

## Keystage 3 Curriculum

**Subject:** Art

**Head of Department:** Mr R Mullany

We study art to explore both its making and its meaning. We offer a structured programme of study, which enables students to build and create different pieces of Art, through a variety of different mediums.

In year 7, students focus on the formal elements, they learn about Pop Art, and about the different types of form, focusing on proportion.

In year 8, they focus on Abstract Art, Still Life paintings and the Art of Japan. The aim of the Abstract Art module is to challenge students' perception of art and aesthetics.

In year 9, students learn about Art that is man-made and natural in the autumn, before going onto to study Architecture and Design in the Spring term. In the final term, students are given a GCSE-style extended project providing a useful introduction into the GCSE specification for students pursuing Art for GCSE.

In Key Stage 3, pupils study the following:

	Year 7	Year 8	Year 9
Term 1	<b>Formal Elements</b> - Tone, Colour  <b>Fertile Q:</b> Why are the formal elements	<b>Topic:</b> Understanding Abstract Art <b>Fertile Q:</b> What is Abstract Art? <b>Content:</b> Introduction to abstract	<b>Topic:</b> Natural and man-made objects, studies and artists <b>Fertile Q:</b> Why is nature such a source of inspiration?

Term 2	<p>so important?</p> <p><b>Content:</b> Formal Elements will cover the main headings of tone, colour, line, texture, form. These are then broken into exploring a variety of subheadings: The grip, pressure and application of pencil/colour pencil. (Foundation steps are put in place in order to cover the basics) Observational drawing of mannequins, practice use and application of different levels of tone. Colour pencil shading and overlapping to create a colour wheel. Drawing 3D shapes and applying tone/colour. Watercolour mixing and application to a colour wheel. Using primary colours to create tonal shapes. Pattern design and development of ideas. Questions to consider: What purpose does a formal element serve? What is the point of art?</p>	<p>art, meanings and practical application. Students will write a definition to help with understanding. Leon Polk Smith artist study using oil pastels - leading onto the students own abstract concept and design. Exploration of materials with a colour pencil and water colour Wassily Kandinsky artist study. The study of animals' eyes, focusing on enlarging sections of the eye in colour/black and white. Final piece on A3 paper - creating a combination of the animal eyes and abstract shapes. Questions to consider: Is abstract art subjective?</p>	<p><b>Content:</b> A series of studies of natural objects using mixed media to encourage experimentation and development of acquired skills. Artist study of Andy Goldsworthy and a personal response with a focus on a variety of materials</p>
Term 3	<p><b>Topic:</b> Pop Art</p>	<p><b>Topic:</b> Still life - abstract form</p>	<p><b>Topic:</b> Graphic Design</p>
Term 4	<p><b>Fertile Q:</b> Why is Pop Art so colourful? Content: Students will be studying a series of pop artists with a focus on Keith Haring and Roy Lichtenstein. They will look at examples of pop art and what it is generally considered to be part of the pop art genre. The artist</p>	<p><b>Fertile Q:</b> Can anything be abstract? <b>Content:</b> Study of a still life setup in class. Artist studies Pablo Picasso, Georges Braques and Amedee Ozenfant in order to study the broken form and</p>	<p><b>Fertile Q:</b> What makes a successful piece of Graphic Design? <b>Content:</b> Introduction to typography and graphic design. Studying and recreation of film posters, design pieces and examples of typography. Students will design their own themed typography and create poster examples. Graphic</p>

	<p>study of Roy Lichtenstein will incorporate onomatopoeia into their work as they produce a word explosion. The Keith Haring artist study will include students designing their own characters inspired by the artist. They will also look at developing new techniques by creating Andy Warhol inspired lino prints</p>	<p>combination of abstract/cubism. Personal response to the artist studies to create a variety of mixed media still life drawings with continuous line drawing technique.</p>	<p>designers and artists will be referenced such as Aidan Nolan. Lino cuts and experiments will be created using the typography knowledge. Prints will be produced and developed from the lino cuts</p>
Term 5	<p><b>Topic:</b> Form</p>	<p><b>Topic:</b> Japanese art and culture</p>	<p><b>Topic:</b> Architecture and Design</p>
Term 6	<p><b>Fertile Q:</b> Can form alone determine a piece of Art?  <b>Content:</b> Human form - studying proportion and shape. Students to study the breakdown of human proportions - use of mannequins and models. Artist study of Leonardo Da Vinci and Alberto Giacometti. A series of human form mixed media studies - moving towards the abstraction of human form to the artist Henry Moore/Nikki de Saint Phalle</p>	<p><b>Fertile Q:</b> What makes Japanese design so unique and individual?  <b>Content:</b> A study of Japan and everything that makes it distinctly Japanese. Students will study Japanese Art with a focus on the sculpture of Yayoi Kusama. Artist studies will be created and designs for a 3d piece based around the work of the artist Kusama. Wood block prints and comics will be referenced with student recreations. Students will then study Japanese food packaging and design a piece influenced by artist studies and contextual references.</p>	<p><b>Fertile Q:</b> What would a building look like if you were to design it?  <b>Content:</b> Architecture inspired by nature - Introduction into design and architecture. A brainstorm of initial ideas around a building design with a personally incorporated theme - gathering of visual ideas to create a collage or visual reference to the theme. Zaha Hadid and Antoni Gaudi artist/architect studies. Personal response to the artist. Design ideas for a final piece. Creation of final piece which may take a 2d or 3d form</p>

