Ark Blake Academy

Art, Craft and Design KS3 Curriculum Map

Year	Autumn	Spring	Summer
Year 7 In year 7, pupils engage with three thematic enquiries: The Natural World, Landscapes and Colour Theory and World Masks. Through these themes, pupils are introduced to the formal elements of art and their foundation vocabularies. This vocabulary allows pupils to describe, evaluate and express an opinion on works of art, craft and design. In the autumn term, pupils learn the importance of keen observation and gain a good grounding in basic drawing skills, using line, tone and texture. In the spring term, pupils gain an understanding of colour theory and how artists within in Impressionism, Fauvism and Pointillism used colour to respond to their surrounding landscapes. In the summer term, pupils gain a foundation set of sculptural skills, exploring Western and Non-Western cultures and their use of artefacts in rituals, theatres and celebrations.	**The Natural World** • **Knowledge Content** **Formal Elements:** line, tone, texture, shape, form **Context:** Henri Matisse, Andy Warhol, Ellesworth Kelly, Mai Thomas, Karl Blossfeldt, Susannah Blaxhill, Vincent Van Gogh, Peter Randall-Page **Processes:** drawing, photography, sculpture, printing, paper craft **Vocabulary:** line, descriptive line, outline, contour line, shape, tone, observation, shadow, highlight, viewfinder, composition, texture, mark making, actual texture, implied texture, handmade, pulp, mould and deckle, impression, emboss • **Threshold Concepts** Artists make marks, drawing our attention • **Link to Prior Learning** Builds on using sketchbooks as a creative tool, used to gather, collect, experiment and reflect **Enquiry Question: Do we have an innate urge to leave a mark?**	**Landscapes and Colour Theory** • **Knowledge Content** **Formal Elements:** texture, colour **Context**: Impressionism (1865-1885), Claude Monet and Pierre-Auguste Renoir, Pointillism (1880's – 1890's), Georges Seurat, Fauvism (1900-1935), Andre Derain and Henri Matisse **Processes:** drawing, photography, painting **Vocabulary:** colour, primary, secondary, tertiary, harmonious, complementary, hot, cold, tint, shade, tone, hue, emotion, gesture, movement, perspective, mood, transcription • **Threshold Concepts** Art communicates to all, in every sense • **Link to Prior Learning** Builds on pupils' knowledge of texture and skill using mark making **Enquiry Question: How and why do artists use colour?**	**World Masks** • **Knowledge Content** **Formal Elements:** line, tone, texture, colour, shape, form **Context**: African ceremonial masks, Chinese opera masks, Mexican Dia de los Muertos masks and Venetian masquerade masks **Processes:** drawing, sculpture **Vocabulary:** culture, symbolism, represent, scale, construction, relief, tradition, motif, appropriation, meaning, influence • **Threshold Concepts** Art has many histories • **Link to Prior Learning** Builds on knowledge of art history **Enquiry Question: Who shapes our art histories and why?**
	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources, design for 2D and 3D outcomes, thumbnail studies, annotation • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, charcoal, collage papers, ink, modelling wire, paper pulp **Techniques:** layered shading, view finder compositions, descriptive line drawing, hatching, cross hatching, frottage, mark making, paper making, mono printing, wire bending and joining, collage, paper/clay waste mould • **Skills of Judgement and Evaluation** Evaluate and express an opinion about visual images, arts and students work, use descriptive and critical language, use specialist language of discourse to express views and interpretations	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources, annotation, control the selection and interpretation of elements from artists studied, planning a proposed outcome • **Skills of Making Art, Craft and Design** **Materials:** block paints, flat head and round head brushes **Techniques:** mix and apply colour, wet and dry painting techniques used by artists in Impressionism, Pointillism and Fauvism movements • **Skills of Judgement and Evaluation** Evaluate and express an opinion about visual images, artists and students work, use descriptive and critical language, use specialist language of discourse to express views and interpretations	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources, design for 2D and 3D outcomes, thumbnail studies, annotation, research, maquettes, prototypes • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, collage papers, cardboard, paper pulp **Techniques:** layered shading, view finder compositions, collage, carboard construction, papier mache • **Skills of Judgement and Evaluation** Evaluate and express an opinion about visual images, arts and students' work, use descriptive and critical language, use specialist language of discourse to express views and interpretations
