



Key Stage 3

Year group:	Topics covered:					
<p>YEAR 7 Learning the foundations of art education including visual language, exploring media and techniques, analysing artwork and producing personal outcomes.</p>	<p>Autumn 1: <u>BASELINE TESTING</u> Hand observational line drawing. Introduction to cubist artist Picasso and analysing 'Lover in a Beret'. Picasso hand colour pencil outcome.</p>	<p>Autumn 2: <u>THE VISUAL ELEMENTS</u> The visual language of art. Creating a resource to refer to throughout Key Stage 3.</p> <p><u>TONE: SPHERE</u> Practicing pencil rendering skills to create values of tone, tonal graduation and form. Exploring mark-making and contouring to represent surface qualities & form with a focus on tonal values.</p>	<p>Spring 1: <u>TONE: GLASS</u> Employing pencil rendering skills to create values of tone to capture reflection, shape and depth.</p> <p><u>ALBRECHT DURER</u> Analysing the work of the Renaissance artist Albrecht Durer and his use of mark-making to create texture.</p>	<p>Spring 2: <u>OIL PASTEL BEARS/TEXTURE</u> Producing an oil pastel teddy bear outcome from secondary observation.</p>	<p>Summer 1: <u>COMPOSITIONAL RULES</u> The three rules of composition: Triangles, Balance and Thirds. Producing a photograph using rule of thirds</p> <p><u>STILL LIFE RECORDING</u> Producing a photograph of a still life applying knowledge of compositional rules. Using photograph to create an observational drawing revisiting tonal rendering skills.</p>	<p>Summer 2: <u>PAINTED CUBIST STILL LIFE</u> Revisiting cubism and extending working knowledge of artist within movement. Producing a monochromatic still life outcome based on own photography in a cubist style using paint.</p>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> The process of recording through Primary Observational drawing. Features of an artwork analysis. 	<ul style="list-style-type: none"> Identify the 7 Visual elements and understand their many forms through the use of literacy (synonyms, adjectives, etc.) <p><u>Texture:</u> Surface, real, implied, mark-making, dots, dashes, hatching etc. <u>Line:</u> Directions, types, weight. <u>Tone:</u> Dark, medium, light, value, range, graduated. <u>Space:</u> Positive, negative, contrast, composition. <u>Colour:</u> Primary, Secondary, Tertiary, dull, pastel, neon etc. <u>Shape:</u> Geometric, organic, square, triangle, pattern, etc. <u>Form:</u> 3D, volume, cube, sphere etc.</p> <p>The purposes of tone: depth, surface qualities (such as reflection) and atmosphere.</p> <ul style="list-style-type: none"> Recalling mark-making, and further exploring the use of tone to create form through 	<ul style="list-style-type: none"> Recalling mark-making & contouring with tone to create form. The process of recording through secondary Observational drawing: composition, space, proportion. Evaluating throughout the drawing process: Record - evaluate - modify. Investigating creative ways of presenting information through composition. Recalling features of an artist analysis. Understanding the Renaissance and therefore the work of Albrecht Durer. Identifying Durer's work and identifying and analysing his use of the visual elements: line, texture, tone, form. 	<ul style="list-style-type: none"> How to experiment with media. Identifying oil pastel and different techniques. The process of recording through Secondary Observational drawing: composition, space, proportion. Evaluating throughout the drawing process: Record - evaluate - modify. Identifying an outcome as a conclusive piece of artwork. 	<ul style="list-style-type: none"> Understanding the rules and purpose of composition. Identifying a still life and its successful features. Composing a still life by applying the compositional rule of triangles and recording it using photography. Revisiting and refining tonal application. 	<ul style="list-style-type: none"> Understanding the Cubism era and therefore the process of making a cubism outcome. Identifying Cubism artwork and identifying the use of composition, colour and shape. Introduction to paint and desaturation and tinting techniques. Recalling an outcome as a conclusive piece of artwork.



