

1 Year Course Overview Art & Design KS3

Term		Students use a range of techniques to record their observations in sketchbooks or folders and other media as a basis for exploring their ideas	Students use a range of techniques and media, including painting	Students increase their proficiency in the handling of different materials	Students analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	Students learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Skills						
Autumn Year 7/8	Know:	The range of different techniques available to use to record their observations in different formats	The range of media available to use and the different skills and techniques associated with them	The range of materials available to use and how to use them proficiently.	How to improve the outcome of their work and that of others through effective use of analysis and evaluation	Develop a deeper understanding of specific artist, designers and crafts people through time and cultures.
	Do:	They will discover, consider and explore a range of different techniques, in order to record their observations effectively – Annotation Organisation of ideas Different media, materials and observation skills Research skills	They will discover, consider and explore a range of different media, in order to use them effectively - Dry materials - Pencil / Pastels / Pens Painting - Poster / acrylic / watercolour Photography 3D Work - Clay / cardboard / wire / mod-roc etc Printing Collage / Mixed Media	They will learn, develop and build upon their existing skills and knowledge in the handling of different materials	Analyse and evaluate their own work and that of others.	Demonstrate an understanding of contextual art through their work
	Mandala Pop Art Still life and Cubism Britto	<p>Record Observations Gage students ability to identify and demonstrate their skills to record observations effectively through a baseline assessment</p> <p>Students organise and record ideas, observations and insights in their work, in different formats with support – Mind maps, inspiration pages and mood boards etc.</p> <p>Understand the formal elements of line, tone, colour, form, pattern, texture, composition With support begin to generate and develop ideas using visual concepts</p> <p>Students to develop ideas with reference to research of primary / secondary and contextual sources Students record ideas and insights in their work using practical and written observation</p>	<p>Range of Techniques and media Students begin to explore a range of 2D and 3D media discovering skills and techniques associated with, and relevant to their exploration of the formal elements</p> <p>Students are encouraged and supported to explore work as it develops through a variety of media attempting to annotate their discoveries and opinions throughout their work and into their final outcomes</p>	<p>Handling of different materials Through guided exploration of the formal elements students will discover a range of materials for drawing, painting and mark-making</p> <p>The materials will be relevant to the project and demonstrated for effectiveness</p> <p>Students attempt to realise outcomes through the sustained application of the creative process.</p>	<p>Analyse and evaluate their own work, and that of others Students begin to understand ways in which meanings, ideas and intentions can be communicated through visual and tactile language</p> <p>Students will begin to demonstrate understanding of visual language within their annotation, analysis and evaluation, developing subject specialist vocabulary</p> <p>Students begin to reflect critically upon their creative journey and its effectiveness and begin to apply formal elements to their art work</p>	<p>Contextual Art Introduction to artists through examination of the formal elements</p> <p>Students are directed towards artists, designers and crafts people and supported in the recording of their research</p> <p>Students attempt to respond to artists, designers and/or crafts peoples work through transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art and begin to make connections within their work</p>

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<p style="text-align: center;">Spring Year 7/8</p>	<p style="text-align: center;">Mini Adventure First Nation Joseph Cornell Bugs and beasties</p>	<p>Record Observations Begin to generate and develop ideas independently</p> <p>Students with support, develop ideas with reference to contextual sources</p> <p>Researching primary and contextual sources with support and guidance</p> <p>Students show evidence of recording ideas and insights in their work using practical and written observations with support</p> <p>Students continue development and understanding of the formal elements of line, tone, colour, form, pattern, shape, texture, composition</p>	<p>Range of Techniques and media</p> <p>Artist Workshop / Teacher, Peer Demonstration Explore art as a participant</p> <p>Students continue to explore a range of 2D and 3D media, discovering skills and techniques associated with, and relevant to their projects.</p> <p>Students with support and guidance are to refine work through experimentation with a range of media and the different skills, techniques and processes associated with them</p>	<p>Handling of different materials</p> <p>Students will continue to discover, explore and experience a range of materials relevant to the project and demonstrated for effectiveness.</p> <p>Students attempt to realise outcomes through the sustained application of the creative process and through material exploration and proficiency</p>	<p>Analyse and evaluate their own work, and that of others</p> <p>Students begin to reflect critically upon their creative journey and its effectiveness</p> <p>Students to be aware of the formal elements to their art work, apply them when appropriate and commenting on them with support</p> <p>Students attempt to record ideas and insights in their work using practical and written observations</p> <p>Emerging critical and analytical language development, attempting to using subject specialist language</p>	<p>Contextual Art</p> <p>Students to investigate with guidance, artists, designers and crafts people; recording their research using structured differentiated resources</p> <p>Students attempt to respond to artists, designers and/or crafts peoples work through transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art and begin to make connections with this within their work</p>
