

## Art Phase One (KS3) Curriculum

### Overview:

At Trinity Academy Cathedral the art curriculum aims to develop a passion and love of design, whilst providing students with the knowledge and skills needed to experiment and find creative solutions to a variety of scenarios. We provide students with the opportunity to explore the work of a diverse range of past and present artists from across the world, looking closely at some of the most well known art movements and periods in history. The art curriculum aims to promote our students moral, social and ethical awareness within an art context whilst respecting the view points of others. Throughout the spirals curriculum students will develop an understanding of the formal elements, traditional mediums, and become proficient in drawing, painting, printing, mixed media and 3D modelling including using clay. Students are taught to think critically, reflect on their work, and the work of others to develop an individual artistic style. The curriculum also aims to create an inclusive environment that encourages students to express their ideas, thoughts and personal preferences whilst thinking about how art can contribute to wider society.

### Content:

#### ART

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b> The work & styles of Pablo Picasso a modern genius.	<b>OBSERVATIONAL DRAWING</b>  The aim of this unit is to introduce Year 7 students to traditional drawing techniques. Students will have a clear understanding of how to create an observational	<b>COLOUR THEORY</b>  The aim of this unit is to introduce Year 7 students to colour theory. The basics of colour theory run through the spirals art curriculum and is essential to students learning.	<b>CERAMICS</b>  The aim of this unit is to introduce Year 7 to 3D mediums. Students will have a clear understanding of how 3D tiles are designed, made and finished. The unit will explore using the grid	<b>LINO PRINTING</b>  The aim of this unit is to introduce Year 7 to printing techniques. It is important at this stage students have successfully experimented with a range of 2D and 3D media. This unit	<b>RESPONDING TO A BRIEF</b>  The aim of this unit is to introduce Year 7 to responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 7 will be	<b>RESPONDING TO A BRIEF</b>  The aim of this unit is to introduce Year 7 to responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 7 will be

