

Key Stage 3 Overview – Art and Design

	Unit 1 – Drawing and pencils – light shape form – highlights and shadows	Unit 2 – Colour	Unit 3 – Textures	Unit 4 - Portraits	
Year 8	<p>With emphasis on <u>information management</u>, <u>working with others</u>, <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>self-management</u> and <u>being creative</u>.</p> <p>Pupils will: learn the rules of the Art Department; learn drawing, shading, identifying highlights, lights, shades and shadows; understand and demonstrate how light affects objects, shapes and forms; understand the marks pencils make, pencil qualities (hard/soft), tonal and tonal ladder, light, highlight shades, shadow, shape forms, light source, chalk and charcoal. (6 weeks).</p>	<p>Focusing on being <u>creative</u>, <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u> and <u>self-management</u>.</p> <p>Pupils will: understand how to hold and use a paintbrush, learn primary, secondary colours; psychology of colour; recognize and produce tints and tones; understand painting techniques (stipple, block, wash, hatch and cross hatch, colour graduation techniques and silhouettes); learn about the care and maintenance of tools and equipment. (7 weeks).</p>	<p>Using <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>creativity</u>, <u>self-management</u> and <u>information management</u>.</p> <p>Pupils will: collect first and second hand textures (Feely Bag – discovering textures); learn print making (rubblings); understand recording a range of textures from the environment using various media i.e. pencil, paint, pastel, crayon and black pen. (3/4 weeks).</p>	<p>With attention to <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>self-management</u>, and <u>being creative</u>.</p> <p>Pupils will: understand the proportions of the human head, neck and shoulders; observe, measure and record partner’s head, neck, shoulders using a range of visual language skills including line and texture and photo-montage; know, understand and discuss the portraits of 6/8 famous artists who produced portraits. (4/5 weeks).</p>	
	Unit 5 – Communication and design		Unit 5 – Environmental field study		
Year 8	<p>Using <u>creativity</u>, <u>problem-solving</u> and <u>decision making</u> skills, <u>thinking</u> and <u>self-management</u>.</p> <p>Pupils will: collect brochures – discuss, discriminate, select, design, develop, refine and produce a 2D layout, evaluate and respond; learn what a good brochure is, how to attract attention to a brochure, learn about layout, colour and how they affect the image of a product; produce A4 final outcome using ICT ‘Paint’ package. (6/8 weeks).</p>		<p>With emphasis on <u>working with others</u>, <u>thinking skills</u>, <u>problem-solving</u> and <u>decision making</u>, <u>being creative</u> and <u>self-management</u>.</p> <p>Pupils will: understand and use a range of media to draw and paint local environment showing understanding of foreground, middleground, background and underlying structure. (2/3 weeks).</p>		
	Unit 1 – Pictorial Composition	Unit 2 – Pattern	Unit 3 – Graphics	Unit 4 – Life Drawing	
Year 9	<p>Focusing on being <u>creative</u>, <u>thinking</u>, <u>problem-solving</u> and <u>decision making skills</u>, <u>information management</u>, and <u>self-management</u>.</p> <p>Pupils will: learn the rules of the Art Department; express feelings on composition; understand and demonstrate techniques in foreground, middleground, and background; understand and appreciate that other Artists can interpret the world in unique ways and forms; express feelings on painting techniques and demonstrate the following techniques – block, wash, stipple, hatch/cross hatch, aerial perspective (difference of colour between background and foreground), light source and foreground detail; understand the importance of balance, composition and layout; learn about linear and arial perspective; recognise autumnal colours.</p>	<p>With emphasis on <u>working with others</u>, <u>managing information</u>, <u>being creative</u>, <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u> and <u>self-management</u>.</p> <p>Pupils will: be able to produce pattern structures using a printing technique; know how to produce pattern structures using ICT; understand drawing, shading, identifying highlights, lights, shades and shadows in analytical drawings; demonstrate how to create patterns using a unit; appreciate and use a variety of pattern structures; understand how to create colourways.</p>	<p>Using <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>creativity</u>, <u>self-management</u> and <u>information management</u>.</p> <p>Pupils will: develop an awareness of a wide range of physical characteristics; of the human form – facial expressions line drawings, recap on proportions of the face, understand the Rules and Regulations of the Pottery room; learn the 3 stages of clay – green, biscuit and glaze; understand and use a variety of ceramic joining and marking techniques; demonstrate joining and hand building techniques – clay, pottery techniques, firing, glazing; understand that sculptors can interpret the world in unique ways and forms and appreciate their work.</p>	<p>With attention to <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>self-management</u>, <u>information management</u> and <u>being creative</u>.</p> <p>Pupils will: understand the proportions of the human form and how to measure and represent the human figure using pencil; understand the rules of perspective and foreshortening; create a series of short life drawings using a range of media; create a study of the human figure.</p>	
	Unit 1 – Pictorial composition of a family celebration.	Unit 2 – Design and Design Communication.	Unit 3 – Analytical drawing and painting.	Unit 4 – Textiles Design	Unit 5 - Careers
Year 10	<p>Focusing on being <u>creative</u>, <u>thinking</u>, <u>problem-solving</u> and <u>decision making skills</u>, <u>information management</u>, and <u>self-management</u>.</p> <p>Pupils will: recap on the rules of the Art Department; appreciate others work; composed and painted pictures; understand designing and composing, composition and layouts; acquire knowledge and understanding of aerial and linear perspective; understand and use a variety of pencils and paint; be assessed for painting techniques.</p>	<p>With emphasis on <u>working with others</u>, <u>managing information</u>, <u>being creative</u>, <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u> and <u>self-management</u>.</p> <p>Pupils will: develop an awareness of the design loop; appreciate what good design is; understand and demonstrate how to create communication /designs; know/understand a variety of communication design outcomes; understand how to create a communication design outcome.</p>	<p>Using <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>creativity</u>, <u>self-management</u> and <u>information management</u>.</p> <p>Pupils will: appreciate others work – composed and painted pictures; analytical painting and drawing; use of visual language skills.</p>	<p>With attention to <u>thinking</u>, <u>problem-solving</u>, <u>decision making</u>, <u>self-management</u>, <u>information management</u> and <u>being creative</u>.</p> <p>Pupils will: introduce of a range of textiles techniques, use creative thinking; appreciate the range and use of textiles in our environment today; learn how to weave and understand the tools and equipment required to weave; learn batik textile design.</p>	<p>Demonstrating <u>self-management</u>, <u>creativity</u>, <u>good communication</u>, <u>working with others</u>, <u>thinking skills</u>, <u>problem solving skills</u>.</p> <p>Pupils will: know and recognise their own personal qualities; explore and express a sense of self; explore personal values; ask themselves what skills are developed through art and design and how these skills will be useful in a range of careers; determine what jobs are available for pupils with qualifications in art and design; develop; investigate subject selection for career.</p>