<p style="text-align: center;">Summer Year 7/8</p>	<p style="text-align: center;">Animal Stencils Sea creatures The Environment Surrealism</p>	<p>Record Observations Generate and develop ideas independently</p> <p>Researching primary and contextual sources with guidance</p> <p>Students develop ideas with reference to sources and record observations with guidance</p> <p>Students show evidence of recording ideas and insights in their work using practical and written observations with guidance and creativity</p> <p>Students deeper understanding of the formal elements of line, tone, colour, form, pattern, shape, texture, composition</p>	<p>Range of Techniques and media</p> <p>Artist Workshop / Teacher, Peer Demonstration / Contextual starting point Explore art as a participant</p> <p>Students to experiment with a range of media, materials, techniques and processes gaining knowledge in order to use them effectively and relevantly within their work</p> <p>Students can begin to refine work independently through experimentation with a range of media and the different skills, techniques and processes associated with them</p>	<p>Handling of different materials</p> <p>Students continue to discover, explore and experience a range of materials relevant to the project and demonstrated for effectiveness.</p> <p>Students demonstrate some proficiency within their use</p> <p>Students realise outcomes through the sustained application of the creative process and through material exploration and proficiency</p>	<p>Analyse and evaluate their own work, and that of others</p> <p>Students record ideas and insights in their work using practical and written observations with support</p> <p>Critical and analytical language development using subject specialist key words and vocabulary</p> <p>Students to be aware of the formal elements to their art work, apply them when appropriate and commenting on them with guidance</p>	<p>Contextual Art</p> <p>Students investigate artists, designers and crafts people; recording their research with creativity. Differentiated resources available</p> <p>Students attempt to respond to artists, designers and/or crafts peoples work through transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art and begin to make connections with this within their work</p> <p>Students develop their awareness and understanding that the influences of contemporary and/or historical environments, situations or issues have on art</p>

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Flight Path Markers Year 7 into 8; 8 into Year 9	Year 7	Know what the different techniques are that can be utilised Explore and experience the different techniques available	Know what media, techniques and process' are available. Explore and experience the different media, techniques and process' available	Introduce pupils to a range of materials available. Explore and experience the different materials available.	Introduce pupils to a range of analytical and evaluative processes and formats. Pupils to consider and respond to their work and that of others. Instinctively reflecting on their own preferences.	Introduce pupils to a range of artist, designers and crafts people through time and cultures Pupils to consider, explore and respond to a range of artist, designers and crafts people through time and cultures
	Year 8	Identify the appropriate technique/techniques and utilise them effectively Improve their mastery of different techniques with support	Identify the appropriate media, techniques and process' utilising them effectively in relation to their work Improve their mastery of media, techniques and process' with support	Pupils to respond to feedback and refine their use of materials. Pupils are able to build upon explorations and experiences of materials to use materials with attempted and instinctive refinement.	Pupils to consider and respond to their work and that of others, demonstrating an appropriate personal response that relates effectively to their work Pupils attempt to modify and refine their work and that of others.	Pupils to make limited emerging connexions to a range of artist, designers and crafts people through time and cultures within their work Pupils to make emerging connexions to a range of artist, designers and crafts people through time and cultures within their work
Autumn Year 9	Know:	The range of different techniques available to use to record their observations in different formats	The range of media available to use and the different skills and techniques associated with them	The range of materials available to use and how to use them proficiently.	How to improve the outcome of their work and that of others through effective use of analysis and evaluation	Develop a deeper understanding of specific artist, designers and crafts people through time and cultures.
