

Art & Design

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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. Activism ○ To understand how art has been utilised in all forms of activism. ○ To understand how and why imagery used in activism is simplified to quickly get across a key point. ○ To understand the connective compositional devices of overlapping, touching and morphing. ○ To build on the understanding of how to describe abstracted imagery in terms of distortion,	○ To be able to identify a range of issues in activism posters and imagery ○ To be able to identify a range of simplification techniques and compositional devices focusing on was to connect imagery around ecological issues. ○ To be able to follow steps to create simplified designs that connects and separates logo

	manipulation, simplification and unrealistic compositional devices. ○ To build on the ability to extract relevant information and use to analyse and respond to initial inference of an image. ○ To build on the step-by-step drawing of realistic form from basic shapes to detail and the application of tonal shading to create 3D form. ○ To build on the understanding of using thin and thick lines to create flow and indicate detail and shadow. ○ To build on the understanding of the simplification of more complex subject matter and its use in advertising and signage ○ To build on the understand of compositional devices in connecting and merging imagery to create visually striking, symbolic imagery with mood and narrative ○ To build on the understanding of using colour theory to create mood and narrative and aid compositional flow.	designs for human, the manmade and natural environment. ○ To use complementary and harmonious colours to make a composition flow. ○ To be able to shade from light to dark and blend from one colour to another in coloured pencil and pastel ○ To be able to describe, infer and analyse the abstracted artworks by Hundertwasser. ○ To be able to draw a realistic eye with tonal shading ○ To be able to simplify a tree and an eye to an outline and basic flowing shapes ○ To be able to apply thin and thick lines to make a simplified drawing of a tree flow ○ To be able to create a range of successful compositions that connect an eye and a tree together in different ways. ○ To be able to apply washes in harmonious and complementary
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	○ To build on the understanding of the application of smooth washes placed with the light and dark creating composition flow. ○ To understand the impact of different fonts and their suitability for different applications 2. Exploration ○ To understand the proportions of the face and figure and how and why they have been manipulated in art. ○ To understand the order and disorder prevalent in the microscopic and physical forms of human, animal and natural forms. ○ To build on the understanding of symbolism in the choice of organic, human and animal forms to create an artwork based around identity ○ To build on the step-by-step drawing of realistic form from basic shapes to detail and the application of tonal shading to create 3D form. ○ To build on the identification of marks for creating textures and understand the techniques of application using suitable media.	colour ways placed to bounce the eye around the composition and flow from one to the other. ○ To be able to apply a slogan in a font that helps the composition and aesthetics get the message across ○ To be able to draw the face using the proportions guidelines to place the features correctly ○ To be able to select anatomical, animal and natural organic forms that symbolise elements of personal characteristics ○ To be able to apply marks on a range of organic, human and animal forms creating texture with highlights and shadows ○ To understand how to create different ordered and disordered marks in art pencils, fine liner,
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	○ To build on the understanding of the use of exaggerated marks to expressively create mood, express themes such as order and disorder and flow from one to the other. ○ To build on the uses of line weight in creating flow and indicating a light source and texture. ○ To build on the understanding of building up drawings step by step from basic forms to detail. ○ To understand directional mark making and use of line to create form. ○ To understand the process and techniques of controlling a variety of media including chalk, charcoal, wax crayon and paint to create a variety of marks.	paint, chalk, charcoal, wax crayon ○ To be able to create tonal gradients through overlapping marks and placing them closer and further apart ○ To be able to use line weight to create focus within a drawing ○ To be able to create different moods in landscapes using the type, weight and placement of marks
Spring	Unit: 3) Past, Present and Future ○ To build on the understanding of how to describe abstracted imagery in terms of distortion, manipulation, simplification and unrealistic compositional devices. ○ To build on the ability to extract relevant information and use to analyse and respond to initial inference of an image. ○ To understand how to create links and connections between artists and compare subject matter, style and aims and intentions.	○ To be able to describe, infer and analyse the abstracted artworks by Dianne Taylor. ○ To be able to make links and then comparisons between artists in descriptions and analysis ○ To be able to create a symbol that describes personal characteristics ○ To be able to select motifs that represent

