

ART DEPARTMENT OVERVIEW SCHEMES OF WORK FOR KEY STAGE 3

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	<p>VAN GOGH LANDSCAPE</p> <p>The rationale for this unit is that it is a starting point for all pupils to ensure a common base of knowledge throughout KS3. Creating texture through mark making is fundamental to the years development and all subsequent work. It is an important building block for creating their own work and when studying the work of other artists and designers. This unit gives pupils the opportunity to experiment by creating textures, to utilise experiments and look at the world around them. Pupils will make a personal response by using their own photograph or taking their own photograph to recreate in mark making. As an extension task and using their drawings and texture and mark-making knowledge, pupils will begin experimenting with various materials, papers, fabrics, string etc.</p>	<p>THE LIVING WORLD</p> <p>In this unit pupils will work to a theme and will further develop their observational drawing skills. They will concentrate on recreating the textures in their drawings using appropriate media and techniques. Pupils will be introduced to a range of textile techniques with the possibility of using the punching machine to create texture including stitching, layering, fabric manipulation using a variety of materials. They will consider the limitations and potentials of materials to achieve a desired and appropriate effect to intentions. They will analyse and evaluate their own and others work and learn how to present their work to others successfully.</p>	<p>INTERIORS-MY BEDROOM</p> <p>Pupils will be looking at the work of Patrick Caulfield. They will study the work in terms of subject, how the artist uses colour, line and pattern. They will look at the social and cultural relevance of the work by relating it to design of the sixties and seventies. They will create a final piece in the style of Patrick Caulfield. This will consist of a line drawing of an interior which includes domestic objects (taken from homework drawings) and sections of pattern similar to that in the work of the artist. Pupils will learn about pattern. Key words will be retro, regular and irregular. They will develop their knowledge of colour. It will help to develop special awareness and refine drawing skills</p>
YEAR 8	<p>DIFFERENT CULTURES</p> <p>In this unit students will have the opportunity to work with textile materials and learn sewing skills using different threads and stitches. Students will learn the running stitch, the continuous line stitch, the cross stitch and the L- stitch. They will use their colour theory knowledge and what they've learned of textiles to create a bright, bold, coloured piece of work. They will also have the opportunity to learn about work and art styles from other countries and cultures. They will learn how to make a 3D textile piece of art work.</p>	<p>PORTRAITS</p> <p>Students will have the opportunity to learn, in detail, how to draw portraits both technically and skilfully. They will develop their pencil tonal skills and their ability to draw what they see. They will learn a new way of drawing, by breaking up the image into a grid and copying one square at a time. They will research Chuck Close and look at his work. They will learn ways of working with colour using different mediums including paint, coloured pencils and pastels. Students will have the opportunity to develop their skills and knowledge of making colours using only the primary colours, black and white. Students will also learn how to create one complete portrait using their chosen medium to make a highly skilled final piece with correct proportions and use of colour.</p>	<p>INVENTIONS</p> <p>This unit is deigned to further develop observational drawing skills and to extend students' experience of materials and processes. They learn to draw from life and secondary sources, to increase their awareness of everyday life, and develop problem solving skills both theoretical (in terms of invention) and practical in terms of model making. Students will learn about the importance of creativity in design. To develop strong visual and communication skills together with the composition and presentation. They will work through a series of designs from initial brainstorm to scale model, incorporating evidence of development and experimentation of process. They are required to analyse and evaluate their own and others' work, focusing on the visual communication, and the creative use of materials.</p>
YEAR 9	<p>POSTER DESIGN</p> <p>This unit introduces students to the idea of working to a set theme and encourages a personal response to the project. It introduces a range of techniques and focuses on the meanings created by images. The themes are chosen to encourage students to consider topical issues and to create a positive response to these. They are also topics covered in citizenship. Presentation skills are developed, as are analysis and evaluation skills</p>	<p>SURREALISM</p> <p>In this unit pupils will be studying Surrealism. They will look at paintings and collage created by The Surrealists. Key Artists will be Dali, Magritte, De Chirico.. Works will be looked at and discussed in terms of what makes them surreal. Pupils will also look at music in terms of how lyrics can be surreal and images can be inspired from lyrics, beat and melody. They will take part in various activities which will lead up to creating an album sleeve for a chosen fictional band. This will be made by collaging found images from magazines. Pupils will be able to add a chosen background, add their logo's, change colour and add filters. This unit will build on their skill in observational drawing by getting them to draw objects accurately but juxtapose them to create new objects. It will allow them to experience drawing from the imagination through making pictures inspired by music, drawing from the conscious and subconscious.</p>	<p>URBAN LANDSCAPES</p> <p>Students will learn through the study and reflection of work by contemporary and traditional artists who have looked at the theme of Urban Landscape and make their own work based on this theme. Pupils will be able to extend this project to street art and its place in society. Discussions will be held about the legality, popularity and moving street art into galleries.</p>

ALTERNATE SCHEME OF WORK: sometimes schemes of work in Art and Design need to be flexible to accommodate the different needs of the pupils we teach at Parkside House School so that we can keep learning a fun and positive experience, help pupils with their self-esteem and improve on their skills. These schemes of work can be implemented at any time during KS3.

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7-8-9	ARCHITECTURE FANTASY BUILDING	EDIBLES	FASHION	MY PROJECT
	<p>This unit is deigned to further develop observational drawing skills and to extend students' experience of materials and processes. They learn to draw from life and secondary sources using perspective and positive and negative space as a drawing aid and technique, developing overall spatial awareness.</p> <p>Students learn about the role that constructed space and the build environment plays in the contemporary cultural landscape from architecture to fine art. They will begin to understand spatial design, composition and layering and see how these techniques are employed in the creation of art and architecture. They are required to analyse and evaluate their own and others' work, focusing on the visual elements pattern, texture and composition.</p>	<p>This unit is focused intensively on developing a sound ability in all students to be able to record what they see accurately. Students will be given demonstrations and time to practice to develop a range of skills such as tonal drawing, directional shading, scale and shape etc. This unit is not designed to be emphatically thematic; the subject of food has been selected as it provides a rich source of natural and manufactured detail, structure and is a subject that all students will be able to engage with. They will also be introduced to historic and contemporary artists to develop their contextual awareness and be given some opportunity to reflect on their learning and pursue a personal response.</p>	<p>Students are introduced to, and explore the roles and use of Fashion. They are encouraged to explore visual resources and to create a personal response. The unit builds upon previous drawing skills and understanding of the formal elements.</p> <p>Students develop printing skills and explore new techniques and materials.</p> <p>Self and peer assessment skills are also developed.</p>	<p>Pupils will be looking at the work of different artists, art styles and themes of their choice.</p> <p>They will study the work in terms of subject, how the artist uses colour, line and pattern. They will look at the social and cultural relevance of the work by relating the different selected art forms to each other.</p> <p>They will create a final piece in the style of a chosen artist/art style or theme. Pupils will learn about pattern. Key words will be experiment, explore, colour wheel, perspective. They will develop their knowledge of colour.</p> <p>It will help to develop special awareness and refine drawing skills.</p>