	<p>drawing using the grid method for accurate proportions. Students will develop an understanding of how to apply tone to a drawing, using different drawing techniques and rendering style. Students are given the necessary skills to think critically about their work and make amendments where required. The rationale of this unit is to expose students to subject specific vocabulary and become confident with using some of the formal elements. Towards the end of the unit students will be introduced to the work of Pablo Picasso and cubism.</p>	<p>Students will revisit primary colours from KS2 and understand how secondary colours are made. Students will explore the use of 2 different mediums, colour pencil and paint. At the end of the unit students will be able to apply their knowledge of colour theory and the previously acquired knowledge of Pablo Picasso to create an artistic 2D final outcome.</p>	<p>method, formal elements and the work of Pablo Picasso to create a design for a 3D tile. Students will be taught how to create a 3D cardboard prototype to ensure the design is suitable before moving onto using clay as a means of communicating their own personal response. Students will be taught the health and safety rules of using clay and how to create a successful layered outcome using the inspiration of an artist.</p>	<p>will explore abstract portraiture again inspired by the cubism movement to create a single colour lino print. Students will be able to understand the process of designing using Picasso imagery, through to transferring this onto a 3D medium, to printing this using wet media. Students will be taught the health and safety rules of using lino tools and how to create a successful carved outcome using the inspiration of an artist.</p>	<p>re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as collage. Students will be working with a traditional theme of landscapes both representational and contemporary. Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Cubism.</p>	<p>re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as collage. Students will be working with a traditional theme of landscapes both representational and contemporary. Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Cubism.</p>
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<p><b>Year 8:</b> Popular Culture &amp; Its Influence on Art.</p>	<p><b>OBSERVATIONAL DRAWING</b></p> <p>The aim of this unit is to develop students' knowledge of traditional drawing techniques. Students will be developing their existing knowledge of fundamental drawing techniques, such as the grid method. Students will focus on adding depth to an image to transform a 2D character into 3D using tone, drawing techniques and rendering. Students are given the necessary skills to think critically about their work and make amendments where required. The rationale of this unit is to expose</p>	<p><b>COLOUR THEORY</b></p> <p>The aim of this unit is to advance students' knowledge of colour theory. The basics of colour theory run through the spirals art curriculum and is essential to students learning. Students will revisit colour categories such as primary and secondary colours. Students will be introduced to tertiary colours, as well as where colours are situated on the colour wheel, so the identification of harmonious vs contrasting colours. Students will explore the use of 3 different mediums, colour pencil, felt tips and paint. At the end of the unit</p>	<p><b>CERAMICS</b></p> <p>The aim of this unit is to build on students' knowledge of 3D mediums. Students will have a clear understanding of how 3D tiles are designed, made and finished. The unit will explore using the grid method, formal elements and the art movement, pop art. Students will be combining onomatopoeia vocabulary with calligraphy to produce a 2D design. Students will be taught how to create a 3D cardboard prototype to ensure the design is suitable before moving onto using clay as a means of communicating</p>	<p><b>LINO PRINTING</b></p> <p>The aim of this unit is to build on students' knowledge of traditional printing techniques. It is important at this stage students have successfully experimented with a range of 2D and 3D media. This unit will explore the Pop Art movement inspired by the Andy Warhol's style of printing. Students will be able to understand the process of designing using popular culture imagery, through to transferring this onto a 3D medium, to printing this using wet media. Students will be taught the health and safety rules of using lino tools and</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to develop students' knowledge of responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 8 will be re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as mono printing. Students will be working with a traditional theme of comics by combining their knowledge of character development alongside onomatopoeia and font making.</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to develop students' knowledge of responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 8 will be re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as mono printing. Students will be working with a traditional theme of comics by combining their knowledge of character development alongside onomatopoeia and font making.</p>
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	<p>students to subject specific vocabulary and become confident with using some of the formal elements. Towards the end of the unit students will be introduced to the work of an animated character.</p>	<p>students will be able to apply their knowledge of colour theory to create pop art inspired 2D final outcome.</p>	<p>their own personal response. Students will be taught the health and safety rules of using clay and how to create a successful layered outcome using the inspiration of an artist.</p>	<p>how to create a successful carved outcome using the inspiration of an artist.</p>	<p>Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Pop Art.</p>	<p>Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Pop Art.</p>
<p><b>Year 8 CAPA:</b> Popular Culture &amp; Its Influence on Art.</p>	<p><b>OBSERVATIONAL DRAWING</b></p> <p>The aim of this unit is to develop students' knowledge of traditional drawing techniques. Students will be developing their existing knowledge of fundamental drawing techniques, such as the grid method. Students will focus on adding depth to an image to transform a 2D character into 3D</p>	<p><b>COLOUR THEORY</b></p> <p>The aim of this unit is to advance students' knowledge of colour theory. The basics of colour theory run through the spirals art curriculum and is essential to students learning. Students will revisit colour categories such as primary and secondary colours. Students will be introduced to tertiary colours, as well as where</p>	<p><b>CERAMICS</b></p> <p>The aim of this unit is to build on students' knowledge of 3D mediums. Students will have a clear understanding of how 3D tiles are designed, made and finished. The unit will explore using the grid method, formal elements and the art movement, pop art. Students will be combining onomatopoeia vocabulary with</p>	<p><b>LINO PRINTING</b></p> <p>The aim of this unit is to build on students' knowledge of traditional printing techniques. It is important at this stage students have successfully experimented with a range of 2D and 3D media. This unit will explore the Pop Art movement inspired by the Andy Warhol's style of printing. Students will be able to understand</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to develop students' knowledge of responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 8 will be re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to develop students' knowledge of responding to a client brief. Students will be given a narrative to create a final outcome that fits all requirements of the client. Year 8 will be re-visiting specific techniques such as the grid method, paint application alongside traditional techniques such as</p>

