| Art & Design KS3 Knowledge & Skills |
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| National Curriculum Statement | Year 7 | Year 8 |
| Knowledge | Skills | Knowledge | Skills |
| To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. | * Learn about the values of tone and how to apply tone to a shape to explain its form.
* Learn about colour theory and how to use the colour wheel and identify the different ‘families’ of colours.
* Learn the different quality of paints and their consistencies.
* Understanding how to record an observation through direct observation.
* Learning to scale drawings to different sizes.
* To practice presentation skills to enhance their sketchbooks.
* Understand mixed media and how this is used to establish texture or for aesthetic purposes.
 | * Students develop tonal shading skills and then apply them to shapes to create a 3D effect.
* Use tones to create different patterns and shapes.
* Direct observation drawing.
* Students will use their colour theory knowledge to mix primary colours to create secondary and tertiary colours.
* Mind mapping.
* Using different paper sizes for different compositions.
* Presentation skills.
 | * Understanding mark-making for textures.
* Direct observation and how to plan compositions including drawing in full context.
* Creating themed mood boards to generate ideas.
 | * Students explore the different qualities of the graphite and how to manipulate the graphite to show different textures.
* Direct observation drawing.
* Drawing from a secondary source.
* Enlarging and reducing scale.
* Collage techniques to enhance page composition.
* Some students might use their own photography to record an observation.
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| To use a range of techniques and media, including painting.To increase their proficiency in the handling of different materials. | * Learn the different quality of paints and their consistencies.
* How pencils are made and their different grades of graphite.
* Use of symmetry to create a stencil.
* Tempera block paints and colour mixing.
* Understanding which paint brushes are suitable for different purposes.
* Students will learn about the different effects of mixed media and how to apply layers to build an image.
* Learning about textiles processes.
* Understanding how different pens can be used for different purposes.
 | * Graphite pencils to develop tonal ranges.
* Using a rubber to draw with for highlights and accents.
* Students will use tempera paint and explore the different consistencies of the media.
* Students explore the different qualities of the graphite and how to vary pressures for different tones.
* Students will develop their control of graphite and experiment with different line qualities in pencil and ink.
* Student will develop their paint mixing techniques to achieve a desired consistency.
* Students will use scissor skills to cut shapes for collage.
* Students will explore textile processes such as painting fabric, machine sewing, hand embroidery and appliqué.
 | * Students will further develop their drawing skills and the application of mark-making techniques for different textures.
* They will extend their knowledge of printing techniques and understand the different ink consistencies needed for different methods.
* They will design and make a 3D structure using a range of found materials to create a large scale group collaboration.
* Students will extend their knowledge or hand and machine embroidery. They will learn how to draw using a embroidery foot.
 | * Mark-making skills.
* Students explore the different qualities of the graphite and how to manipulate the graphite to show different textures.
* Pen and wash technique.
* Collage and pen overlay.
* Dip pen and ink technique.
* Design and building skills.
* Presentation skills using page layout design.
* Observation drawing skills.
* Papier mache.
* Design and 3D building.
* Textiles skills, including hand and machine embroidery.
* Acrylic and watercolour painting.
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| To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. | Students are introduced to the work of:* MC Escher
* Eric Carle
* Henri Matisse
* Courtney Mattison

Through analytical annotation, students learn how to respond to their own artwork and that of others. | * Research based tasks using the internet to search for images.
* ICT skills- how to investigate the source of internet posted images and check their authenticity.
* Collecting reference materials for research tasks.
* Presentation skills. Applying colour (Brusho, watercolour, collage etc. to enhance their pages.
* Literacy skills using key words to respond to their own work and that of other artists.
 | * Students will continue to explore the work of others whilst reflecting on their own art work.
* Students will compare and contrast the work of artists, covering content, context, process, mood and theme.

Students will reflect on the work of:* Heather Galler
* David Lozeau
* Jose Guadalupe Posada
* Damien Hirst

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| Taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.© Crown copyright 2013 | * MC Escher: Looking at tonal tessellation of animal shapes.
* Eric Carle: Looking at the use of collage and vibrant colour.
* Henri Matisse: Looking at layering of lines and shapes, linked to the theme of the sea.
* Courtney Mattison: Looking at creating 3D artwork using recycled materials, influenced by environmental issues
 | * Manipulation of tones to create camouflaging patterns and shapes.
* Use of line and manipulation of its application to produce optical illusions.
* Colour collage, composition, creative thinking. Painting and drawing skills. Colour theory.
* 3D processes and materials including mod-roc, relief work, use of textile material.
 | * Heather Galler: Looking at folk art in the context of Mexican cultural festivals.
* David Lozeau: Looking at commercial artwork produced in the theme of the Day of the Dead.
* Jose Guadalupe Posada: Looking at monochromatic line illustrations.
* Damien Hirst: Looking at installation and debating the shock factor of his work with insects.
 | * Students will use a range of drawing skills and different media to create images from direct observation and secondary sources.
* Students will create mixed media studies from secondary sources, including collage, printmaking and textiles materials.
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