



## Verulam School: Key Stage 3 CURRICULUM INFORMATION

**Department: Art & Design**  
**Subject Leader: Mrs. Tomlin**

**Subject Vision:** Verulam Art department aims to develop students love for the subject through being introduced to a wide range of creative skills and techniques which allow them to express their thoughts and ideas in a variety of visual media. Students are taught how to draw realistically, understanding the formal elements of art – line, colour, shape & form, space, texture. Students will be taught how to use a range of basic art materials confidently, what design and experimenting is about, as well as the ability to ‘conclude’ their work by selecting and refining ideas and producing a ‘final piece’. Throughout Key Stage Three students are exposed to a variety of artists and crafts people who have influenced and shaped history: theoretical knowledge and understanding. Students will learn how to evaluate and analyse creative works using the language of art, craft and design and in turn build their knowledge of great artists, craft makers and designers. This allows for more appreciation of visual arts and inspires them with their own work production.

YEAR 7						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Unit Title	<u>Introduction to Art</u> A4 Sketchbook Foundation skills – looking at the basics of line, tone and colour.	<u>How to draw</u> Students develop their drawing skills focusing on proportion, realism, two and three dimensions as well as exploring a range of artistic materials which could include watercolour paint, gel pen, tone and colour pencil & oil pastel.	<u>Critical Studies</u> Students look at the work of other artists and investigate how to research artworks and develop their critical evaluation skills through a variety of written tasks.	<u>How to design</u> Focussing on design theories and concepts. What makes a good design? , How to assess and improve design work.	<u>How to paint</u> Students focus on producing design work and a final piece outside of their sketchbook. Development of painting skills takes precedence.	<u>Aboriginal Art</u> Students investigate the work from other cultures. Students research around the chosen culture and gain greater insight into the lives and general artworks of this culture.

Assessment	<p><u>Visual research</u></p> <p>Students to complete an image board on sweet treats. Students could detail different countries celebration cakes / puddings / desserts. Filling a page of their sketchbook. Out of 10.</p>	<p>Each drawing to be marked out of 5: proportion, realism, form, accuracy, tone &amp; colour.</p> <p><u>Artist Research</u></p> <p>Pupils are to develop their research skills: complete research on Wayne Thiebaud. Factfile, example of his work and three lines about why they chose it/ liked it. Out of 10: facts = 5, personal comments = 5.</p>	<p>To be marked out of 10. Students should be writing about 5 sentences for each question. Detailing their answers by picking out examples from their chosen picture. Key use of artistic vocabulary in context is essential for higher marks.</p> <p><u>Creative Task</u></p> <p>To complete a collage of a cupcake. Whole page of A4. Creativity = 3, realistic outline = 3, use of materials = 4.</p>	<p><u>Independent Task</u></p> <p>Students to make a 3D cake. Any choice of found materials - any choice of type of cakes(s). 8 = accuracy of made item, 8 = creativity/theme, 4 = overall quality / presentation.</p>	<p>Final outcome to be marked out of 20. 8 = accuracy of made item, 8 = accuracy of shades &amp; tones, 4 = overall quality/ presentation.</p>	
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<b>YEAR 8</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic/Unit Title	<p><u>Theme: Pop Art</u></p> <p><u>Drawing skills</u></p> <p>Students continue to develop their drawing skills and enhance their knowledge of other materials, the</p>	<p><u>Critical Studies</u></p> <p>Students look at the work of other artists and develop their critical evaluation skills through a variety of written tasks.</p>	<p><u>Designing &amp; Experimenting</u></p> <p>Introducing the concept of abstraction. Further development of design concepts appropriate to a final outcome in print.</p>	<p><u>Final Outcome</u></p> <p>The focus is on the technique of printing, both mono and lino printing. Students learn how to use tools safely and work independently in the studio.</p>	<p><u>Introduction &amp; Research</u></p> <p>Theme – The Arts &amp; Crafts Movement</p> <p>This term students are investigating the work from other craftspeople. Students research the history around these ideologies</p>	<p><u>Drawing skills</u></p> <p>Students continue to develop their drawing skills and enhance their knowledge of other materials.</p>

