

## Litcham School KS 3&4 Art curriculum Implementation

|                                                                                              | KS3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                            | KS 4                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                               |
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|                                                                                              | Y7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Y8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Y9                                                                                                                                                                                                                                                                                                                                                                                                                                         | Y10                                                                                                                                                                                                                                                                                        | Y11                                                                                                                                                                                           |
| <b>Creativity</b><br><br>Exploring & developing ideas through the use of the sketchbook      | Presentation of experimental techniques in sketchbook. Using the sketchbook as a reference to aid decision making<br>-----<br>Developing ideas in a range of media for a relief sculpture based on a statement of intent.<br>-----<br>Refinement of shape & pattern, leading to a 3D outcome                                                                                                                                                                                       | Exploring the theme of Pop art through a range of different artists work and styles<br>-----<br>Development of sketchbook use to experiment with colour swatches, techniques & self-review.<br>-----<br>Study of human form & proportions Realism through to representational                                                                                                                                                                                                                   | Abstraction of design from photography & observational drawings<br>Showing an independent creative journey<br>-----<br>Experiment with mixed media techniques and make informed decisions on suitability<br>-----<br>Exploring mark-making & different approaches to drawing a portrait<br>Encouraging personalisation & choices within the set topics.                                                                                    | Skills workshops exploring the elements of art.<br><br>Exploration & refinement of ideas though use of mixed media<br>How to present work, creating visually interesting page to demonstrate mastery of techniques & process; showing a creative journey.                                  | Select & respond to AQA set theme for exam.<br><br>Apply knowledge & understanding of A01,A02 & A03 to demonstrate development of ideas.<br><br>Use sketchbook to document a creative journey |
| <b>Competence</b><br><br>Developing proficiency & the refinement of techniques               | 3 stage method for observational tonal drawings<br>Blind, timed & non-dominate hand drawings.<br>Colour theory<br>Frottage, paint application techniques, stencils & collage<br>-----<br>Paper Collage. Line drawing with pattern detail<br>Enlarging drawings<br>Cut corrugated card & assembled relief sculpture.<br>-----<br>Aided ½ tonal drawing<br>Tracings to explore repeat patterns.<br>Colour application<br>Fine motor skills modelling insects from recycled materials | Observational drawing and abstracting objects into geometric shapes<br>Use of grid method to scale a drawing. 3D sketching to develop a clay outcome.<br>-----<br>Pastiche of Monet landscape<br>Colour mixing and application in the impasto style of Impressionism.<br>The importance of looking as you work – group landscape creation.<br>-----<br>Proportions of the body when drawing<br>Yoga poses to capture quick shapes.<br>Oils pastel blending and application<br>3D wire modelling | Still life drawings studying composition & proportion<br>Collage and printed outcomes<br>-----<br>Observational line drawings of buildings<br>Photography<br>Paper cut<br>Repeat patterns.<br>Collagraph printing<br>-----<br>Proportions of the head & features<br>3 stage method for observational tonal drawings<br>Aided ½ head tonal drawing<br>Experimental mark making<br>Mono-printing & etching<br>Application of paint & collage | Observational drawings using a range of mark making to expand skills and work towards a personal style.<br>-----<br>Sculpting using clay, mod-rock, casting, mixed media<br>-----<br>Photoshop skills and print making workshop<br>-----<br>Students then select own area to specialise in | Draw from best practice & personal strengths to demonstrate competence for A02 A03 for exam                                                                                                   |
| <b>Cultural</b><br><br>Understanding Knowledge of artists (etc) and their cultural relevance | Describe key features & influences of an artworks.<br>Mark Hearld<br>-----<br>African masks influencing Cubism<br>Kimmy Cantrell responding to social &political issues. Elements that make up his composition.<br>-----<br>Insect artists<br>Rosalind Monks, Vichai Malikul, Damien Hirst                                                                                                                                                                                         | The impact of Pop art at the time, how it was different to the norm<br>Claus Oldenburg & Wayne Theibaud - working with a food art influence<br>-----<br>Monet & impressionism<br>-----<br>Fernand Legers Giacometti - emotions captured through his sculpture<br>Keith Haring political & social messages through his art                                                                                                                                                                       | Surrealist artists; Oppenheim, Miro, Magritte, Dali. Select a feature of Surrealism to influence their artwork<br>-----<br>Stephen Wilshire drawings.<br>John Piper mixed media<br>Student choice of artist<br>Recording the structures in the local community<br>-----<br>Compare artist who use collage & mixed media in different ways                                                                                                  | Sculpture in the environment. A range of Sculpture artists changing depending on Houghton Hall summer exhibition<br>-----<br>Student choice of artist relevant to their chosen theme. Show an understanding of the style of work and how it can influence the direction their work takes   | Exam work -Guided / independent choice of relevant artists to influence work<br>Understanding of art clearly reflected in resulting artwork                                                   |

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|                                                                                                              | <p>-----</p> <p>Cartoonists<br/>John Burgermann,<br/>Yoshii</p>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lee Jeffries &amp; how the viewer responds to photos of the homeless<br/>Rembrandt &amp; Lucienne Freud style of mark making to capture emotion &amp; expression</p>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                              |                                                                                                                                                                |
| <p><b>Reflective recording</b></p> <p>Critical reflection &amp; self-evaluation using technical language</p> | <p>Use of self-reflection through www &amp; ebi in sketchbook<br/>Analysis of an artwork to understand the techniques used; applying learning to own work</p> <p>-----</p> <p>Self &amp; peer evaluation of outcomes<br/>Reference to technical vocabulary linked to techniques &amp; composition.</p> <p>-----</p> <p>Art- gallery set up to form opinions on the work of others</p> | <p>Response to Wayne Thiebauds artwork; abstract lines, shapes, pattern &amp; tone<br/>Applying understanding to own painting &amp; sculpture<br/>Self &amp; peer evaluation of sculpture<br/>.....</p> <p>Impressionist painting review against success criteria; accuracy, colour, shape &amp; technique of paint application<br/>.....</p> <p>Peer review of Keith Haring outcome to convey a meaning, is the message clear and how is it achieved?</p> | <p>Ongoing www / ebi comments in sketchbook linked to new skills &amp; techniques<br/>Analysis of mixed media artists work linked to evaluation of own outcome<br/>-----</p> <p>Evaluation of artists work in relation to subject, media &amp; own preferred drawing style<br/>Analysis of an artwork to understand the mark-making and techniques used; applying learning to own work</p> <hr/> <p>Reflect making links to cultural understanding and decisions made during the artistic process</p> | <p>WWHQL method to self-reflect as an ongoing analysis of work<br/>Response to self-selected artists to influence their own practice</p> <hr/> <p>Ongoing sketchbook dialog to reflect &amp; review on progress of ideas / outcome, suggesting next step</p> | <p>Reflective dialog evident in sketchbook through personal development of exam piece</p> <hr/> <p>Final evaluation of exam piece against success criteria</p> |