		<p>contouring. Recalling the identification of Tone, and its application in pencil.</p> <ul style="list-style-type: none"> Understanding how the values of tone create form. Identifying the names of these values: Light, highlight, shadow, core of shadow, reflected light, cast shadow. How to record tones on a reflective surface. 				
SKILLS	<ul style="list-style-type: none"> Primary observational drawing. Pencil skills. Analysing an artwork. Writing an artwork analysis: Background, Subject, Media, Description, Personal Opinion. Working 'in the style of'. Applying a compositional rule to own ideas. 	<ul style="list-style-type: none"> Identify the 7 Visual elements and understand their many forms through application. <p><u>Texture:</u> Using pencil to explore mark-making techniques. <u>Line:</u> Using pencil pen to draw different types of line. <u>Tone:</u> Using pencil and colour pencil to achieve a range of tones. <u>Space:</u> Using pencil/coloured pencil pen to produce a simple design using positive and negative space. <u>Colour:</u> Render primary and secondary colours, layering primary to create secondary. <u>Shape:</u> Creating an abstract design using geometric and organic shapes. <u>Form:</u> Turning a shape into a 3D form using pencil tone.</p> <ul style="list-style-type: none"> Mark-making techniques in pencil. Tonal graduation -the application of pressure to create a successful piece. Recording/shape/line/proportion/tonal values. 	<ul style="list-style-type: none"> Mark-making techniques in pencil. Recording/shape/line/proportion/tonal values. Tonal graduation Identifying negative space and using tonal variations to create form instead of a solid outline. Analysing an artwork. Making relevant notes to support a written artist analysis. Writing and presenting an analysis: Background, Subject, Description, Personal Opinion. 	<ul style="list-style-type: none"> Oil pastel drawing. Mark making. Secondary observational drawing. Working 'in the style of'. Resilience in producing a sustained piece of artwork. 	<ul style="list-style-type: none"> Pencil drawing and rendering techniques. Primary observational drawing. Compositional rules through arranging a successful still life. Photography techniques. Resilience in producing a sustained piece of artwork. 	<ul style="list-style-type: none"> Analysing an artwork/ era Making relevant notes to support a written artist analysis. Painting skills Working 'in the style of'. Writing and presenting a snap shot artist analysis. Resilience in producing a sustained piece of artwork.
ASSESSMENT	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <p><u>Record:</u> Wine glass</p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Self-Assessment and Peer-Assessment WWW/ACT during teddy bear task 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p><u>SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Self & peer-Assessment: Still Life 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> <u>Explore:</u> Paint



