

Art & Design

Subject Leader: Kathryn Place

Email: kplace@forgevalley.sheffield.sch.uk

Curriculum Intent

At KS3 the Art curriculum is designed to create **lovers of learning** with engaging projects that are relevant to the students at Forge Valley in the contemporary climate. Understanding and interrogating the visual world around them is a core principle as well as being able to access this exciting form of communication and self-expression. Year 7 is a **foundation** year introducing skills and processes in all genres and mediums including 2D, 3D and mixed media. Students learn to describe, infer and then to analyse artworks whilst responding to them creatively, personally and to the success criteria of an applied brief. Year 8 covers the **application** of art in creative sectors such as graphics and advertising as well as fine art and design. These projects build on skills and expand processes creating an understanding of the multiplicity of uses and their adaptive nature. Year 9 students are familiarised in more complex **themes and devices** using technical drawing in perspective, proportions of the face and figure as well as abstract concepts that embeds the ability to communicate with imagery at in depth levels. This is the launchpad for excelling at GCSE and making all students' literate in visual language and creatively developing ideas in an increasingly changing digital world.

	Core Knowledge	Procedural Knowledge
Autumn	Unit: 1) More Than We Can See ○ To understand the difference between Portrait, Landscape and Still life genres. ○ To understand the differences between different types of portraits. ○ To understand how to describe the identity, expression, posture, context and manipulation. ○ To be able to use descriptive language and keywords. ○ To be introduced to the concept of symbolism to	○ To be able to create smooth thin and thick lines. ○ To be able to create a shaded area within a shape. ○ To be able to create a successful composition. ○ To understand how to isolate shapes from a mood board ○ Using success criteria to select an appropriate section of an image.

	express complex concepts such as identity. 2) Describing What We See ○ To understand that there are different types of drawings that are used for expressive, graphic and illustrative reasons and be able to identify them. ○ Identify marks for creating textures and understand the techniques of application using suitable media. ○ To understand the concept of simplification and how it is used within visual language and applications within graphics and illustrations. ○ To understand the use of exaggerated marks to expressive create mood and weather conditions. ○ To build on the uses of line weight in creating flow and indicating a light source and texture. ○ To understand how to create the illusion of depth and reality by overlapping and placement of forms. ○ To be able to build up drawings step by step from basic forms to detail. ○ To understand directional mark making and use of line to create form.	○ To understand how to create different ordered and disordered marks in art pencils, fine liner and paint ○ To be able to create tonal gradients through overlapping marks and placing them closer and further apart ○ To be able to identify an outline to make a good silhouette ○ To be able to trace and fill an outline to create a silhouette ○ To be able to use line weight to create focus within a drawing ○ To be able to combine simple silhouettes and line drawings with shapes to create logos ○ To be able to trace and simplify a photographic image to a recognisable line drawing ○ To be able to apply marks on a range of organic, human and animal forms creating texture with highlights and shadows
--	---	--

	○ To understand the process and techniques of controlling paint to create a variety of marks.	○ To be able to create different moods in landscapes using the type, weight and placement of marks
Spring	Unit: 3) Creating Illusion ○ To understand what realistic, abstract and abstracted styles of artworks are and identify them. ○ To understand how artworks are abstracted through compositional techniques such as dissection, repetition, overlapping and merging. ○ To understand how to describe the organic, geometric and expressive forms in abstract art and infer origins, meaning and mood. ○ To understand how to create light and dark tones with a soft art pencil and build up smooth shading ○ To understand how to apply tonal shading to 3D objects to create form ○ To build on the understanding of using exaggerated marks to expressively and now symbolically infer the movement and function of forms. ○ To understand the rules of 1-point perspective in how to draw a cube and start to apply to other forms and add correct detail ○ To understand how to render a shape to show a light source ○ To understand what geometric shapes are and be able to	○ To apply tonal shading to outlines of tones using the placement of dots to indicate tonal shade ○ To be able build up expressive marks to create shadows around objects and symbolically infer their movements and function ○ To be able to draw cubes and other simple forms using 1-point perspective ○ To be able to render a cube with a given light source and start to apply to other forms and shadows ○ To be able to draw geometric shapes freehand and use a template to create collage pieces of different scales ○ To be able to cut collage pieces out neatly and use rolled tape to arrange a composition without it being visible ○ To be able to glue down a collage composition with shapes overlapping and considering balance

	5) Creating Space ○ To understand symbolism and how shapes, lines, marks and colours can represent different elements such as mood ○ To build on understanding composition layout techniques such as overlapping, isolating and reconnecting ○ To build on understanding how to control paint to make lines flow from thin to thick and marks fade in and out ○ To understand how to create paint washes from very dark to very light smoothly ○ To understand how to create geometric shapes in cardboard to different scales and thicknesses ○ To understand a range of attachment techniques to build up 3D forms ○ To understand how to place and connect different forms to create ordered and disordered spaces in different sizes	○ To be able to assign colour symbolism to a wide range of different elements ○ To be able to create lines and marks that suit different emotions ○ To be able to assign abstract shapes to symbolise emotions ○ To be able to wash smoothly from light to dark ○ To be able to paint lines flowing from thin to thick ○ To be able to paint marks fading from light to dark through line weight, size and placement ○ To be able to create a long composition flowing from one geometric shape to another ○ To be able to connect a composition through placement of lines and marks in the positive and negative space
Homework	Students are given a Mastery Booklet per unit. Every week they are asked to complete knowledge, comprehension or skills based tasks that prepare them for that week's learning.	
Assessment		

Pupil's complete skill practise tasks for homework and in class regularly to check their progress as well as feedback on written work to prepare for the extended writing in the assessments:

There are two formal assessments:

Spring Term

Assessment 1: An extended writing piece on the description and inference of a portrait. A realistic tonal and simplified illustrative drawing and following the simplification steps to create a logo.

Summer Term

Assessment 2: An extended writing piece on the description, inference and analysis of an abstract piece of work. Designs using symbolic shapes and compositions to suit different music genres and a painting using colour theory, wash, line and marks to express the type of sound.

Links to Personal Development

The Year 7 curriculum supports pupils' personal development by exposing them to the different types of visual imagery around them and equips them to be able to respond verbally and through written description and analysis to understand them. Students are introduced to the many styles and processes that are used and their suitability for different applications from graphic, illustrative to expressive self-expression. In turn this gives students the cultural capital and critical awareness needed to understand and increasingly digital and visual modern world

How is my Knowledge further developed in Year 8?

The Year 8 curriculum builds directly on the foundational knowledge, skills and processes introduction in Year 7 by utilising them in more applied projects enabling students to see how suitable and flexible they are whilst promoting experimentation. Students explore identity through their connection to themselves mentally, to society, nature, physicality, digitally, through family, place and globalisation. This establishes their connection to visual imagery at all levels and is aimed at initiating students to start making choices in subject matter, colour, style, composition, mood and narrative to be able to develop more individual outcomes to briefs.