	Do:	They will discover, consider and explore a range of different techniques, in order to record their observations effectively – Annotation Organisation of ideas Different media, materials and observation skills Research skills	They will discover, consider and explore a range of different media, in order to use them effectively - Dry materials - Pencil / Pastels / Pens Painting - Poster / acrylic / watercolour Photography 3D Work - Clay / cardboard / wire / mod-roc etc Printing Collage / Mixed Media	They will learn, develop and build upon their existing skills and knowledge in the handling of different materials	Analyse and evaluate their own work and that of others.	Demonstrate an understanding of contextual art through their work
	Masks Mandala	Record Observations Gage students ability to identify and demonstrate their skills to record observations effectively through a baseline assessment Students organise and record ideas, observations and insights in their work, in different formats, demonstrated – Mind maps, inspiration pages and mood boards etc. with regard for presentation	Range of Techniques and media Artist Workshop / Teacher, Peer Demonstration / Contextual starting point Explore art as a participant Students experiment with a range of 2D and 3D media, techniques and processes gaining knowledge in order to use them effectively and relevantly	Handling of different materials Students discover, explore and experience a range of materials relevant to the project and demonstrated for effectiveness. Students demonstrate some proficiency within their use	Analyse and evaluate their own work, and that of others Students record ideas and insights in their work using practical and written observations with guidance Critical and analytical language development using subject specialist key words and	Contextual Art Students investigate artists, designers and crafts people; recording their research with creativity. Differentiated resources available Students attempt to respond to artists, designers and/or crafts peoples work through

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		<p>Students develop ideas with reference to research of primary / secondary and contextual sources</p> <p>Students record ideas and insights in their work using practical and written observations demonstrating an understanding of the formal elements of line, tone, colour, form, pattern, texture, composition</p> <p>Students record ideas and insights in their work using practical and written observation</p> <p>Researching primary and contextual sources gathering relevant information and organising it in a creative way</p>	<p>within their work</p> <p>Students can begin to refine work independently through experimentation with a range of media and the different skills, techniques and processes associated with them</p>	<p>Students realise competent outcomes through the sustained application of the creative process and through material exploration and proficiency</p>	<p>vocabulary</p> <p>Students to be aware of the formal elements to their art work, apply them when appropriate and begin to comment on them independently</p>	<p>transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art and begin to make connections with this within their work</p> <p>Students develop their awareness and understanding that the influences of contemporary and/or historical environments, situations or issues have on art</p>
<p>Spring Year 9</p>	<p>Coast Metamorphosis</p>	<p>Record Observations</p> <p>Students organise and record ideas, observations and insights in their work, in different formats– Mind maps, inspiration pages and mood boards etc. with regard for presentation</p> <p>Students develop ideas with reference to research of primary / secondary and contextual sources</p> <p>Students record ideas and insights in their work using practical and written observations to demonstrate an understanding of the formal elements of line, tone, colour, form, pattern, texture, composition</p> <p>Students record ideas and insights in their work using practical and written observation through researching primary and contextual sources gathering relevant information and organising it in a creative way</p>	<p>Range of Techniques and media</p> <p>Artist Workshop / Teacher, Peer Demonstration / Contextual starting point</p> <p>Explore art as a participant</p> <p>Students experiment with a range of 2D and 3D media, techniques and processes gaining knowledge in order to use them effectively and relevantly within their work</p> <p>Students can refine work independently through experimentation with a range of media and exploring different skills, techniques and processes associated with them</p>	<p>Handling of different materials</p> <p>Students discover, explore and experience a range of materials relevant to the project and demonstrated for effectiveness.</p> <p>Students demonstrate some proficiency within their use</p> <p>Students realise competent outcomes through the sustained application of the creative process and through material exploration and proficiency</p>	<p>Analyse and evaluate their own work, and that of others</p> <p>Critical and analytical language development using subject specialist key words and vocabulary</p> <p>Students to be aware of the formal elements to their art work, apply them when appropriate comment on them independently</p> <p>Students to show critical and analytical understanding of their work through annotation</p> <p>Students begin to reflect critically upon their creative journey and its effectiveness</p>	<p>Contextual Art</p> <p>Students investigate artists, designers and crafts people; recording their research with creativity. Differentiated resources available</p> <p>Students attempt to respond to artists, designers and/or crafts peoples work through transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art, reflect upon their work and begin to make connections throughout their projects</p> <p>Students develop their awareness and understanding that the influences of contemporary and/or historical environments, situations or issues have on art</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Year 9</p>	<p>Food and Drink Shapes</p>	<p>Record Observations Students organise and record ideas, observations and insights in their work, in different formats– Mind maps, inspiration pages and mood boards etc. with regard for presentation Students develop ideas with reference to research of primary / secondary and contextual sources</p> <p>Students record ideas and insights in their work using practical and written observations to demonstrate an understanding of the formal elements of line, tone, colour, form, pattern, texture, composition</p> <p>Students record ideas and insights in their work using practical and written observation through researching primary and contextual sources gathering relevant information