



Art Learning Journey

Secondary

Style: Textiles	Style: Drawing	Style: Painting
Style: 3D/ Sculpture	Style: Printmaking	Style: Collage

The Key Stage 3 Art National Curriculum During KS3 (Years 7-9)

- *Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution.
- *They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- *to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- *to use a range of techniques and media, including painting
- *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 the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day Assessment Outcomes:

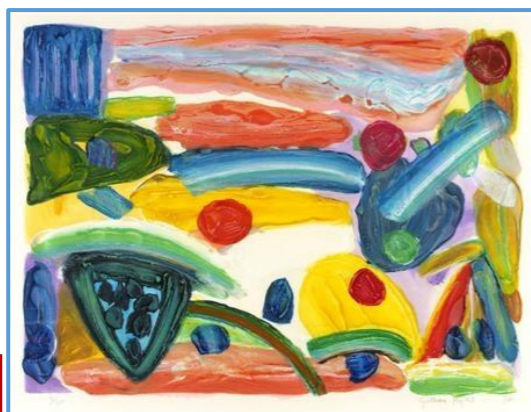
By the end of KS3

- *Students produce creative work, exploring their ideas and recording their experiences
- *become proficient in drawing, painting, sculpture and other art, craft and design techniques
- *evaluate and analyse creative works using the language of art, craft and design
- * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



Drawing - Paula Rego

Create a series of pencil sketches, portraits and figure studies in a range of pencils, charcoal and pastels, experimenting with light and shade, depth and tone to create a likeness of the human body in the style of artist Paula Rego. Students understand the importance of drawing for different purposes, exploring a range of drawing media



Painting - Gillian Ayres

Experimenting with thick and thin paints; paints mixed with glue and sand, oils, gesso, powder and ready-mix paint types to find preferred way of working to produce a series of three large scale painted pieces in response to the



Printmaking - Mark Rothko

Screen-printing – simple two and three colour prints (1)
Understand how to create stencils -both positive and negative – from which to print Students create a series of simple stencils from which to create two and three colour prints using screens. (2)
Understand how to use the inks, stencil and squeegee; dragging ink through the screen to create many copies of an identical image. (3)
Understand how to cut new stencils to add additional detail, pattern and colour to images and layer inks to create the intended effect.



Collage - Photography / graphics

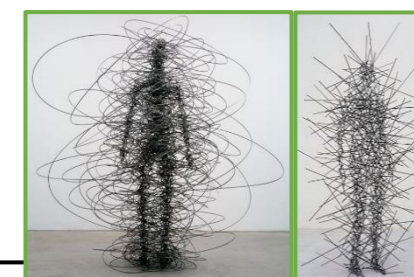
An introduction to Cubism exploring perspective and abstract composition.
Understand contrasting perspective and viewpoints in the work of Cubists such as Picasso, Braque and Gris
* Introduction to collage/mixed media techniques
*Experimentation in mark making, textures and surface pattern
*Collage in Cubist style based on observational studies of still life
*Use of graphics packages and digital manipulation to create own series of digital still life images in the style of cubists.



Textiles / Collage - Richard Hamilton

Students know how to create a photo montage, (including addition of textiles and screening – series of mixed media pieces) based on a chosen theme – Carnival, People, architecture

- *Students create a personal and meaningful textile response to their chosen theme
- *Students are introduced to the work of Richard Hamilton and consider how they might develop their own work in response to this way of working.
- *They gather ideas for technical and experimental developments and record outcomes in their sketchbooks.
- *Students engage with independent decision making, risk taking and enquiry.
- *Students become independent thinkers and problem solvers.

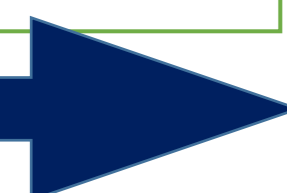


3D / Sculpture - Anthony Gormley

Decorated Body casts – wire and Modroc Lesson 1
LO: Understand how a range of materials can be used to create and shape the human form.

Know how to safely work with a range of tools and materials to create a human body cast in a chosen position.
Using a range of starting points and themes, understand how to add surface decoration, texture and design to work to achieve a desired outcome.

