| 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. |
| 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. |
| 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   Through analytical annotation, students continue 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. |
| 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. |