	<ul style="list-style-type: none"> Record: Hand line drawing Analysis: Picasso Explore: Pencil and colour pencil skill Outcome: Picasso hand 	<ul style="list-style-type: none"> Explore: General use of media Outcome: Visual Elements wheel <p>FOCUSSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Analysis: Albrecht Durer 	<p>FOCUSSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Explore: Oil Pastel Outcome: Oil pastel teddy bear 	<p>photography & drawing</p>	<ul style="list-style-type: none"> Outcome: Painted still life 	
<p>YEAR 8 Learning to investigate and refine media and techniques including Three-Dimensions. Further analysing art styles and eras.</p>	<p>Autumn 1: BASELINE TESTING Hand observational tonal drawing. Analysing Matisse's 'Icarus' and other cut-out artworks. Matisse hand collage outcome.</p>	<p>Autumn 2: COLOUR THEORY & Y. DEHNAKAR Introducing Indian artist Y-Dehnakar and analysing her work. Colour theory and mixing using watercolour paint. Applying knowledge through a Yojana-Dehankar watercolour study.</p>	<p>Spring 1: INSECT Recalling of colour theory and mixing and applying previously learnt knowledge with new media of colouring pencil. Create a coloured pencil insect.</p>	<p>Spring 2: INSECT FINISHING OFF OUTCOME Recalling of colour theory and mixing and applying previously learnt knowledge with new media of colouring pencil. Create a coloured pencil insect.</p> <p>TOM HILL Analysing the contemporary work of Tom Hill and his use of line and form. Exploration of types of lines</p>	<p>Summer 1: TOM HILL. Exploration of types of lines & wire manipulation techniques.</p> <p>INSECT WIRE SCULPTURE Responding to the work of Tom hill by creating an insect sculpture in wire.</p>	<p>Summer 2: 3D INSECT WIRE SCULPTURE Responding to the work of Tom hill by creating an insect sculpture in wire.</p>
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> Recalling observational drawing skills. Recalling features of an artwork analysis. Collaging methods. 	<ul style="list-style-type: none"> Recalling features of an artwork analysis Identifying groups of colours (primary, secondary, tertiary, analogous, hot and cold) and how to mix them. How to desaturate a colour. Use of watercolour paint. Recalling observational drawing skills. 	<ul style="list-style-type: none"> Identifying colour pencil and mixing skills. Recalling special groups of colours and how to mix them. Layering colour pencil. Colour matching. Desaturation. Recording techniques using line. observational drawing. 	<ul style="list-style-type: none"> Identifying colour pencil and mixing skills. Recalling special groups of colours and how to mix them. Layering colour pencil. Colour matching. Desaturation. Recording techniques using line. observational drawing. Recalling features of an artwork analysis Using line to record texture, shape and form. Continuous line drawing. 	<ul style="list-style-type: none"> Identifying wire as an art medium. Wire manipulation methods including angled, curved and spiral ribbons. Health and safety when working with wire. Cutting and joining methods. Investigating decorative methods. To apply knowledge of joining, cutting and decorative methods in order to create a 3D wire sculpture Resilience in producing a 	<p>To continue to apply knowledge of joining, cutting and decorative methods in order to create a 3D wire sculpture Resilience in producing a sustained piece of work.</p>



<p>SKILLS</p>	<ul style="list-style-type: none"> • Primary observational drawing. • Pencil skills. • Analysing an artwork. • Writing an artwork analysis. • Working 'in the style of'. • Collaging and layering methods. 	<ul style="list-style-type: none"> • Analysing an artwork. • Writing an artwork analysis. • Secondary observational skills • Painting skills, colour mixing, desaturation, water to pigment ratio. 	<ul style="list-style-type: none"> • Secondary observational skills. • Colour blending and layering. • Colour mixing. • How to create and where to apply the tonal grey method. • Resilience in producing a sustained piece of artwork. 	<ul style="list-style-type: none"> • Secondary observational skills. • Colour blending and layering. • Colour mixing. • How to create and where to apply the tonal grey method. • Resilience in producing a sustained piece of artwork. • Analysing an artwork. • Recognising and recording using different styles of line. • Wire drawing and shaping techniques using pliers. 	<p>sustained piece of work.</p> <ul style="list-style-type: none"> • Wire drawing and shaping techniques using pliers. • Resilience in producing a sustained piece of artwork. 	<ul style="list-style-type: none"> • Wire drawing and shaping techniques using pliers. • Resilience in producing a sustained piece of artwork.
<p>ASSESSMENT</p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • <u>Record:</u> Hand tone drawing • <u>Analysis:</u> Matisse analysis • <u>Explore:</u> Pencil and Collage • <u>Outcome:</u> Matisse hand 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout • Peer-assessment during Colour theory task. <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • <u>Outcome:</u> Yojana-Dehankar watercolour artist copy. • <u>Explore:</u> painting techniques and colour theory sheet. 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout • Peer-Assessment & self-assessment WWW/ACT during colour pencil mixing task. <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • <u>Explore:</u> Colour pencil insect 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout • Peer-Assessment WWW/ACT during analysis task & wire manipulation <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <p>Self-Assessment WWW/ACT during wire manipulation methods task.</p> <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <p><u>Explore:</u> colour pencil insect</p>	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout • Self assessment WWW/ACT during wire manipulation and media experimentation. <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • <u>Outcome:</u> Wire insect. 	<p><u>FORMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • Verbal teacher feedback throughout • Self-Assessment WWW/ACT as outcome progresses <p><u>FOCUSED SUMMATIVE ASSESSMENT</u></p> <ul style="list-style-type: none"> • <u>Outcome:</u> Wire insect.



