Develop and realise their ideas Produce sketchbook work to support their chosen themes Complete 2D final piece of their own choice (if students wish to make a 3D final piece this should be presented as a working drawing showing scale and structure.</p>

<p>Summer</p>	<p><u>Mask making</u></p> <p>Explore use of masks culturally and historically African and Asian cultures and history masks from Venice</p> <p><u>Formal Elements/vocabulary:</u> 3 dimensions, construction, structure , public art, design, health and safety using sharp equipment.</p> <p><u>Processes/media/techniques:</u> mixed media, collage, cardboard construction, paper mache glue ICT (Internet research, etc)</p> <p><u>Outcomes :</u> Within scheme of work all students are to: Be introduced to and have opportunities to research artists e.g. Picasso, African art Japanese mask popular culture masks eg supper hero Halloween etc. Use design process to develop mask designs and then construct from card board, papermache and found materials composition for a 2D study into an aspect of environment, imaginary or real</p>	<p>'Portraiture' Project continues through the summer term to achieve either one final piece or a series of pieces</p> <p>Pop art Portraits techniques</p> <p>Features drawing test</p>	<p>Project continues through the summer term to achieve either one final piece or a series of pieces This work should be linked to GCSE grading criteria.</p> <p>Summative level based on class and project work</p>
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KS3	AO1 Artist research and Understanding (Knowledge)	AO2 Use of materials and media (Making)	AO3 Exploration (Generate Ideas)	AO4 Presentation of work and overall project (Analyse and evaluate)
Level 2	I can <u>comment</u> on the differences in other peoples art work. I can also <u>explain</u> ways that I could improve my work.	With support I can <u>use</u> a variety of materials and media to a <u>basic</u> level.	I <u>create</u> basic images. I can <u>try</u> different ideas.	I can <u>present</u> my work in a basic way.
Level 3	I can <u>talk about or write down</u> what is similar and what is different between my own work and other peoples work (artists). Looking at these differences helps me to make changes to or improve my own work.	With support I can <u>investigate</u> materials that look and feel different. I can make artwork at a basic level. My <u>control</u> of materials and media is emerging.	I can <u>try out a number of</u> different ideas for my work. I can <u>collect</u> visual and other information for my projects/art. I can <u>talk about or write down</u> my ideas when I do try them out. I can draw in a <u>basic</u> way.	I can <u>design and make images and artefacts</u> for different reasons. I can <u>present</u> my work in an order.
Level 4	I can <u>talk about or write down ideas, methods and approaches</u> that either I have used of other people have used in their art-work I can also <u>explain some background</u> about the work. I am becoming <u>knowledgeable</u> about art, craft and design from different periods of time.	I can <u>use what I have learnt</u> about materials and processes to show my ideas. I can make images and other artwork by <u>putting together and arranging materials</u> according to how they look and feel. The materials that I use <u>suit</u> what I am trying to achieve. My <u>control</u> of materials is developing.	I can <u>try a number of different</u> ideas for my work. I can <u>collect and research visual and other information for my projects/art</u> but I can now use this to help me improve/develop my own work. I can draw with <u>growing</u> confidence. My ideas are growing in originality.	I <u>show</u> that I can improve and change my <u>work</u> as a project develops. In the end I <u>produce something which is a result</u> of all of my research and experimentation. I have a <u>basic</u> technical vocabulary.
Level 5	I can also <u>analyse the work of other artists</u> and talk about the methods and approaches they have taken to create their art work. I am increasing my knowledge of art, craft and design from different periods of time. I have some understanding of the spiritual, moral and social aspects of the work of different artists.	I can <u>use materials and processes very well</u> to create art. The <u>materials</u> that I use are <u>right for the purpose</u> of what I am making. I have begun to <u>explore a range</u> of materials and media in my development. I am developing my understanding of making for <u>different purposes</u> .	I can <u>explore different</u> ideas I can <u>select visual and other information</u> for my projects/art and I can use this so my work shows that it has a purpose I can draw in an increasingly <u>confident</u> way. My ideas are original and personal to me.	My project work now <u>has more purpose</u> and meaning behind it. My sketchbook is starting to clearly show that I have a keen interest in art. I can <u>analyse</u> the ideas that I have created, the methods I have used and the approaches I have taken in my work. I have a <u>growing</u> technical vocabulary.

