

## CURRICULUM MAP ART & DESIGN KS3

YR.7	GRAPHICS	TEXTILES	ART	3D
	<p><b>Typography</b> Students will study the fundamentals of graphic design through typographic outcomes. They will explore what graphic design is and how it is used in product, branding design, signage, multimedia, and illustration. Students will learn key elements of design through a range of workshops. They will discover where different styles of typographic are used and why. They will also look at how personification is used in branding, illustration, and animation. They will explore various media such as pencil, pen, paint, and collage. Students will eventually create their own poster design for an advertising campaign using the typographic techniques they have learnt through the scheme.</p>	<p><b>Felt Monsters</b> In year 7 textiles, students will be exploring and experiencing the process of textile design and create their own felt monster inspired by the artists Louise Evans and Audrey Montoya. Students will begin analysing the unique and strange monsters and start a design process of their own and work from a design brief, specifying the criteria for a felt monster. They will develop observational skills and be able to refine ideas through analysis and sharing ideas. Taking them on a journey where they are storytellers, planning and designing their own monsters. Students will engage with contemporary and historical textile techniques, which include blanket, feather, chain, and back stitch. They will also develop skills in template cutting and applique building on fundamental skills that they will use in future projects.</p>	<p><b>Portraits</b> In Year 7 Art, students will embark on an exciting exploration of abstract portraits, primarily inspired by the work of artist Keemo. They will develop their analytical skills as they examine Keemo's unique style and incorporate key art terminology throughout the project. Historical influences, including the works of Picasso, will also be investigated to provide context and inspiration. Students will engage in a variety of techniques, such as observational drawing, continuous line drawing, biro, watercolour, collage, and printing. Working within their sketchbooks, they will create vibrant pieces culminating in a multimedia abstract self-portrait that showcases their creativity and understanding of the genre.</p>	<p><b>Architecture</b> Students explore the historical context, focusing on the 20th century, industrialisation, and the rise of new materials like steel, glass, and concrete. They will study pioneers like Zaha Hadid, Daniel Libeskind and Frank Gehry and how they changed the whole concept of what can be designed and built. Lessons cover concepts like minimalism, open spaces, functional design, and the idea of "form follows function." They learn about influential figures such as Le Corbusier, Frank Lloyd Wright, and Mies van der Rohe, Hadid, Libeskind, Gehry and their iconic buildings. Students will create their own modern architectural designs, through drawings and 3D models, applying the principles they've learned. Pupils analyse the impact of modern architecture on contemporary buildings, discussing how the style has influenced the design of homes, offices, and public spaces today.</p>

YR.8	TEXTILES	3D	ART	GRAPHICS
	<p><b>Landscapes</b></p> <p>In year 8 textiles, students will explore the artwork of the landscape artist David Hockney. By researching and analysing the work of this contemporary artist, students will begin to explore the structure of the landscape and develop marks using stitch. By critically analysing the artist's work, students are exploring Hockney's use of colour and pattern in his paintings. Through experimentation and mark making students will develop a painted landscape, which will be transferred to fabric and embellished using a range of colours and stitches. Students will continue to refine their artistic techniques through watercolour, observational drawing and composition. The result will demonstrate a range of hand stitching skills such as chain, seed stitch and French knots. This will showcase and reflect the individual response to the artist's work.</p>	<p><b>Structure and Layers</b></p> <p>Students will explore geometric forms and structures to develop a 3D design project that incorporates the concepts of layers, balance, and spatial awareness. They will learn about geometric shapes, how to build stable structures, and how to incorporate layers to enhance the visual and physical complexity of their work. They will develop ideas for a tile design inspired by the work of Brazilian design Athos Bulcao. They will explore a range of techniques including, collage, paper and card manipulation, watercolour, MDF and wire model making and embossing.</p>	<p><b>Identity</b></p> <p>In Year 8 Art, students will delve into the theme of identity through the lens of pop art, exploring its roots in 1960s British culture alongside contemporary influences from their own pop culture. They will study the works of artists such as Michael Craig-Martin, Georgina Luck, and Jisbar, each highlighting their unique artistic identities. By selecting personal subjects to draw from, students will foster their own artistic independence. Throughout the project, they will continue to refine their skills in observational drawing, acrylic painting, watercolour, collage, and composition. The project will conclude with an outcome that reflects their individual identity, drawing inspiration from multiple artists,</p>	<p><b>Branding</b></p> <p>Students will explore the theme of branding through the work of the illustrator Jon Burgerman and 3D designer Alex Yanes. They will be asked to create a rebrand for the juice drink 5 Alive. They will be introduced to the concept of logos and several types of logomark and will create a packaging design and a mascot for the company. Whilst doing this they will improve on existing drawing and painting skills and learn how to create characters for branding in 3 dimensions using plasticene, or paper and wood.</p>

YR.9	GRAPHICS	TEXTILES	ART	3D
<p><b>Disguise</b></p> <p>In Year 9, students will design a magazine cover called 'Disguise'. They will explore the portrait work of Loui Jover to inspire their designs. They will experiment with typography and design a logo for the magazine. They will explore traditional media such as drawing and collage but also learn new digital skills using. Students will create a distorted and patterned portrait inspired by Jover's work. The image they create will be used as their magazine cover. There will be the opportunity to research existing design for print, we will look at hierarchy of type through titles, headings, and sub-headings. They will build on previous of typography and logo design to create the title for the magazine. Students will get the opportunity to use digital media such as PowerPoint and Adobe Photoshop to edit and distort the images they have created.</p>	<p><b>Armour</b></p> <p>In year 9 Textiles, students will research a variety of cultures to create a fashion garment based on armour through research and observational drawings. Students will creatively investigate their chosen culture and design and plan their own interpretation of the amour from their chosen culture. Through careful observations and investigations, students will create tactile embellishments for their chosen garment. Once an idea is formed students will explore tie dye, batik, embossing and printing for the surface of their armour. To add embellishments students are given the opportunity to create their own air-dried clay beads and tynec beads and add embroidered details to their piece of armour. Moreover, the students have an opportunity to be imaginative and inventive in this topic, exploring diverse cultures and inspiring students to consider the wealth of history that other cultures provide.</p>	<p><b>Sealife</b></p> <p>In Year 9 Art, students will embark on a project focused on sea life, developing a range of drawing techniques including stippling, biro, watercolour, collage, monoprint, emulsion paint with driftwood, Poly print, and clay. These skills will prepare them for selecting their GCSE options, providing a solid foundation for those pursuing art and design. Students will explore how elements such as colour, scale, shape, and form impact the composition of their designs. Building on their observational drawing skills, they will learn to adapt and refine their ideas to create successful artworks. Additionally, the project will incorporate discussions on global issues affecting our oceans, such as climate change, fostering awareness of environmental stewardship and inspiring students to consider how they can contribute to ocean conservation beyond the classroom.</p>	<p><b>Organic Shape and Form</b></p> <p>Students will study organic shape and form and how it can be applied to Architecture. They will learn about the concept of organic architecture and its connection to natural forms. They will study the work of key figures in organic architecture, such as Frank Lloyd Wright, Antoni Gaudí and Thomas Heatherwick. Case studies will include Frank Lloyd Wright's Fallingwater, Antoni Gaudí's Sagrada Família and Thomas Heatherwick's Maggies centre. Students will experiment with a range of materials and techniques including lamination, layering, modelling clay, sketching and printing to develop concepts for a small-scale shelter.</p>	