YEAR 9 Further discovering and understanding a range of artwork and its meaning. Independently selecting an approach to an outcome and mastering a chosen medium or technique.	Autumn 1: <u>BASELINE TESTING</u> Hand observational colour pencil drawing. Analysing Dali's 'The Persistence of Memory' and other surreal paintings. Dali hand using digital manipulation	Autumn 2: <u>LANDSCAPES</u> Understanding how depth is created in landscapes. Drawing in one-point perspective. Recording landscapes around us. <u>DAVID HOCKNEY</u> Analysing the landscape work of the Pop artist David Hockney and his use of perspective, texture and pattern.	Spring 1: <u>MIXED MEDIA LANDSCAPES</u> Exploring in a range of media to represent colour and texture. Producing a mixed media landscape outcome in the style of David Hockney, inspired by primary observations.	Spring 2: <u>THE HALF WAY RULE</u> Learning the half way rule. Recording facial features.	Summer 1: <u>PORTRAIT DRAWING</u> Self-portrait drawing. <u>NICOLA HICKS</u> Analysing the contemporary work of Nicola Hicks and her use of media. Media exploration -recall of wire manipulation	Summer 2: <u>3D PORTRAIT</u> Wire work frame to be created and Hick's construction methods used to create final outcome of plaster and straw.
KNOWLEDGE	<ul style="list-style-type: none"> Recalling primary observational drawing skills. Recalling features of an artwork analysis. Understanding the Context (background) of the artist and how it reflects in the Content (subject) of their art. Evaluating their strengths in media. Digital manipulation/working knowledge of computers. 	<ul style="list-style-type: none"> Understanding of one-point perspective, its rules and purpose. Identifying the work of David Hockney. Identifying Hockney's use of the visual elements. 	<ul style="list-style-type: none"> Recalling mark-making and tone. Recalling secondary observational drawing skills. Identifying ink mixed-media techniques. Exploring oil pastel, chalk and charcoal and watercolour. How to investigate techniques such as wax resist, staining and sgraffito. Exploring collaging methods. Recalling an outcome as a conclusive piece of artwork. 	<ul style="list-style-type: none"> The Half-way rule. Identifying facial features and their parts. Rules for drawing facial features. Recalling rules to produce a realistic self-portrait. Recalling primary and secondary observational drawing skills. Recalling mark-making and tone. 	<ul style="list-style-type: none"> Rules for drawing facial features. Recalling rules to produce a realistic self-portrait. Recalling primary and secondary observational drawing skills. Recalling mark-making and tone. Identifying Hick's use of the visual elements and construction method. Recalling knowledge of wire manipulation. 	<ul style="list-style-type: none"> Recalling of wire manipulation. Independently identifying and selecting appropriate construction methods. Evaluating their strengths in media. Recalling an outcome as a conclusive piece of artwork.
SKILLS	<ul style="list-style-type: none"> Primary observational drawing. Colour pencil skills. Analysing an artwork. Writing an artwork analysis. Working 'in the style of'. Identifying how an artist has used the visual elements to communicate. Identifying features of Surrealism and 	<ul style="list-style-type: none"> Drawing in one point perspective. Articulating how Hockney has used the visual elements. Analysing the features of an artwork. 	<ul style="list-style-type: none"> Recalling and applying mark-making techniques. Secondary observational drawing. Investigating a range of medias and techniques. Applying and layering to create mixed-media outcomes. Resilience in producing a sustained piece of artwork. 	<ul style="list-style-type: none"> Applying the Half Way Rule to draw a portrait. Applying various rules to draw facial features. Pencil skills. 	<ul style="list-style-type: none"> Applying the Half Way Rule to draw a portrait. Applying various rules to draw facial features. Pencil skills. Analysing an artwork. Wire drawing and shaping techniques using pliers. 	<ul style="list-style-type: none"> Wire drawing and shaping techniques using pliers. Shaping methods. Plaster and straw consistency and application. Working 'in the style of'. Resilience in producing a sustained piece of artwork.