Progress targets

Working at level –

Target level -

9/26/2016

KS4 KS3	AO1 Artist research and Understanding	AO2 Use of materials and media (Making)	AO3 Exploration (Generate Ideas)	AO4 Presentation of work and overall project (Analyse and Evaluate)
Level 6	<p>I can <u>analyse work</u> <u>can explain how ideas and meanings are shown</u> within paintings, images and other art pieces.</p> <p>I am knowledgeable about a range of artists, craftspeople and designers from a range of periods.</p> <p>I have a growing understanding of the spiritual, moral and social aspects of the work of different artists.</p>	<p>I can use materials and processes very well when I try out my ideas, but I can also <u>analyse the results</u>.</p> <p>I <u>understand and use materials</u> that suit the purpose of what I am making.</p> <p>I am beginning to make <u>informed choices</u>.</p> <p>I am <u>growing in confidence</u> in my ability to make for different purposes.</p>	<p>I <u>explore ideas</u> throughout my projects/art. I can <u>look at and use visual and other information</u>, including images and artefacts from different historical, social and cultural backgrounds.</p> <p>I <u>use my research information</u> to help me create more ideas.</p> <p>I <u>think about what the work is about</u> and how people looking at it might think</p> <p>I can draw in a confident and <u>skilful way</u>.</p> <p>My ideas are informed, informed, original and personal to me.</p>	<p>In my sketchbook and during lessons I <u>can explain how important it is to know the background behind the art</u>.</p> <p>My sketchbook clearly <u>shows that I have a growing understanding of art history and art processes</u>.</p> <p>I have a <u>growing technical</u> and <u>critical</u> vocabulary.</p>
Level 7	<p>I <u>always analyse and write/talk</u> about on the background of my own or other peoples art work</p> <p>I <u>often explain</u> how my own experiences and beliefs affect my work</p> <p>I am knowledgeable about a range of artists, craftspeople and designers from a range of periods and have a spiritual, moral cultural understanding within these contexts.</p>	<p>I <u>am becoming increasingly skilled</u> at using a wide range of media and techniques.</p> <p>I <u>always select and use the correct materials</u> whenever I create art work.</p> <p>I am <u>confident</u> in my ability to make for different purposes.</p>	<p>I <u>explore ideas and assess</u> visual and other information regularly to help me with my work</p> <p>I <u>analyse how artists have produced work</u> using different, styles and traditions.</p> <p>I <u>am increasingly independent</u> and can produce work with less guidance</p> <p>I can draw <u>confidently</u> and use <u>different methods for different purposes</u>.</p>	<p>I can <u>select, organise and present</u> information very well in my sketchbook.</p> <p>I <u>think about the point of my work</u> and the people who may be viewing it.</p> <p>I have a <u>wide technical</u> and critical vocabulary.</p>
Level 8	<p>I can <u>evaluate</u> the background (context) of my own and others peoples work</p> <p>I can also <u>explain the similarities and differences</u> between myself and other artists – what I believe in and what they believe in</p>	<p>I <u>use materials</u> in a way which is <u>exciting and creative</u>.</p> <p>I am <u>confident and skilled at handling materials</u> and can use them to their full potential.</p> <p>I <u>always fully investigate</u> which materials would be better and understand why.</p> <p>I always think about why I am making something and think about the right materials because of this.</p>	<p>I <u>explore ideas and assess</u> visual and other information regularly to help me with my work</p> <p>I <u>analyse</u> how artists have produced work using different, styles and traditions.</p> <p>I <u>am independent</u> and can produce work with less guidance</p> <p>My <u>ideas are clearly in depth</u> because of the research. I have done and the knowledge I have gained.</p> <p>I can draw <u>skilfully</u> using a range of <u>different techniques and media for different purposes</u>.</p>	<p>I <u>research, document</u> and present information in either a sketchbook or another way but the work is always appropriate and shows that I have understood what I am doing.</p> <p>I have a <u>wide technical</u> and critical vocabulary.</p> <p>I am visually perceptive and visually literate.</p>

Progress targets-