

Yardleys Curriculum Aims

- To achieve academic excellence
- To educate the ‘whole child’ so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard

ART – KEY STAGE 3

Curriculum Overview

INTENT: To develop **creative learners and thinkers** who are prepared for life beyond Yardleys School ready to individually **express themselves** and give **personal responses** to concepts and themes. A key aim is to ensure that students are able to self-reflect and experience a feeling of being **proud** and have a sense of **accomplishment** in the work they produce. Students will also be able to appreciate the **cultural** and **therapeutic** benefits of Art.

Year 7

Year 7 is used to build basic knowledge regardless of previous experience and background exposure to Art and Design. They initially focus on developing drawing skills and building competencies with observational drawing using the formal elements. Students are introduced to the formal elements at the beginning of Year 7 as they underpin all artwork and are the foundations for learning in Art and Design. We introduce students to ‘visual pathways’ to self-assess that include terminology relating to the formal elements. Students are taught about a range of artists over the year and gain an understanding of styles of work and how they are applicable to their work and the wider subject.

	The Formal Elements	Anime/Manga	Colour Theory
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> • Students will learn what the formal elements are and how they underpin all visual artwork. • Applying tone using pencil – shading & blending to create a gradient and to create form. • Applying mark making to create texture. • Breaking imagery down into basic shapes when drawing from observation. • Artist knowledge and critical analysis. 	<ul style="list-style-type: none"> • Students will understand the differences between Anime and Manga drawing styles. • Breaking imagery down into basic shapes when drawing from observation. • Students will understand the importance of blending colours in order to create form (2D to 3D). 	<ul style="list-style-type: none"> • Students will learn colour theory through the positioning of colours on the colour wheel. • Students will understand the importance of blending colours in order to create form (2D to 3D). • Painting using different brush strokes and directional application. • Artist knowledge and critical analysis.

<p>DISCIPLINARY KNOWLEDGE</p>	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Composition and perspective through positioning shapes and features together. • Blending using pressure control of 6B pencil. 	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Composition through placement of shapes. • Independence and experimentation working towards a ‘final piece’. 	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Composition through positioning ‘Hundertwasser’ shapes within a landscape. • Blending through applying more than one colour/tone of watercolour paint & colour pencil.
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Year 8

Year 8 aims to build upon prior competencies and knowledge of the formal elements gained in Year 7 to develop students’ artistic abilities with a range of media including drawing, painting and printmaking. Year 8 begin to develop their imaginative and creative thinking with personalised outcomes and individual pieces that are both engaging and show contrast of style / concepts. Students are also introduced to collaborative working to plan and create a final outcome amongst a ‘team’, preparing them for potential careers in the creative field. For both the spring term and summer term, students will be studying modern artists who use social media as their key promotion tool. The curriculum is designed to design a character using materials such as watercolours and acrylic markers, promote a product that is merchandise of that character through digital software and create the character using 3D competencies.

	<p style="text-align: center;">Mixed Media Patterns</p>	<p style="text-align: center;">Character Design</p>	<p style="text-align: center;">Product Marketing</p>
<p>SUBSTANTIVE KNOWLEDGE</p>	<ul style="list-style-type: none"> • Students will draw from observation combining intricate, ‘zentangle’ patterns • Students will create ‘oil pastel lifts’ and ‘mono-prints’ that include the pattern styles of Zentangle. • Students will learn the benefits of art therapy. 	<ul style="list-style-type: none"> • Students work in the style of artists ‘Vexx & Gawx’ to create their own character combining both artist characteristics. 	<ul style="list-style-type: none"> • Students collaboratively create a large-scale final piece together. • Students will research and understand how visual advertising can promote a product. • Students will use modern technologies to create visual marketing.
<p>DISCIPLINARY KNOWLEDGE</p>	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Composition through thoughtful positioning of intricate pattern/shape. • Accurate shape through drawing from observation. • Printing techniques – Oil Pastel and Mono-Printing inks. 	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Tone through blending colour pencils and watercolours to create a gradient. • Applying colour pencils to watercolour to create finer details. 	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Collaborative project – planning and working together as a team to create a final piece. • Digital techniques – Bucket tool on Photoshop.

Year 9

Year 9 will be studying ‘realism’ throughout the whole of Year 9 to prepare students for GCSE Fine Art in year 10. Students apply all previous knowledge from Years 7 & 8, particularly the formal elements, to create a range of ‘final pieces’ similar to the structure of a GCSE course. Students are introduced to artists who are famous for both their ‘hyper-realistic’ & ‘photo-realistic’ talents and will learn how to work in a similar process focusing on ‘finer details’.

	<p style="text-align: center;">Realism – 2-point Perspective Drawing</p>	<p style="text-align: center;">Realism – Marvel Character Grid Drawing</p>	<p style="text-align: center;">Realism – Painting</p>
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<p>SUBSTANTIVE KNOWLEDGE</p>	<ul style="list-style-type: none"> • Students are introduced to 2- & 3-point perspective drawing (technical drawing). • Students create their own architectural composition that includes all previous knowledge, especially the formal elements. 	<ul style="list-style-type: none"> • Students are introduced to the 'grid method' and understand the process of 'chunking'. • Students create their own 'Marvel' character portrait drawing through using the grid method. • Students practice accurate shape through sketches of comic book characters. 	<ul style="list-style-type: none"> • Students learn the difference between 'hyper- realism' & 'photo-realism'. • Students understand the process of realistic watercolour painting and apply this knowledge to create their own painting in the style of artist 'Sarah Graham'.
<p>DISCIPLINARY KNOWLEDGE</p>	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Independence and experimentation working towards a 'final piece'. • Technical drawing – 2-point perspective. • Blending colour pencils to create form (2D to 3D). 	<ul style="list-style-type: none"> • Formal Elements – Tone, Shape, Line, Colour, Texture, Pattern & Form. • Accurate shape through drawing from observation/grid method. • Independence and experimentation working towards a 'final piece'. 	<ul style="list-style-type: none"> • Smooth brushstrokes of watercolour paint. • Colour theory. • Blending watercolour paint. • Applying finer details through the use of colour pencils.