	○ To build on the understanding of the simplification process in creating signs and symbols and how these can be used to create personal graphics. ○ To build on the use of symbolic imagery to create narrative around themes of memory, family, self and connection to place. ○ To build on the understanding of different ways of combining elements to create a composition in layering mixed media. ○ To understand how to create a lino cut and print from it. ○ To build on understanding ways to create balance within a composition. ○ To build on understanding of symbol placement within different compositional structures to reflect identity 4) The Bigger Picture ○ To understand the concepts of dissection, isolation and reassembly and how the resulting ambiguity can be used to express the complexity of the modern world. ○ To build on the understanding of collage techniques in cutting through and dissection imagery, connection disparate elements and arranging using unrealistic angles. ○ To understand the importance of both positive and negative space when creating shapes and angles ○ To build on the understanding of how to extract and simplify imagery from a mood board.	personal connections to people, places, activities and important objects ○ To be able to mono print symbols onto a map of Sheffield using placement to create a meaningful and flowing composition ○ To use shape and colour symbolism to infer emotions linked to different aspects of identity ○ To develop designs using the personal symbols within a range of compositional structures to reflect identity for website graphics ○ To be able to isolate elements of architectural buildings in Sheffield to create interesting shapes ○ To combine isolated elements of different buildings to create more angles and ambiguity ○ To be able to layout collage shapes to create interesting shaped negative space ○ To understand how to isolate shapes from a mood board
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	○ To build on the understanding of simplifying imagery by making areas block colour, omitting details and combining highlights and shadows to create new shapes. ○ To build on the understanding of ways to connect compositions by adapting simplified shapes to fit gaps between collaged elements ○ To build on the understanding of using colour theory to create focus and flow with a composition. ○ To build on the understanding of creating an interesting composition that has lots of angles, contrasting forms and areas of focus and space through the amount of simplification and detail	○ Using success criteria to select an appropriate section of an image. ○ To be able to use angular shapes derived from architecture contrasting with curved shapes derived from nature to reconnect a composition with flowing thin and thick lines. ○ To be able to place complementary and harmonious colours together to create striking compositions ○ To be able to mix a gradient of light and dark warm and cool colours
Summer	Unit: 5) Double Meaning ○ To understand how text and different fonts have been used within art, graphics and illustration. ○ To understand different types of fonts and their suitability for different applications and target markets ○ To build on the understanding of 1-point perspective in creating 3D lettering. ○ To build on understanding how to cut out, attach and	○ To be able to identify different ways text has been used ○ To be able to draw and annotate different types of fonts and how they have been used effectively ○ To be able to draw letters using 1 and possibly 2-point perspective ○ To be able to create designs of letters connected ○ To be able to create 3D forms of letters through creating nets ○ To attach letters in different scales using slits and slots to create a range of meanings

	build 3D form out of cardboard.	
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 an abstracted artwork by Hundertwasser. A realistic tonal drawing of an eye. Three designs combining elements for a poster and selecting appropriate colours and placement. Summer Term Assessment 2 : An extended writing piece on the description, inference and analysis of an abstract piece of work by Dianne Taylor with comparisons to previous assessment artist. Expressive symbolic drawings of anatomical and natural forms that express identity.		
Links to Personal Development The Year 8 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 9 curriculum builds directly on the foundational knowledge, skills and processes introduction in Year 7 and the applied projects in Year 8 by introducing more complex themes and applied briefs. These range from a poster brief for a book about both the positives and negatives around protesting and getting this across		

visually to the use of devices such as surreal juxtaposition within portraiture and landscape to comment on social issues. This builds on student's independence in making choices in subject matter, colour, style, composition, mood and narrative to be able to develop more individual outcomes to briefs.