



KS3 Art Curriculum Overview

Year 1: Autumn	Year 1: Spring	Year 1: Summer
<p>Colour Key Artists: Wassily Kandinski, Paul Klee, Piet Mondrian. Pupils will look at various artists and investigate into how artists use harmonious and complementary colour combinations. Pupils will have the opportunity to explore different media to recreate the styles of the artist's work through paint, printing techniques, collage and wax resist techniques.</p> <p>Sensory and Structured</p> <ul style="list-style-type: none"> • Sensory colour mixing activities with hands, feet or in a plastic bag. • Pupils to create and explore sensory 'feely' bags with sensory materials. • Pupils to sort/stack objects into colour categories. <p>Conceptual</p> <ul style="list-style-type: none"> • Pupils will have the opportunity to learn about basic colour theory and how to create a colour wheel. • Pupils will also use a range of different media to gain a basic understanding of colour mixing to create secondary colours. We will look at various artists and investigate into how these artists use harmonious and complementary colour combinations. Pupils will also take part in simple research-based activities through ICT. 	<p>Exploring Portraiture Key Artist: Pablo Picasso (Blue/Orange period) The aim of this project is to produce a set of work that shows an exploration of, and a personal response to, the theme of 'Portraits' and should culminate in an individual and creative 'Final Piece'. Pupils will show a personal response to the work of an artist, showing some sensitivity to colour, line, shape and texture; explored through paint, collage and mask-making techniques.</p> <p>Through portraiture, pupils can represent images of people and they can try to show other aspects of people too, such as their personality, their possessions and sometimes their feelings.</p> <p>Sensory and Structured</p> <ul style="list-style-type: none"> • Pupils will investigate into the work of different artists through multi-sensory approaches and will comment on what they can see in pictures through PECS, TOBIs or their preferred mode of communication. • Pupils will re-enact what they can see happening in a picture through drama/dance. <p>Conceptual</p> <ul style="list-style-type: none"> • Pupils will respond to the work of key artist through mixing colours to create the colours that they can see in the artworks. • Pupils will comment on how colours, lines, shapes and mood are shown in the artworks. 	<p>Islamic Art and Architecture Pupils will learn about different aspects of Islamic art, including essential features:-</p> <ul style="list-style-type: none"> • Islamic art includes all Muslim art, not just explicitly religious art • Islamic art seeks to portray the meaning and essence of things, rather than just their physical form • Crafts and decorative arts are regarded as having full art status • Painting and sculpture are not thought of as the noblest forms of art • Calligraphy is a major art-form • Writing has high status in Islam and is a significant decoration for objects and buildings • Books are considered to be a major art-form • Geometry and patterns are important • Images of people do not appear in Islamic art • No representations of religious symbols should be made <p>Pupils will use printing techniques and explore tile designs in clay.</p>

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Year 2: Autumn	Year 2: Spring	Year 2: Summer
<p>Impressionism: Texture, light and Colour</p> <p>Key artist: Van Gogh</p> <p>'Impressionism' is a term borrowed from the style of painting of a group of French artists such as Renoir and Monet. Rather than making their art look real, they aimed to give more of an 'impression'; a vague and hazy look by focussing on the overall picture rather than details and fine lines.</p> <p>Light and colour were the key elements and art work was often based upon reflecting landscapes.</p> <p>Sensory and Structured</p> <ul style="list-style-type: none"> • Sensory exploration of paint – painting with different objects such as balls and sticks. • Painting or collaging over printed images. <p>Conceptual</p> <ul style="list-style-type: none"> • Research into the work of Van Gogh and present their work to a small group. Explore impasto technique by layering paint on thickly to create texture. 	<p>North American Indian Art</p> <p>Pupils will have the opportunity to investigate into specific North American Indian tribes such as the Ojibwe tribe (also known as Chippewa). This tribe are mainly located in Canada and are the largest American tribe in North America. Pupils will use different media to recreate elements of the culture of North American Indian tribes. The Ojibwe tribe are known for their:-</p> <ul style="list-style-type: none"> • Wigwam homes • Birch bark canoes • dream catchers • Totem poles • Birch bark boxes • Beadwork (floral designs and animals) • stone tools • weapons, • hairstyles – long braids, mohawks, l • Headbands – leather with feathers. • jewellery. • clothing – for example the design on wampum belts depict a particular story. <p>Traditional Ojibwe tales can be depicted through painting, printing and bead-work:-</p> <ul style="list-style-type: none"> • 'How the Rainbow Was Made'. • 'The Creation of Turtle Island (a story of how North America was created). 	<p>Architecture</p> <p>Key Designers: Charles Rennie Mackintosh</p> <p>Pupils will begin by exploring and developing ideas about different styles of architecture. They will make studies of buildings and secondary sources using a range of materials. Key terms will include : function, structure, shape, texture, symmetry, pattern and place. Pupils will design their own buildings and make a small card relief or a clay relief tile. Pupils will create personal responses to the work of the artist through mark-making activities, collage and sculpture. Pupils will also have the opportunity to take part in simple research based activities through ICT to gain more understanding about the ideas and work of the artists under study.</p> <p>Sensory and Structured</p> <ul style="list-style-type: none"> • Collect objects found outside. • Create rubbings of different textures outside, such as bricks and wood (frottage technique). • Sensory exploration of natural and man-made materials that are found in buildings <p>Conceptual</p> <ul style="list-style-type: none"> • Observational drawings outside (where possible). • Investigate into the work of designers by creating a simple power-point. • Use a range of different media to show line, form and texture • Colour-mixing.

