



Art & Design KS3

Years 7 and 8 form a two year drawing and key skills course

- 1 Students shall be set a creative introductory project to complete during the summer break between year 6 and year 7. This aims to engage students enabling them to demonstrate their imaginative and technical qualities in preparation for secondary art.
- 2 Students are expected to provide the basic tools for art consisting of an HB pencil, rubber and a pencil sharpener. This equipment should be brought to every lesson.
- 3 Introduction to the department code of conduct.
Students will be expected to wait in an orderly manner outside the Art Room, put bags under desks, not to run and always carry knives point down.
Students will be shown the correct way to clean and clear away resources.
Students will be expected to respect the equipment, materials and the work of others.
- 4 Keeping a sketch book for recording and collecting information and researching ideas. Working in a sketchbook is a personal and exciting opportunity for students to take ownership of their ideas and creativity; they will be introduced to the variety of ways a sketch book can be used. Students may occasionally take their sketchbooks home in order to complete homework. It is vital that students bring their sketchbook to every art lesson.
- 5 The Big Draw is an annual international event that has become a great success and an important event in the school calendar. For one week the school hall is transformed into a wonderland of inspirational installations that creates an immersive drawing environment.

- 6 To be introduced to, or build upon and refine the use of line, mark making. Working from a central still life which includes texture/ tone, using a variety of media pencil/charcoal/pen to create these effects.
- 7 To be introduced to, or build upon and refine the use of primary, secondary and tertiary colour in paint. To be able to mix and control their use of colour Primary colour - artists such as Mondrian. Secondary/Tertiary - Fauvism/Impressionism Using a theme or culture as a starting point e.g. Aboriginal art to explore techniques and styles whilst learning to control and mix paint.
- 8 Experience working in three dimensions. Linked to a theme students will explore malleable materials such as clay, papier mache, constructive materials such as card. Working in relief - e.g. building from a flat image to 3D landscapes - Cézanne. Mobiles, kite making, ceramic pots or tiles etc.
- 9 Produce a simple print. Mono print, junk print, polyblock/working from simple images, using limited colour range, repeated image, pattern.
- 10 Work from direct observation using a range of media Still life, life drawing and drawing from around the school grounds or the local environment, visits to galleries H.Moore foundation working from artists work.





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Art & Design KS3

Years 7 and 8 course (continued)

- 11 To produce an imaginative piece of work from a simple starting point or theme and show the sequential development of their ideas. Themes such as space, mythology, fantasy, or working from a cultural source. Analysis of artists' works looking at formal composition taken from a variety of periods and cultures.
- 12 Students will be introduced to a range of subject specific vocabulary and encouraged to apply this when doing the following,
Responding to comments and targets set by their teacher
Critiquing their own work and the work of others as both verbal and written communication.

Ways in which parents and carers can support students

Encourage students to explain to you what they have been studying and maybe even let them teach you a technique they have developed.

Ensure that there is a quiet, clear area for students to work at home.
Regularly check showmyhomework for homework information and deadlines.

Visit galleries and museums.

Encourage students to watch documentaries exploring art and the life of artists.





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Year 8 Syllabus Framework

- 1 **To develop skills in the use of collage.**
Use a study board to practise skills and collect ways of working using collage
Work from a central still life on a theme, students must produce a drawing that is filled with a variety of collage techniques.
- 2 **To develop observational drawing.**
Still life drawing from objects or central still life. Life drawing using students as models in a variety of media
- 3 **To be introduced to portraiture.**
Formal techniques using direct observation, memory and imagination. Using digital photography to take photos of each other and develop the use of media/charcoal, pastel, chalk and look at emotions and portrayal by artists such as Munch.
- 4 **To produce a simple line print.** Developing a theme such as portraiture, produce mono prints or polyblock prints using ideas for background from works by Munch, Van Gogh looking at the mood created in addition to form and content.
- 5 **To experience work in three dimensions.** Developing the ability to research plan and construct from a theme. Mobiles, kites, sculptural ceramic form or relief tiles and development of a theme to produce clay final pieces.
- 6 **To be able to produce an imaginative piece of work from a given starting point developing research, planning and composition skills and show the development of an idea.**
Thematic work: Animals or dreams and nightmares, response to a descriptive passage, poem or song. Using formal compositional analysis skills looking at art from other cultures; non-western art such as Japanese, Hindu etc. and building on painting skills.

7 **To develop critical skills in analysing their own and others art using an artistic vocabulary.** Building on skills introduced in Year 7.

Ways in which parents and carers can support students

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Regularly check showmyhomework for homework information and deadlines.

Visit galleries and museums.

Encourage students to watch documentaries and read articles exploring art and the life of artists.





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Year 9 Syllabus Framework

Year 9 art is a foundation year to support student's progression into Art GCSE. Students are introduced to the assessment objectives used at GCSE level. They continue to refine their technical and creative skills within two extended projects in preparation for GCSE coursework.

- 1 **Work from direct observation using a range of media**
Academic drawing skills. Further develop the ability to observe and to record what has been seen working from a large scale central still life with a thematic subject such as sport or holidays. Produce a study board to practise skills and a final piece to combine the use of mixed media.
- 2 **To be introduced into the concept of abstraction and to produce an abstract piece of work**
Beginning with observational drawings taken from natural or person-made objects, or developing from the central still life. Progress to picking out the interesting shapes and patterns inherent in the form, overlap shapes, repeat to create new design. Use design to develop painting skills could produce clay relief from design.
- 3 **To produce a simple screen print**
From a theme e.g. Pop Art - looking at Warhol, Lichtenstein, working from everyday objects produce a study board that collects images and ideas using a variety of media. Choosing and developing one image into a screen print, limit colours to 3.

- 4 **To explore and experiment with materials, images and ideas for work in 3 dimensions**
Develop from theme e.g. Pop art to create Claus Oldenburg type sculptures from everyday objects in papier mache, Using observational life drawing to produce clay figures and Using surrealism produce found object sculptures.
- 5 **To continue to develop sketch book and study board skills as a works of art**
Students should begin to use their sketch books independently for research and planning in support of all the projects, use for homework and direct use in projects in school.
- 6 **Critical studies**
Using the art vocabulary to develop confidence in talking about their own and others works of art.

Ways in which parents and carers can support students
Encourage students to explain to you what they have been studying and maybe even let them teach you a technique they have developed.
Ensure that there is a quiet, clear area for students to work at home.
Regularly check showmyhomework for homework information and deadlines.
Visit galleries and museums.
Encourage students to watch documentaries and read articles exploring art and the life of artists.