Year 8 In Year 7, pupils have acquired the knowledge of the formal elements and their breadth of application using a wide range of materials and processes. In Year 8, pupils explore the codes and conventions of portraiture, still life and cityscapes. The depth of this knowledge grows across the three thematic enquiries, Identity, Multiple Viewpoints and The Built Environment. Pupils build on their foundation vocabulary, as they compare and analyse visual concepts they study in context to culture and time. Pupils revisit core drawing skills in the autumn term learning the principles of facial proportion, and also build on wire sculpture skill sets to include armature techniques. In the spring term, pupils gain	**Identity** • **Knowledge Content** **Formal Elements:** line, tone, texture, shape, form **Context:** Henri Matisse, Alexander Calder, Egon Schiele, Claire Curneen, Jenny Saville, Desmond Houghton, Alberto Giacometti **Processes:** drawing, sculpture **Vocabulary:** identity, expression, mood, atmosphere, line of symmetry, stereotype, proportion, armature, depression, gender, (in)equality, representation, abstraction • **Threshold Concepts** Art is not fixed in meaning, context is everything • **Link to Prior Learning** Revisits drawing from observation and builds on wire sculpture techniques **Enquiry Question: How do artists perceive and express themselves?** • **Skills of Designing and Developing Ideas**	**Multiple Viewpoints** • **Knowledge Content** **Formal Elements:** line, tone, texture, colour, shape, form **Context:** Edward Collier, Cubism (1907 -1914), Pablo Picasso, Georges Braque **Processes:** drawing, painting **Vocabulary:** viewpoint, composition, geometric, representation, interpretation, abstraction, tradition, codes, conventions, perspective, colour, primary, secondary, tertiary, harmonious, complementary, hot, cold, tint, shade, tone, hue, transcription • **Threshold Concepts** Artists use and abuse traditions • **Link to Prior Learning** Builds on traditional still life conventions and revisits painting techniques **Enquiry Question: Why do artists challenge conventions?** • **Skills of Designing and Developing Ideas**	**The Built Environment** • **Knowledge Content** **Formal Elements:** Line, colour, shape, form **Context:** Charles Sheeler, Luke O' Sullivan, Barnaby Bradford, Antonia Dewhurst, Nina Lindgren, Michael C. McMillen, Eric Cremers **Processes:** drawing, sculpture, **Vocabulary:** perspective, horizon, orthogonal, vertical, horizontal, space, urban, cityscape • **Threshold Concepts** Artists reflect the world, as seen by their own eyes • **Link to Prior Learning** Builds on knowledge of perspective and cardboard sculpture techniques **Enquiry Question: How have artists responded to and impacted upon the world?** • **Skills of Designing and Developing Ideas**

confidence in their colour mixing and paint application techniques in response to still life compositions and Cubist artists. In the summer term, pupils will study their environment and produce perspective images in a range of media and using a range of processes.	Record from primary and secondary sources; design for 2D and 3D outcomes; thumbnail studies; annotation, research; maquettes and prototypes; follow a sequence of design steps • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, charcoal, ink, modelling wire, paper pulp **Techniques:** principles of proportion, grid drawing method, chalk image transfer, layered shading, continuous line drawing, wire bending and joining, collage, paper pulp modelling • **Skills of Judgement and Evaluation** Evaluate own work; adapt and refine choices and actions; discuss different aspects of own and others work; explain how to refine ideas, skills and methods; compare, analyse and describe different ideas and approaches used by artists; recognise influence of context, culture and time	Record from primary and secondary sources; design for 2D and 3D outcomes; thumbnail studies; annotation, research; maquettes and prototypes; follow a sequence of design steps • **Skills of Making Art, Craft and Design** **Materials:** pencil, block paint, collage paper, paper pulp, cardboard **Techniques:** layered shading, collage, paper pulp modelling, cardboard construction, mix and apply colour, wet and dry painting techniques • **Skills of Judgement and Evaluation** Evaluate own work; adapt and refine choices and actions; discuss different aspects of own and others work; explain how to refine ideas, skills and methods; compare, analyse and describe different ideas and approaches used by artists; recognise influence of context, culture and time	Record from primary and secondary sources; design for 2D and 3D outcomes; thumbnail studies; annotation, research; maquettes and prototypes; follow a sequence of design steps • **Skills of Making Art, Craft and Design** **Materials:** pencil, block paint, collage paper, cardboard **Techniques:** layered shading, collage, cardboard construction, mix and apply colour, wet and dry painting techniques, principles of perspective • **Skills of Judgement and Evaluation** Evaluate own work; adapt and refine choices and actions; discuss different aspects of own and others work; explain how to refine ideas, skills and methods; compare, analyse and describe different ideas and approaches used by artists; recognise influence of context, culture and time
