

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. Isolation & Connection - To understand how isolation, repetition and connection have been utilised in creating art that depicts multiple viewpoints and movement and why. - 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	- To be able to describe, analyse and compare artworks by Cubist and Futurist artist - To be able to identify how different ways of fragmenting and rearranging can create different moods and narratives - To be able to identify how different colour palettes can emphasis a mood

	and use to analyse and respond to initial inference of an image. ○ To build on the understanding of isolating imagery, dissecting and reassembling to create dynamic compositions. ○ To build on the understanding of how to combine text in suitable fonts to imagery to create mood and narrative. ○ To build on the understanding of using colour theory to create mood and narrative and aid compositional flow. 2. Perspective, Scale & Viewpoints ○ To build on the understanding of creating the illusion of realism and its uses verses manipulated art with multiple viewpoints and other forms of manipulation such as distortion of scale, surreal juxtaposition and morphing. ○ To build on the understanding of using 1 and 2-point perspective to create the illusion of 3D form and depth in urban landscapes. ○ To build on the understanding of how to render using	○ To be able to isolate and dissect photographs of fists and protest boards both angular and curved methods ○ To be able to reassemble the isolated elements in arrangements that suggest both disturbance and unity ○ To emphasise the different positive and negative aspects of the protest by adding fractured sections using sharp angular and soft curved lines ○ To choose and apply a colour palette to emphasis different moods in tints and shades ○ To be able to identify mouse eye, birds' eye and human eye viewpoints ○ To be able to identify images that utilise different viewpoints and the effect that it has on the narrative ○ To be able to draw buildings in 1 and 2-point perspective ○ To be able to render to a light source using tonal gradients
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	shading and mark making to create different textures and moods. ○ To understand how to create narrative using symbolism, distortion of scale and surreal juxtaposition. ○ To build on the understanding of the proportions of the figure and how to create narrative through posture and distortion of scale. ○ To build on the understanding of using symbolic animals and objects to create narrative. ○ To build on the understanding of building up drawings of objects step by step from basic forms to detail using 1-point perspective. ○ To build on the identification of marks for creating textures and understand the techniques of application using suitable media. ○ To build on the uses of line weight in creating flow and indicating a light source and texture. ○ To build on the understanding of 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 draw a figure using correct proportions ○ To be able to emphasis a posture through application of line weight ○ To be able to use line weight to create focus within a drawing ○ To be able to apply marks on a range of organic, human and animal forms creating texture with highlights and shadows ○ To be able to create different moods in urban landscapes using the type, weight and placement of marks
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Spring	Unit: 3) Simplify, distort & Juxtapose ○ To build on the understand of surreal imagery and their aims and intention is using composition devices to create unrealistic dreamlike imagery ○ 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 build on the understanding of the proportions of the face and how to create angled portraits. ○ To build on the drawing of features using tone to create realistic form. ○ To build on the understand of simplification applied to features. ○ To understand and apply the process of distortion used by the Cubist artists and the German Expressionists	○ To be able to identify surreal images and the devices used such as Surreal juxtaposition, distortion of scale and morphing ○ To be able draw features using a wide tonal gradient ○ To be able to simplify features into thin and thick lines ○ To be able to distort features into expressive shapes using the positive and negative space inspired by the cubists and German expressionist woodcuts ○ To be able to create surreal effects through using collage devices such as slits and different forms of dissection and reassembling
Summer	Unit: 4) Abstraction & Meaning ○ To understand sculptural abstraction in 3D and relief ○ To build on understanding relief techniques using accurate measurements such as stepping, diagonal and contour forms in geometric and organic shapes.	○ To be able to create a surreal landscape and a surreal portrait with mood and individual meaning ○ To be able to measure, cut and apply strips of cardboard to create equal steps moving out in relief ○ To be able to create a geometric and organic contour relief to 4+ levels with equal borders

	○ To understand how to make table and curved forms and attach using slits and slots. ○ To understand how to place geometric shapes in cardboard with different scales and thicknesses to create a varied, interesting and flowing composition ○ To understand a range of attachment techniques to build up 3D forms	○ To be able to measure and score rectangular and curved forms and attach to a base flush with the edge using slits and slots ○ To be able to create regimented diagonal sections using repeated angles to keep them parallel ○ To be able to fill a base using placement, repetition and connection to create a flowing composition
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 distorted portrait. A surreal urban landscape using 1 or 2-point perspective and symbolic figures, objects or animals to create a narrative. Summer Term Assessment 2: An extended writing piece on the description, inference and analysis of a surreal artwork. Collages creating meaning and a surreal mixed media outcome with narrative.		
Links to Personal Development		

The Year 9 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 10 curriculum builds directly on the foundational knowledge, skills and processes introduction in Year 7 and the applied projects and complex themes in Year 8 and 9 by allowing student to choose and adapt these to explore personal aims and intentions allowing them to then develop exciting individual themes independently and with confidence.