	focus is on pattern and colour blending.				and gain greater insight into the lives and general artworks of this era.	
Assessment	<p>Task to be marked on completion. To be marked out of 20. The breakdown of marks is: tonal qualities = 7, composition = 7, detail = 6.</p> <p>Drawing skills - A4 collage in their sketchbooks. Demonstration of tonal qualities &amp; good collage technique. Out of 10.</p>	<p>To be marked out of 10. Students should be writing about 5 sentences for each question. Detailing their answers by picking out examples from their chosen picture. Key use of artistic vocabulary in context is essential for higher marks</p> <p>Pupils are to research the work and key facts about Andy Warhol. Marked out of 10: quality of information, correct pictures(s), written in their own words.</p>	<p>Evaluation of Mono-printing: Explanation of method and development opportunities = 10. Chine Colle = 5. Clarity of print, good quality drawing, effective outcome.</p>	<p>Lino print to be marked out of 25. 4 = clarity of print, 7 = colour choices, 7 = printing skills, 7 = design.</p> <p>Health &amp; Safety task: cartoon style detailing how to cut lino safely. They are to include pictures and words. Presentation of the work must be high and they must include all the important details to gain the top marks.</p> <p>Out of 10. 5 = presentation, 5 = key rules.</p>	<p>Pupils are to develop their research skills further: complete an in-depth look at the Arts &amp; Crafts Movement. Presentation through ICT. The pupils should be aiming to look at 3 other artists, giving key facts about the craftsperson, an example of the work and their opinions about it. Out of 10.</p>	<p>Drawing skills: Task to be marked on completion. To be marked out of 15. The breakdown of marks: tonal qualities = 5, composition = 5, detail = 5.</p>

<b>YEAR 9</b>						
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic/Unit Title</b>	<u>Theme: Cubism</u>  <u>Drawing skills</u>  Students continue to develop their drawing skills and enhance their knowledge of other materials. The focus is on classic still life arrangements and 3D effects - A3 size. Pencil & Colour pencil.	<u>Critical Studies</u>  Students look at the work of Cubist artists and develop their critical evaluation skills through a variety of written tasks.	<u>Designing &amp; Experimenting</u>  Experimenting in the style of Cubism. Students to develop their oil pastel, colour pencil & watercolour skills. Colour theory will also be developed through each idea.	<u>Designing &amp; Experimenting</u>  Further development of design concepts. Introducing text into their artwork. Development of four materials: oil pastel, collage, watercolour and colour pencil.	<u>Final Design</u>  Detailing their concept through a colour theme and watercolour paint. Detailed written evaluation required to enhance final outcome.	<u>Final Outcome</u>  Students to produce a 2D relief outcome using cardboard. Extending knowledge and understanding of materials and techniques. Students learn how to use tools safely and work independently in the studio.
<b>Assessment</b>	To be marked out of 15. Breakdown is: tonal qualities = 5, composition = 5, detail = 5.  Students to take 3 photos of take away food packaging from which to complete drawing. Marks for classic still life arrangement. Variety of shapes/ configurations and quality. 8 marks in total.	Marked out of 10. Students should be writing about 5 sentences for each question. Detailing their answers by picking out examples from their chosen picture. Key use of artistic vocabulary in context is essential for higher marks.  Pupils complete a healthy eating drawing of 2 items. Classic still life arrangement. A4	Task to be marked out of 7. Focus is solely on toning and blending of colour pencils: neat & high-quality finish.  A3 oil pastel. Marked out of 10. Blending & toning, details, accuracy of work. General quality of work.  A3 Painting out of 15. 5 = painting techniques - blending, 5 = links to Braques, 5 = detail &	Task to be marked out of 10. Links to Cubism, identifiable subject matter, quality of materials, high level analysis.  To produce 15 healthy eating words in a range of sizes and fonts. Effort grade only.	To be marked out of 10. Breakdown is: tonal qualities = 3, composition = 3, detail = 4.	Task to be marked out of 10. Links to Cubism, identifiable subject matter, range of cardboard techniques must be evident, quality of finish.

		Using colour for one item and tone pencil for the other. Presentation in sketchbooks. Marked out of 15: accuracy, proportion, tonal qualities, realism.	overall quality/ presentation Students to collect a range of food labels approx. 20. (In class using PVA glue, pupils to stick in sketchbook ensuring the whole page is full of logos)			
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