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Year 3: Autumn	Year 3: Spring	Year 3: Summer
<p>Modern Art: Line and Colour Key Artist: Matisse One of the first artists to step away from traditional painting was French artist Henri Matisse, who led the <i>Fauvism</i> movement in the 1900s. Matisse was also a draughtsman and print maker. Matisse's brightly coloured artwork mostly depicted still life and the human figure. As his style developed, Matisse's depictions became more abstract and fragmented, until eventually during his final year he created work almost exclusively using brightly coloured paper cut-outs.</p> <p>Pop Art Artists – Andy Warhol, Roy Lichtenstein, Vas Paris, Keith Haring Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. Pupils will have the opportunity to work with a range of media and processes, including printing, painting and drawing.</p> <p>Sensory and Structured</p> <ul style="list-style-type: none"> Action photographs of pupils to use as a stimulus for painting. Printing and painting over printed templates. <p>Conceptual</p> <ul style="list-style-type: none"> Observational drawings of flowers and fruit etc (still life). Collage of key features of Matisse's work. 	<p>Indian Art Pupils will explore the Indian Art through looking at and investigating into imagery found in:- art works</p> <ul style="list-style-type: none"> architecture paintings clothing musical instruments dance – such as dance sticks festivals – such as Holi, Diwali and the kite festival. <p>Pupils will apply a range of skills, including mark-making, drawing, printing and collage.</p>	<p>Everyday life Key artists: Lowry, Michael Craig Martin. Pupils will look at the work of how different artists (ancient to modern), depict people taking part in daily activities, such as working, hunting, eating, sleeping. Pupils should be encouraged to make their own comments about what they can see in the pictures and what they think about them (using their preferred mode of communication). Pupils to look build upon existing skills in the areas of colour, line and texture, to explore the work of these artists.</p> <p>Sensory and Structured:-</p> <ul style="list-style-type: none"> Explore a range of everyday items and photograph these with an ipad or camera. Print with a range of everyday items. Create a collage using print-outs of everyday items (in the style of Michael Craig Martin). Recreate a cave-painting picture. <p>Conceptual</p> <ul style="list-style-type: none"> Create a print or painting based upon the work of Michael Craig Martin. Explore how Lowry has used line, colour and shape in his work. Recreate or enlarge a section of a favourite painting by Lowry.

Arts Options

Additional themes to support Arts Awards qualifications (optional).

<p>Enterprise: Christmas card designs.</p> <p>Drama/Dance/Film studies The focus will be upon the story/film/play 'The Wizard of Oz'. Pupils will explore character through costume and song. For example, we will explore how a character's costume represents their personal qualities (for example, the two witches in the film). Pupils will also have the opportunity to learn some of the songs and perform them to the rest of our group.</p>	<p>Enterprise: St Valentine's Day gifts/ Easter crafts</p> <p>Drama/Dance Introduction to Drama (at the start of each Drama lesson) – 'Trust' games to support pupils' awareness of their bodies in space (spatial awareness) and movement. Mime activities to support awareness of expression through body language and facial expression. The theme over this half-term will be 'Oliver Twist'. Pupils will learn how to create a dramatic character and use facial expressions to express emotions in drama. In dance, pupils will develop their gross motor skills through choreographed dance. Through costume design and prop-making pupils will create top hats and shirts for the character of the Artful Dodger, as well as refining fine motor skills and learning how to follow simple instructions.</p>	<p>Craft Enterprise: Gift cards</p> <p>Pupils to design items for 'A Midsummer Night's Dream', including props, masks and costumes.</p> <p>Drama/Dance Introduction to Drama (at the start of each Drama lesson) – 'Trust' games to support pupils' awareness of their bodies in space (spatial awareness) and movement. Mime activities to support awareness of expression through body language and facial expression.</p> <p>Pupils will study the play 'A Midsummer Night's Dream' and gain some basic understanding of plot, characters and setting. Pupils will have the opportunity to explore and experience the play via different media, including drama, costume and prop making.</p>
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