Year 9 In year 8, pupils gain their knowledge of the codes and conventions in art. Pupils also developed skills in judgement and evaluation to be able to adapt and refine their work and recognise the influence of context and time. In year 9, pupils use their understanding of codes, conventions, genres, styles and traditions to inform their own judgments and strengthen their artwork. Pupils will increase their proficiency in handling different materials and purposefully use tools and techniques across the three thematic enquiries. In the autumn term, pupils construct, manipulate and deconstruct the concept of sculpture, pushing its boundaries using paper. In the spring term, pupils play with the concept of image and question the dominant approaches to art, culture and traditional view on what art should be. In the summer term, pupils examine the powerful role of objects and images in movements for social change. Pupils produce objects and images to communicate disobedience.	**Paper Cut Abstraction** • **Knowledge Content** **Formal Elements:** line, tone, texture, shape, form **Context:** Eillen Quinlan, James Welling, Jurisiav Rossier, Jerry Reed, Francis Bruguiere, Brendan Austin **Processes:** drawing, sculpture, paper craft, printing, photography **Vocabulary:** manipulate, construct, structure, level, curves, translation, balance, scale, tension, flow, weight, mass, motion, mood, atmosphere • **Threshold Concepts** Art has its own vocabulary, shaped across time and space • **Link to Prior Learning** Revisits drawing from observation and builds on paper construction techniques **Enquiry Question: Is it possible to have a dialogue with art materials and, if so, what would they tell us?**	**Biscuits, Cakes and Sweets** • **Knowledge Content** **Formal Elements**: line, colour, shape, form **Context:** Pop Art (1950's – 1960's) Wayne Thiebaud, Claus Oldenberg **Processes:** drawing, painting, sculpture **Vocabulary:** popular culture, represent, proportion, structure, scale, revolt, commercial culture, mass audience, mass produced, expendable, colour, primary, secondary, tertiary, harmonious, complementary, hot, cold, tint, shade, tone, hue, transcription • **Threshold Concepts** Artists play with materials, ideas and failure • **Link to Prior Learning** Revisits colour theory and painting **Enquiry Question: What does 'play' mean for artists, craftspeople and designers?**	**Protest and Propaganda** • **Knowledge Content** **Formal Elements:** Line, tone, texture, colour, shape, form **Context:** Jean-Michel Basquiat, Shepard Fairey, Guerrilla Girls, Soviet Union propaganda, Chinese dissident artists, editorial/political/satirical illustration **Processes:** drawing, painting, installation **Vocabulary:** editorial illustration, commission, satirical, graphic, propaganda, dissidence, manifesto, protest, performance, installation, collective, degenerate, transformative, socially engaged practice • **Threshold Concepts** Art makes people powerful, for good and bad • **Link to Prior Learning** Revisit art as a language and revisits all formal elements **Enquiry Question: How does art make people/institutions/ideas powerful?**
	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources; plan and model ideas and intentions for 2D and 3D outcomes; thumbnail studies; annotation, research and investigate to make creative decisions; maquettes and prototypes • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, charcoal, paper pulp, paper, card, camera, lino, printing ink **Techniques:** layered shading, paper construction and joining techniques, collage, paper pulp modelling, digital editing, lino printing • **Skills of Judgement and Evaluation** Evaluate own work and of others; perceptive evaluation when reviewing strengths, development needs and actions; make informed creative actions	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources; design for 2D and 3D outcomes; thumbnail studies; annotation, research; maquettes and prototypes • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, charcoal, pastel, block paint, paper pulp, **Techniques:** layered shading, view finder compositions, descriptive line drawing, collage, paper pulp modelling, cardboard construction, mix and apply colour, wet and dry painting techniques • **Skills of Judgement and Evaluation** Evaluate own work and of others; perceptive evaluation when reviewing strengths, development needs and actions; make informed creative actions	• **Skills of Designing and Developing Ideas** Record from primary and secondary sources; design for 2D and 3D outcomes; thumbnail studies; annotation, research; maquettes and prototypes • **Skills of Making Art, Craft and Design** **Materials:** pencil, fine liner, ink, block paint, card, paper **Techniques:** a wide range of descriptive and different types of line, mix and apply colour, wet and dry painting techniques, installation composition, site specific awareness • **Skills of Judgement and Evaluation** Evaluate own work and of others; perceptive evaluation when reviewing strengths, development needs and actions; make informed creative actions