



KS3 Curriculum Map – Art:

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Identity	<ul style="list-style-type: none"> • Artists research on portraiture and Identity • Mark Making • Watercolour • Composition 	<ul style="list-style-type: none"> • Discussing how artists make sense of the world • Pen mark making techniques • Building layers of wash in watercolour • Developing a composition 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
Graphic Design	<ul style="list-style-type: none"> • Designers in their own words • Logos • Colour and shape within design • Typographical Conventions/definitions • Design and layout 	<ul style="list-style-type: none"> • Discussing how designers solve problems • Design drawing methods • Understanding the relation of image/text/colour • Design solutions from a brief • Component elements together in a composite design piece 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
The Horror of War	<ul style="list-style-type: none"> • Artists response to War • Understanding propaganda • Colour/value as mood • composition elements (space and depth) 	<ul style="list-style-type: none"> • Discussing how artists take risks • Understanding how to direct a viewers attention • Layering space (including types of perspective) • Watercolour/colour pencil techniques • Component elements together into final piece 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
Candy Pop Art	<ul style="list-style-type: none"> • Artists research on popular culture • Drawing focus on structure (sweets) • Reducing a realistic image to pop art • Gridding up method • Converting images to a design application 	<ul style="list-style-type: none"> • Discussing the impact of art on culture/society • Stylisation (e.g. cut-out paper, colour felt tip, etc.) • colour to establish mood • Presenting a mood board for a design brief • Design outcome (can have 3D construction element) 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE

<p>Social Justice</p>	<ul style="list-style-type: none"> • Artists commenting on social justice • proportion, line and tone in drawing • combining colour, visual image and text. Colour Theory 	<ul style="list-style-type: none"> • Discuss how artists engage with current/social issues • Types of drawing to highlight a narrative • thumbnails that look at different compositions • Outcome that could be used as a mural (scale) 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
<p>Pattern and Design</p>	<ul style="list-style-type: none"> • Arts & crafts and Sacred Arts (Islam) • Pattern and Calligraphy as art forms in expressing faith and the divine. • Collaborative working • Decorative outcome 	<ul style="list-style-type: none"> • Discuss how art/craft can have a sacred application • the motif and the mathematical process of Tessellation • Collaborative design • Presentation of interlocking class pattern 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
<p>Bikes</p>	<ul style="list-style-type: none"> • Artists using multiple perspective (cubism/futurism) • Experimentation with line and shape • Overlapping images and negative space • Warm and cool colour schemes • Communicate an idea as a development of a response to 'Bikes' 	<ul style="list-style-type: none"> • Analysis of artists work at the turn of 20th C • Mark making or overlapping to create a sense of movement • Use of colour in relation to negative space (shadows) • Use of component elements in composite outcome 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
<p>Architecture</p>	<ul style="list-style-type: none"> • Architecture as a process of responding to space • Drawing in PLAN and ELEVATION • Methods of construction for stability • 3D model making 	<ul style="list-style-type: none"> • Discussion of architecture and habitation • Drawing as a means of communicating structural information • Constructing architectural models • Presentation of drawings and accompanying models 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE
<p>Plants (illustration)*</p> <p>*For those on a third rotation</p>	<ul style="list-style-type: none"> • The emergence of illustration of natural history (link to Science) • Close observation and rendering detail • Watercolour in layers • An illustrated outcome with naming conventions (latin) 	<ul style="list-style-type: none"> • Discussion of the history of illustration and natural history (including recognition of women artists) • Drawing close detail using line and shape to show structure • Watercolour showing naturalistic colour of plant surfaces • Application of skills to present a professional outcome 	<ul style="list-style-type: none"> • Dialogic • Success Criteria • Summative ARE