## Keystage 4

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**Head of Department:** Mr R Mullany

We study art to explore both its making and its meaning. We offer a structured programme of study, which enables students to build and create different pieces of Art, through a variety of different mediums.

Students follow Edexcel's specification to complete their GCSE.

In year 10, they look at the forms of identity and nature. They also study natural form. The modules students complete in this year form part of Component 1, which is 60% of their final GCSE grade.

In year 11, students complete Component 1 in their first term, before going onto Unit 2, an externally set assignment where students work independently.

Click here to view Edexcel's guide. <https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>

See our overview of what is taught below.

	Year 10	Year 11
Term 1	<b>Topic:</b> Identity exploring personal and artist studies	<b>Topic:</b> Final part of Component 1 – Time
Term 2	<p><b>Fertile Q:</b> What does art mean to me?</p> <p><b>Content:</b> Students produce a personal study based around the following checklist:</p> <ul style="list-style-type: none"> <li>• Brainstorm and collage (2 pages)</li> <li>• Personal object HL (pen and pencil) (2 pages)</li> <li>• Jasper Johns artist study (2 pages)</li> <li>• Personal choice of artist study HL/CL (2 pages)</li> <li>• A3 response to own artist (outside of book)</li> <li>• Photo and evaluation of A3 work (2 pages)</li> <li>• All about me (variety of drawing/printing techniques) (2 pages)</li> </ul>	<p><b>Fertile Q:</b> Why is Time a common topic in Art?</p> <p><b>Content:</b> Themes - Time</p> <ul style="list-style-type: none"> <li>• Brainstorm/mind map – words and ideas around your theme (2 pages)</li> <li>• Visual ideas – collage, collection of images/photographs (2 pages)</li> <li>• Theme page – Drawings/pieces of work that represent your theme: E.G. A clock for time (4 pages)</li> <li>• Artist study – they have to relate to your theme and you must explain why (4 pages)</li> <li>• Experimentation, techniques and development – using different materials to show how you have experimented with ideas towards your theme (2 pages)</li> <li>• Design ideas - for a final piece you will be making, the ideas will relate to your theme and be influenced by your chosen artists (2 pages)</li> <li>• FINAL PIECE – this can be 2d or 3d, it should represent your chosen theme and be influenced by all the developmental work you have done from your mind-map onwards</li> </ul>
Term 3	<b>Topic:</b> Nature	<b>Topic:</b> UNIT 2 - externally set assignment
Term 4	<p><b>Fertile Q:</b> Is nature beautiful?</p> <p><b>Content:</b> Personal object HL (2 pages)</p>	<p><b>Fertile Q:</b> Why is independent practice so important?</p> <p><b>Content:</b> Component 2 - externally set assignment: Students all</p>

	<p>Choose 2 of the following artists (2 pages for each):</p> <ul style="list-style-type: none"> <li>• Barbara Kruger artist study</li> <li>• Nam June Paik</li> <li>• Wilfredo Lam</li> <li>• Jean Arp</li> <li>• A3 response to above artists (outside of book)</li> </ul>	<p>working independently on the assignment set and dictated by Edexcel</p>
<p>Term 5 Term 6</p>	<p><b>Topic:</b> Natural Form</p> <p><b>Fertile Q:</b> Is Art always about a final outcome?</p> <p><b>Content:</b> Theme exploration: Nature</p> <ul style="list-style-type: none"> <li>• Title page (2 pages)</li> <li>• Artist studies (2 pages)</li> <li>• Personal response to the artist and theme (2 pages)</li> <li>• Barbara Hepworth artist study (2 pages)</li> <li>• 4 design ideas for final piece</li> <li>• 3D response to Barbara Hepworth</li> <li>• Photographs of the making and final piece with evaluation (2 pages)</li> </ul>	<p><b>EXTERNAL EXAMINATIONS</b></p> <p><b>Content:</b> Component 2 - externally set assignment:</p> <p>Students all working independently on the assignment set and dictated by Edexcel</p>