and organising it in a creative way</p> <p>Students are encouraged and shown how to convey a message by exploring concepts and recording them creatively. Concepts such as: Realism Abstraction Expressionism Cubism Perspective</p>	<p>Range of Techniques and media Artist Workshop / Teacher, Peer Demonstration / Contextual starting point Explore art as a participant</p> <p>Students experiment with a range of 2D and 3D media, techniques and processes gaining knowledge in order to use them effectively and relevantly within their work</p> <p>Students can refine work independently through experimentation with a range of media and exploring different skills, techniques and processes associated with them</p> <p>Students should begin to refine and present work for assessment selecting media with a sense of purpose, relevant to ideas and potential outcomes</p> <p>Students to communicate different ideas and observations in their work through plans and drawings in a range of media</p>	<p>Handling of different materials Students discover, explore and experience a range of materials relevant to the project and demonstrated for effectiveness.</p> <p>Students realise sound outcomes through the sustained application of the creative process and through the proficiency of material exploration</p> <p>Students to communicate different ideas and observations through material exploration and demonstrating visual understanding of the formal elements</p> <p>Students to select materials with a sense of purpose, ideas and potential outcomes</p>	<p>Analyse and evaluate their own work, and that of others Critical and analytical language development using subject specialist key words and vocabulary</p> <p>Students to be aware of the formal elements to their art work, apply them when appropriate comment on them independently</p> <p>Students to show critical and analytical understanding of sources and visual concepts within their work</p> <p>Students begin to reflect critically upon their creative journey and its effectiveness</p> <p>Students become aware and explore ethical questions, attempting to respond to personal and social issues and develop stances and views</p>	<p>Contextual Art Students investigate artists, designers and crafts people; recording their research with creativity. Differentiated resources available</p> <p>Students gain knowledge of the work and approaches of artists and craftspeople and include this in their work</p> <p>Students attempt to link techniques to artists and artwork and to respond to artists, designers and/or crafts peoples work through transcriptions</p> <p>Students learn how to demonstrate an understanding of contextual art, reflect upon their work and begin to make connections throughout their projects</p> <p>Students develop their awareness and understanding that the influences of contemporary and/or historical environments, situations or issues have on art</p> <p>Apply an understanding of the relevant practices in the creative and cultural industries to their work</p>
	<p>Year 9</p>	<p>Improve their mastery of recording techniques independently</p> <p>Use the different techniques independently and efficiently</p>	<p>Pupils demonstrate the use of different media, techniques and process' independently in relation to their work.</p> <p>Pupils demonstrate confident ability in the use of different media, techniques and process' independently in relation to their work.</p>	<p>Pupils are able to build upon explorations and experiences of materials; to use materials with coherent and emerging refinement</p> <p>Pupils are able to build upon explorations and experiences of materials; to use materials with controlled and</p>	<p>Pupils respond to their work and that of others, modifying and refining their intentions with purpose</p> <p>Pupils confidently respond to their work and that of others, demonstrating an effective realisation of intentions</p>	<p>Pupils to make purposeful connexions to a range of artist, designers and crafts people through time and cultures within their work</p> <p>Pupils to make well-considered connexions to a range of artist, designers and crafts people through time and cultures which</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Flight Path Markers Year 9 into Year 10</p>						

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				confident refinement.		positively informs the development of their work
Year 10	GCSE DEVELOP - Develop ideas through investigations demonstrating a critical understanding of sources	GCSE REFINE - Pupils to refine work and experiment with a range of media, materials, techniques and processes.	GCSE RECORD - Pupils beginning to reflect upon art work and linking work together as it progress'	GCSE REFINE - Pupils to select resources with a sense of purpose, ideas and potential outcomes GCSE PRESENT - Pupils to show critical and analytical understanding of work	GCSE DEVELOP - Pupils to investigate artists, designers and crafts people recording their research.	
SMSC and British values	Art and Design is delivered to maximise students' tolerance and appreciation for SMSC and British Values. Through cultural contextual study, mutual respect for, and tolerance of those with different faiths and beliefs (and for those without faith) is expected. Students are encouraged to have and give their opinion in a safe and supportive environment. Opportunities are provided for group work where student voice is once again encouraged, supported to be verbalised in an appropriate manor and respected.					
Careers – Gatsby	There are many career opportunities within Art and Design. It is important to create an understanding of the real world linking possible career opportunities to the skills taught to inspire our students to look beyond school and develop those much needed skills that are transferable to the next steps of education and employment.					
Reading	Every opportunity is taken within the classroom to allow students to develop their reading. Students are actively encouraged to read and are supported to understand key words and terminology. Within lessons, high standards of literacy, articulacy and the correct use of standard English is embedded and promoted. Displays engage students to support them with their understanding of key artistic words and terminologies.					
Cultural Capital	Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The KS3 Art and Design curriculum sets out to develop our learners' cultural capital to make them ready for the next stage in their lives. This is achieved in many ways including teaching students' real life skills related to team work, problem solving and organisational skills and communicating effectively with others. Students are given the opportunity to explore Art and Design beyond the classroom engaging with nature and the world around them through trips to museums and galleries etc. and artist visits					

