

ART & DESIGN

In key stage 3 students are introduced to a number of new experiences in a range of subject areas that are not covered in depth at key stage 2. Music, Art (Fine and Textile), Food Preparation and Nutrition and Design and Technology allow students to engage with and develop knowledge and skills in the creative subjects within the school curriculum. Students will learn about health and safety in various environments, enabling them to work safely with a variety of materials/tools/media and instruments when responding to set tasks. They will gain an awareness of different art and design movements, as well as cultural and historical music, to aid their responses. In Food, students will gain an understanding of Food hygiene, the science behind food and nutrition. Learning of key skills are taught explicitly within each project. The curriculum in key stage 3 has been specifically developed to engage students in new subject areas and build knowledge and skills, year on year, in preparation for key stage 4.

Art & Design Rationale-KS3

In preparation for KS4, in KS3 students will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will be taught to develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. They will be taught to use a range of techniques to record their observations as a basis for exploring their ideas. They will be taught to use a range of techniques and media, to increase their proficiency in the handling of different materials. They will learn to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They will also learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

During Year 9 students will continue to increase their proficiency in the handling of different materials, and be able to manipulate materials to suit own personal intentions. The main focus for the year will be helping students to explore and generate their own informed ideas; expressing the ability to personally respond to themes. Projects are more open-ended and student and progressively student led to aid the transition of potential GCSE students into KS4. Topics/ Themes covered include:

- **Native American Indian Art/ Inuit Art**
- **Insect Sculptures**
- **Open Project (student directed choice of project linking to KS4)**

Autumn term: Art and Design		
Term 1	<p>Native American Indian Art/ Inuit Art</p> <p>During this project students will look at, replicate and respond to either native American Indian Art or Inuit Art and culture. Students will have the opportunity to explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will have the opportunity to specialise in using media and materials appropriate to their interests and direction of their work, such as lino cutting, reduction printing and stencilling etc. Students will learn to increase their proficiency in the handling of different materials, and to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Students will also learn how to generate a range of personal ideas and responses (which clearly show experimentation and creativity).</p>	
	<p>Important vocabulary:</p>	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Construction • Totem Pole • Symbolic/ Symbolism • Replicating/ Reproducing • Analysis • Observations • Sculpture • Assemblage </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Decoration • Aesthetic Appearance • Exploration • Stencilling • Annotation • Intentions • Stylization • Reduction </td> </tr> </table>	<ul style="list-style-type: none"> • Construction • Totem Pole • Symbolic/ Symbolism • Replicating/ Reproducing • Analysis • Observations • Sculpture • Assemblage
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	<ul style="list-style-type: none"> Refinement Reduction 	<ul style="list-style-type: none"> Overlay Illusion Representational
	Key knowledge students will learn:	Key practical skills students will learn:
	<u>Knowledge and understanding</u> <ul style="list-style-type: none"> How to analyse and replicate/ respond to images. How to use a range of techniques to record their observations in sketchbooks, and other media as a basis for exploring their ideas. How to experiment with/ use a range of techniques and media (with growing confidence and proficiency), including painting, drawing printmaking and stencilling. To explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. The method of lino printing/ reduction printing The method of stencilling How to increase their proficiency in the handling of different materials To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about a range for contemporary NAI and Inuit Art images and artists To learn about NAI/ Inuit Art culture. 	<u>3.2 Skills</u> <ul style="list-style-type: none"> To skilfully record their observations visually through drawing, showing manipulation of materials to suit personal intentions. Exploration with a range of media and materials. How to manipulate/ combine materials and media to suit personal intentions. To be able to generate a range of experimental ideas from looking at sources and adopting elements of style within their own work. refine their drawings as work progresses through experimenting with media, materials, techniques and processes To be able to use the characteristics, properties and effects of appropriate media, materials, techniques and processes, to suit personal intentions To be proficient in the ability to use the method of lino printing/ reduction printing or the method of stencilling.
	Spring term: Art and Design	
Term 2	Insect Sculptures	
	<p>During this project students will look at insects as a source of inspiration for sculpture-based work. Students will generate a range of high-quality ideas (inspired by insects) and will be able to see them through to a conclusion; generating a personal and meaningful response, exploring 3D methods and the manipulation of 3D materials to create a sculpture-based outcome. Students will have the opportunity to explore a method of their choice to construct their outcome for the project, exploring the characteristics, properties and effects of using their specific choice of technique (and showing evidence that this has been manipulated to suit personal intentions).</p>	
	Important vocabulary:	
	<ul style="list-style-type: none"> Construction Replicating/ Reproducing Analysis Observations Sculpture Assemblage Refinement Reduction Modroc Card construction Wire sculpture Dough craft 	<ul style="list-style-type: none"> Decoration Aesthetic Appearance Exploration Annotation Intentions Stylization Reduction Overlay Representational Armature
	Key knowledge students will learn:	Key practical skills students will learn:

	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • How to use a range of techniques to record their observations in sketchbooks, and other media as a basis for exploring their ideas. • How to experiment with/ use a range of 2D and 3D techniques and media with dexterity and control. • How to increase their proficiency in the handling of different materials for 2D and 3D pieced of work, and be able to manipulate materials to suit own personal intentions. • To explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • To understand how photographs (of insect images) can be a source of inspiration in the development of an idea. • To explore visual and tactile language in the creation of work which is a personal and meaningful response to the theme. 	<p><u>3.2 Skills</u></p> <ul style="list-style-type: none"> • To skilfully record their observations and ideas visually through drawing. • Exploration with a range of 2D and 3D media and materials. How to manipulate materials to suit intentions. • To be able to create 3D Final Piece of work which is a personal response to the Insect theme. • To learn/ explore independently, a method of their choice and be able to apply it successfully in the production of their Final Piece: Modroc, dough craft, wire sculpture, paper mache, card construction, relief etc • refine their 2D and 3D work as it progresses, through experimenting with media, materials, techniques and processes • Innovative and creative use of materials
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Summer term: Art & Design

Term 3	<p>Open Project (student directed choice of project - transition to KS4)</p>	
	<p>During this open-ended project, students will select an appropriate area of interest. Students will start to generate an independent and personal body of work which addresses the KS4 AOs, and presentation of work. Project choices will enable students to respond to a range of images from art history movements, artists and different genres of art appropriate to their own personal interests. Students work will demonstrate creativity, independence in terms of direction from a starting point; explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. Students will continue to increase their proficiency and confidence in their handling of different materials; and will generate a range of personal and meaningful responses in relation to their chosen theme. This project will give students a taste of what it is like to generate a KS4 Art project, and is the transition which will give students understanding of the AOs and mark scheme at KS4 (for those who are pursuing the subject at GCSE level). Projects are also designed so that students who are not wishing to pursue this as an option choice in KS4, can still find value in this work/ time by enabling them to pursue their interests, stimulating curiosity and motivation, while teaching them transferable skills (such as time management, presentation, grit, creativity and resilience) .</p>	
	<p>Important vocabulary:</p>	
<ul style="list-style-type: none"> • Symbolic/ Symbolism • Replicating/ Reproducing • Analysis • Observations • Sculpture/ construction/ assemblage • Refinement • Reduction • Art related Assessment Objectives (AO1, AO2, AO3, AO4) <p>It is not possible to give a full overview here as work is not a one-size fits all and is more personal. Vocabulary will be dictated by the direction of student work and by interests.</p>	<ul style="list-style-type: none"> • Decoration • Aesthetic Appearance • Exploration • Annotation • Intentions • Stylization • Reduction • Overlay • Illusion • Abstract/ Representational 	

	Key knowledge students will learn:	Key practical skills students will learn:
	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • Understand the Assessment Objectives used in KS4 • To have a basic understanding of the GCSE Mark Scheme/ band categories for marking work • How to use a range of techniques to record their observations to suit their intentions • How to experiment with/ use a range of techniques and media. To explore the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be manipulated to suit personal intentions. • How to increase their proficiency in the handling of different materials, and be able to manipulate materials to suit own personal intentions. • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • To select relevant artists/ history of art, (including styles from ancient times up to the present day) to support their learning. To show contextual and critical understanding of art images, and to be able to use these effectively to generate ideas from these sources. 	<p><u>3.2 Skills</u></p> <ul style="list-style-type: none"> • To be able to address KS4 AOs and to be able to produce independent Extended Project based work which explores a theme in a personal and creative way. • To skilfully record their observations visually through Primary/ Secondary Source Drawing showing manipulation of materials to suit personal intentions. • Exploration with a range of media, materials and ideas, and manipulate these to suit personal intentions. • refine their drawings as work progresses through experimenting with media, materials, techniques and processes • Be able to meet specific time deadlines. • To work independently and direct the flow and direction of their work. • To work with purpose and intent and be able to create work which addresses specific assessment objectives. • To create a body of work which contains sequential and progressive development in terms of the progression of the work and ideas.

How can I help my child be successful in Art & Design?

-  Encourage your child to complete homework tasks each week
-  Enable your child to complete tasks successfully, by ensuring they have the resources required or communicating with teachers for further support
-  Explore the key vocabulary often with your child to help them transfer it to long term memory
-  Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with homework
-  Encourage your child to attend regular extra-curricular sessions to enable them to develop and improve their work independently
-  Visit Art Galleries as often as you can to expose students to art e.g. The Ferens Art Gallery in Hull/ Leeds Art Gallery

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their written, visual, practical and verbal responses.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. Written corrections require students to work in green pen, to highlight errors. They are then able to reflect clearly on where they have made progress. Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Each project will allow for students to produce a personal response/ practical outcome, based on sound research and design work. The projects are marked summatively at the end of each project to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in depth.