

BARKING ABBEY DEPARTMENT OF ART AND DESIGN - LONG TERM PLAN – KS3

YEAR	UNIT 1 The Visual Elements of Art	Significance/relevance to student character and culture.	UNIT 2 Unusual Angles and Viewpoints	Significance/relevance to student character and culture.
7	<p>Students continue to build upon skills learnt at KS2 in a more formalised approach:</p> <p>The first mastery focus is placed upon exploring <u>Visual Elements</u> (Tone, Texture, Line, Shape, form, scale, pattern, colour, composition)</p> <p>The second mastery focus is placed upon increasing the proficiency in the handling of different materials.</p> <p>The third mastery focus is placed upon understanding and evaluating own work and that of others, particularly from the Still Life genre.</p>	<p><b>SMSC:</b> Students explore their creativity and imagination visually, through developing skills using relatively new art techniques and materials.</p> <p>In exploring the still -life genre from across continents and time, students are encouraged to appreciate that all cultures have expression, purpose and artistic worth.</p> <p><b>BEST HABITS:</b> Courage, perseverance, practice, creativity, open-mindedness.</p> <p><b>TRANSFERABLE SKILLS:</b> <b>Adaptability. Problem- Solving. Creativity. Staying positive and resilient.</b></p>	<p>Students apply skills learnt in unit 1:</p> <p>The first mastery focus is to re-cap colour theory/prior knowledge retrieval.</p> <p>The second one is to introduce concept of Abstract Art through comparing the concept of realism and its metamorphosis into the Cubism Art Movement of the early 20<sup>th</sup> C.</p> <p>The third mastery focus is to develop a personal response to the concept of Cubism using colour and value.</p> <p>The fourth mastery focus is placed upon the continuous increasing of proficiency in the handling of different materials.</p>	<p><b>SMSC:</b> Students explore their creativity and imagination visually, through developing skills using new art techniques and materials.</p> <p>In exploring the work of the 20<sup>th</sup> C Cubists and their African Art influences, students consider how meanings are conveyed in different cultures and contexts.</p> <p><b>BEST HABITS:</b> Understanding, open-mindedness, practice, creativity reflectiveness.</p> <p><b>TRANSFERABLE SKILLS:</b> <b>Adaptability. Problem- Solving. Creativity. Staying positive and resilient.</b></p>
	<p><b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>		<p><b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>	

YEAR	UNIT 1 Human Rights – Amnesty	Significance/relevance to student character and culture.	UNIT 2 Art and Culture – Mexico	Significance/relevance to student character and culture.
8	<p>Students are introduced to the discipline of Graphic Design and are given a project brief.</p> <p>Students consider the role of art in highlighting contemporary issues along with political satire and use of humour through the genre of street art and graffiti art.</p> <p>Students explore a diverse range of street artists to develop ideas for rebranding to gain understanding of symbolism along with the use of the visual elements.</p> <p>Students explore the UN Declaration of the 30 Human Rights within a 2<sup>ND</sup> WW context and continue their learning of the use of symbolism.</p> <p>Students use the ideas from their research to develop a personal response, using symbolism in street highlighting a human right of their choice, within a rebranding context.</p>	<p><b>SMSC:</b> The students are taught to reflect on the cultural context in which the work has been produced.</p> <p>Students research current British Artists and are encouraged to develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally, through the appropriate use of social media.</p> <p>Students consider ethical issues in the production and study of images and artefacts, relevant to a range of issues, such as racial and gender stereotyping, the exploitation of minors, people with special needs, sexual exploitation, exploitation of animals, globalisation and climate change. At all levels there are opportunities for students to discuss their own ideas and the work of others to develop their ability to value the opinions of others.</p> <p>The study of the UN human rights declaration enables students to place themselves in a particular</p>	<p>Students continue to build upon skills from topic 1 and 2 in year 7:</p> <p>The first mastery focus is to understand the concept of producing a <u>sustained</u> body of work based on a theme. Students explorations range from the Ancient Meso Civilisations to contemporary figureheads such as Frida Kahlo and Diego Rivera and folk art.</p> <p>The second mastery focus is to develop a range of ideas and interpretations from which to compose alternative compositions.</p> <p>The third mastery focus is placed upon the continuous increasing of proficiency in the handling of different materials.</p> <p>The fourth mastery focus is to develop a personal response by evaluating the ideas and materials explored throughout the theme.</p>	<p><b>SMSC:</b> Students consider a range of critical and contextual influences and inspirations, covering a variety of cultures, beliefs, ideas and religions. Students are encouraged to appreciate that all cultures have expression, purpose and artistic worth.</p> <p>Students are taught to be independent and develop ideas which are their own allowing them to create artwork which has purpose and meaning either to themselves or the world around them.</p> <p>Students continue to explore their creativity and imagination visually by making their own decisions about the types of materials and processes they will select to for their final responses.</p> <p><b>BEST HABITS:</b> Open-mindedness, empathy, practice, creativity, reflectiveness, imaginations, organisation.</p>

	<p>context with a sense of self identity and worth.</p> <p><b>BEST HABITS:</b>          Courage, empathy, justice, open mindedness, adaptability, fairness, democracy, individual liberty, rule of law, reflectiveness.</p> <p><b>TRANSFERABLE SKILLS:</b>          Adaptability. Problem- Solving. Creativity. Presentation and communication.</p>	<p><b>TRANSFERABLE SKILLS:</b>          Adaptability. Problem- Solving. Creativity. Staying positive and resilient.</p>
	<p><b>ASSESSMENT:</b>          Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>	<p><b>ASSESSMENT:</b>          Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>

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YEAR	UNIT 3 Clay Letter Design	Significance/relevance to student character and culture.		
8	<p>Students are introduced to the formal element of texture and how to explore texture as visual texture and actual texture</p> <p>Students consider the modern day practice of Javier Mariscal with his diverse output and his use of typeface designs.</p> <p>Students explore the historical context of typeface designs looking at illuminated manuscripts and how the Middle Ages related to the Renaissance.</p> <p>Pupils research and personalise their own illuminated lettering designs for their own initials and a letter from the school motto. Pupils explore use of identity and personalise the designs with personal signs and symbols.</p> <p>These are referred to for the clay letter tile design which focuses on one out of the three lettering designs and the use of actual texture with their clay design. Pupils refer to sgraffiti and relief design work.</p>	<p><b>SMSC:</b></p> <p>Students explore their creativity and imagination visually, through developing skills using relatively new art techniques with motor skills and modelling with 3D materials.</p> <p>Pupils reflect on the adaptability and potential of working with clay and the qualities it possesses that other materials do not and how that has been utilised by a range of cultures.</p> <p>Pupils learn how typefaces are used to communicate an idea or identity and the perseverance involved in reproducing work by hand before photography and photocopying were introduced.</p> <p>Pupils reflect on methods of communicating aspects of their own culture and identity in a visual manner and what is important or means something to them.</p> <p><b>BEST HABITS:</b></p> <p>Courage, perseverance, practice, creativity, open-mindedness.</p> <p><b>TRANSFERABLE SKILLS:</b></p> <p>Adaptability. Problem- Solving. Creativity. Staying positive and resilient. Willingness to learn.</p>		

	<b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.			