	employ using Photopea.					
ASSESSMENT	<p>• Digital manipulation methods.</p> <p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout <p>SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Self-Assessment WWW/ACT during digital manipulation methods. <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Record: Hand colour pencil drawing Analysis: Dali analysis Explore: Colour pencil and <i>their choice</i>. Outcome: Digital Dali surreal hand 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Peer-Assessment & self assessment WWW/ACT while completing one point perspective <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Record: One point perspective landscape 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Peer and self assessment WWW/ACT during media exploration. <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Explore: Investigating and exploring. Outcome: mixed media landscape (watercolour, wax-resist, collage & oil pastel). 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Peer-Assessment WWW/ACT while applying half-way rule. Self & Peer Assessment WWW/ACT during recording of facial features. <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Record: Facial features. 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Self-Assessment WWW/ACT features placement and shape. Wire manipulation techniques. <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Outcome: Full portrait Explore & Outcome: Final piece inspired by Nicola Hicks. 	<p>FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Verbal teacher feedback throughout Self-Assessment WWW/ACT Wire frame, plaster and straw consistency, plaster application and final outcome. <p>SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Self-Assessment WWW/ACT wire framework. <p>FOCUSED SUMMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Explore & Outcome: Final piece inspired by Nicola Hicks.

Assessment:	<p>How Will I be assessed at Key Stage 3?</p> <p>SUMMATIVE</p> <p>During each project, students will become familiar with the assessment objectives ‘Record’, ‘Artist’, ‘Explore’ and ‘Outcome’, which are similar to those used at GCSE. Each objective refers to the student’s ability to: ‘Record’- Draw from their observations, ‘Artist’- Analyse an artwork and its artist, era, or culture, ‘Explore’ - exploring media and investigating techniques, and ‘Outcome’ - Combining their observations, analysing and exploration to create a personal outcome. So students understand and clearly keep track of how these objectives can be used to assess Art, assessment points have been identified in each project that represent each assessment objective. When students receive a result from an assessment point, they note it into a Tracker at the front of their sketchbooks.</p> <p><i>As Art is a holistic subject, any one task can usually meet two or more of the assessment objectives which the teacher will always consider when awarding an overall grade for a project or during the school’s monitoring process.</i></p> <p>When a student receives a result it will be taken from ‘The Path to Progress’, a success criteria format that is shared with them before and during the task. There are three stages on the Path to Progress: ‘Starting Point’, ‘Path’ and ‘Destination’ that increase in skill level each year during KS 3. ‘Starting point’ indicates a student is performing lower than age related expectations, ‘Path’ indicates a student is meeting age related expectations. ‘Destination’ indicates a student is performing at a higher level than the age-related expectations. Each Focused assessment will be marked within ‘The Pathway to Progress’ and will receive a -, = or + so students are able to see how secure they are within their awarded mark.</p> <p>FORMATIVE</p>
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The Wilnecote School: Our Curriculum



The Wilnecote School
ENSURING EXCELLENCE

Live verbal feedback is used each lesson and is our main form of formative assessment. It allows us as teachers to immediately feedback allowing students to make the quickest progress. This is vital in immediately supporting weaker students, encouraging resilience in students, improving confidence and challenging the more able.

The Path to Progress is shared with students before a sustained task so they can independently gauge their current performance and understand how to improve it. Often students reflect on their progress through self or peer assessment using 'WWW's and identifying 'Acts'.

To make progress in Art, certain knowledge and skills are built upon over the key stage, like a spiral curriculum, allowing students to recall, embed and build upon them. Specific knowledge and skills include analysing artwork and extending written responses, and skills and techniques in certain media.