Year nine progression



3D / Sculpture - Houghton Hall Field Trip response /Sculptor Anish Kapoor

To understand the concept of installation, and examine the works of Anish Kapoor, considering and noting my own views and opinions on the work. To use the information collated to create my own design, understanding scale and form and how an everyday object might be manipulated to create an intended effect. Know how to shape, mould and construct an everyday object on an outsized scale to create my own installation piece for exhibition. Know how to evaluate my own and others' work as it progresses, giving constructive feedback and adapting my own work in light of feedback received.



Textiles - Printed Textiles to create: Vivienne Westwoos, Grayson Perry, Zandra Rhodes, John Galliano (textiles)

Ties, trousers, skirts and aprons – use of a pattern and sewing machines:
Understand how pattern and decoration was a response to the natural environment and how this influenced a range of textile artists in their own work. Understand how to use a pattern to plan, cut and put together an item of clothing. Know how to use a sewing machine to join fabrics to create simple seams Know how to thread and use a sewing machine.

Collage & Graphic Art (IT) - Julian Opie
Portraiture

To understand how to use a range of IT graphic packages to create graphic images in the style of Julian Opie. Introduce pupils to the work of Julian Opie. Demonstrate how to use Paintshop Pro / Paint etc to create a self-portrait in the style of Opie from the photographs previously taken of head and shoulders. Pupils create own self portrait in this style using photos and developing graphics skills. Print out and stick in sketchbooks. To understand how to manipulate graphic packages to create graphic images in the style of Julian Opie. Portraits of famous people of their choice favoured graphics package and experimenting with a range of graphic packages.



Digital Art, Printmaking and construction - Pop Art Andy Warhol and Roy Lichtenstein

To discuss and question critically a range of visual and other information. To develop an understanding of what is meant by the term POP ART. Know how to record and analyse first-hand observations and explore ideas for different purposes. Know how to screen-print in three colours in the style of Andy Warhol. How to create 3d constructions in the style of Pop Artists of the 1950s, 1960s and 1970s; *they know how to use a range of techniques to join materials effectively.



Drawing - Still Life

Learn about the exploded 3d style of Pablo Picasso and explore still life drawing through an understanding of this approach to drawing all you know is there even if you can't see it. Brazilian Artist Vik Muniz and Leon Kosseff: LO: Understand how drawing can be done with a range of media to create images, which appear hand drawn. Draw form a range of still life objects set up in the room, form an eclectic mix of found items. Create a finished drawing in the style of artists studied. Old Boot LO: Understand how to record from direct observation, focusing only on what can be seen and including minute detail.

Year eight progression

Drawing - Escher

Monochrome Project: Line and tone: know how to create a set of tonal ladders using pen, pencil, newspaper and paint, showing gradual change in tone from light to dark. Know how to experiment with a range of media to create line and tone. Study the drawings of MC Escher, noting how they change in tone and are monochrome. Learn about why Escher works in this way and how line and tone are used to create an illusion.



Painting Lucian Freud

Painting and Mixed media: To record and analyse first-hand observations, to select from experience and imagination and to explore ideas. To record and analyse first-hand observations, to select from experience and imagination and to explore ideas. Know how to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques.



Printmaking – Fabric design

Block printing / mono printing / printing with found objects – onto fabric: Anthony Frost Style. A range of printing techniques (teabag, press print, mono print, screen print) to create prints using a variety of surfaces in response to the work of Anthony Frost and building up to finished pieces of printed fabric to be used to create textile pieces later on in the year. Construct a surface on which to paint in the style of artist Anthony Frost. *Create a 3d surface in response to Frost.



Collage - Personal

To select from a range of visual and other information to help to develop ideas for independent work. To organise and present information in different ways, including using a sketchbook. Learn about codes and conventions and how these are used to represent ideas, beliefs and values in self-portraits. Understand about continuity and change in the purposes and audiences of artists. To analyse and evaluate their own and others work, expressing opinions and making reasoned judgements.



Textiles - Recycled Clothing design and production

Explore a range of ways of decorating the surface of a textile piece and describe processes and preferences. Consider how textile artists such as Prudence Mapstone, Robin Paris or Lindsay Taylor combine yarns, fibres and stitching in textile creations.

Year seven progression