

ADT KS3 Curriculum Intent, Implementation and Impact Overview

Year: 7 Subject: Art IMPLEMENTATION			
INTENT (including key concepts and skills)	Term 1 Skills Development	Term 2 In The News	Term 3 Natural Forms
		<p>Context: The project ensures all students have the opportunity to develop, explore and improve skills using a variety of art processes and media.</p> <p>Key Vocabulary: Scale, proportion, composition, colour, complimentary, proportion, form, tone, blend, perspective.</p> <p>Prior Learning / LTM: Experiences of drawing and artists at KS2.</p> <p>Cultural Capital: Understanding of white, female artists- O’Keeffe and the context in which she was making work. Discussion of how these skills relate to other cultures, artwork and scenarios.</p>	<p>Context: The project aims to develop students awareness of current issues impacting them (in the news) and use art to empower students to share their messages, thoughts and opinions.</p> <p>Key Vocabulary: Meaning, empower, perspective, graphic.</p> <p>Prior Learning / LTM: Build on drawing with accuracy, perspective and colour/composition skills.</p> <p>Cultural Capital: Understanding art movements and their relationship to the context in which they were made. To understand their own current context and develop a voice as artists.</p>
Developing observation skills/recording ideas.	Introduction to making artist studies, use of a view finder. BL observational drawing. 2 and 3 point perspective.	Observe secondary source images to develop final designs.	Students to revisit and explore observational drawing skills when responding to natural forms.
Drawing with accuracy/recording ideas.	1 and 2 point perspective, drawing from direct observation.		Recording from direct observation - guided drawing lessons.
Making images with a range of 2D and 3D media/experiment and trial.	Painted, sketched and coloured 2D outcomes.	Use of 2D media, paint and drawing, collage etc. order to make a series of text based artworks.	Recording using pen, pencil, colour which develops into a relief clay tile.
Develop skills in visual Communication/develop designs and ideas.	Composition development	Communication explored through visual presentation of text, typographical design and combinations of text and imagery.	Exploration of visual compositions when creating tile designs.
Working independently to make a unique creative response/develop designs and ideas.	Response to artist O’Keeffe in order to make a mini, abstract piece.	Response to news story created independently. Students will investigate current news events through news round, newspapers and other sources.	Working independently in order to design and make a relief tile outcome.
Demonstrate understanding of social, historical, cultural and moral factors in art/research and respond.	Research and response to artists including O’Keeffe.	Research and response to the work of Bob and Roberta Smith as well as current local, national and global issues in the news.	Response to contextual sources when developing designs and outcomes.
Objective self-evaluation.	Evaluative annotation of work as it progresses.	Evaluative annotation of work as it progresses.	Evaluative annotation of work as it progresses.
IMPACT	Assessment:	Assessment:	Assessment:

	<ul style="list-style-type: none"> a) Baseline drawing test b) Still life <p>Progression to KS4: Focus on developing a range of basic skills which form the foundation skills working towards GCSE - Colour, drawing, recording ideas, developing ideas, perspective, scale etc.</p>	<ul style="list-style-type: none"> a) Perspective text challenge b) Protest Placard <p>Progression to KS4: Development of own artists voice and developing personal research and outcomes. Students to understand the power of artwork and the impact it can have on others.</p>	<ul style="list-style-type: none"> a) Pen and ink study b) Tile Artwork <p>Progression to KS4: Creating artefacts in 3D/relief. Focus on primary sources and recording ideas.</p>
--	---	---	--

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory. In Y7 Art, students begin a new project each term, completing three substantial projects during the year.