	<p>using tone, drawing techniques and rendering. Students are given the necessary skills to think critically about their work and make amendments where required. The rationale of this unit is to expose students to subject specific vocabulary and become confident with using some of the formal elements. Towards the end of the unit students will be introduced to the work of an animated character.</p>	<p>colours are situated on the colour wheel, so the identification of harmonious vs contrasting colours. Students will explore the use of 3 different mediums, colour pencil, felt tips and paint. At the end of the unit students will be able to apply their knowledge of colour theory to create pop art inspired 2D final outcome.</p>	<p>calligraphy to produce a 2D design. Students will be taught how to create a 3D cardboard prototype to ensure the design is suitable before moving onto using clay as a means of communicating their own personal response. Students will be taught the health and safety rules of using clay and how to create a successful layered outcome using the inspiration of an artist.</p>	<p>the process of designing using popular culture imagery, through to transferring this onto a 3D medium, to printing this using wet media. Students will be taught the health and safety rules of using lino tools and how to create a successful carved outcome using the inspiration of an artist.</p>	<p>mono printing. Students will be working with a traditional theme of comics by combining their knowledge of character development alongside onomatopoeia and font making. Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Pop Art.</p>	<p>mono printing. Students will be working with a traditional theme of comics by combining their knowledge of character development alongside onomatopoeia and font making. Students will be guided through artist interpretations and will be zoning in on specific art movements, such as Pop Art.</p>
<p><b>Year 9:</b> Nature &amp; its influence on art.</p>	<p><b>OBSERVATIONAL DRAWING</b></p> <p>The aim of this unit is to advance students' existing knowledge of drawing techniques.</p>	<p><b>COLOUR THEORY</b></p> <p>The aim of this unit is to advance students' existing knowledge of colour theory. Students will continue with their</p>	<p><b>CERAMICS</b></p> <p>The aim of this unit is to advance students' existing knowledge of 3D modelling. Throughout this unit students will</p>	<p><b>PRINTMAKING</b></p> <p>The aim of this unit is to introduce students to traditional form of printmaking. Students will be producing an A3</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to provide students with an opportunity to respond to a mini brief. Students will be presented with a</p>	<p><b>RESPONDING TO A BRIEF</b></p> <p>The aim of this unit is to provide students with an opportunity to respond to a mini brief. Students will be presented with a</p>

	<p>Students will be developing their existing knowledge of traditional drawing techniques, such as the grid method and tonal value. Students will have a focus on the theme of Avian and will therefore require the understanding of how to create form within a 2D drawing. Students will be experimenting with a range of media from 2-6B pencil and biro pen on a selection of textured surfaces. The rationale of this unit is to guide students in creating texture, form and depth within a piece of art that is linked to our natural world. Students' should be able to confidently</p>	<p>theme of Avian and combine this with Zentangle patterns. Students will be able to identify what a zentangle pattern is as well as gain an understanding of how a zentangle patterns are produced and how to apply colour within these patterns. Students will showcase their knowledge through application within 2 final avian themed outcomes. This unit allows students to differentiate between a selection of different coloured media within art. They will also be provided with opportunities to evaluate the outcomes and think critically when selecting colour</p>	<p>be working with 2 types of 3D media, Plasticine and Buff Clay. Students will be introduced to coil pottery through research tasks, designing, sculpting and evaluative tasks. Students are encouraged to be reflective of their 3D practices through the production of a maquette before producing their final 3D coil pot. Students will be guided through the process of producing their own avian themed coil pot on reflection of their designs and maquette, forming the iterative design process. By the end of this unit students should feel confident in identify what a coil</p>	<p>print based on Avian objects that include zentangle patterns. They will design and produce a stencil that will be carved using specialist cutting tools. Once students have carved the detailing from their stencil, they will use wet mediums to print their design using either squeegees or sponges. Students will be allowed the opportunities to respond to their final outcomes, revisit and adapt their designs to achieve a higher standard of print. By the end of this unit students should feel confident that they can identify the key differences between Lino printing from Years</p>	<p>brief that will ask them to produce a final outcome and showcase their application of techniques and processes throughout. Students will continue with their Avian theme and should therefore be able to identify and articulate how their avian designs from term 1, have progressed to terms 5 and 6. Students will be encouraged to work independently to communicate their ideas through their own source imagery, selected media and evaluative processes such as annotations. By students completing this unit within Year 9, the knowledge and</p>	<p>brief that will ask them to produce a final outcome and showcase their application of techniques and processes throughout. Students will continue with their Avian theme and should therefore be able to identify and articulate how their avian designs from term 1, have progressed to terms 5 and 6. Students will be encouraged to work independently to communicate their ideas through their own source imagery, selected media and evaluative processes such as annotations. By students completing this unit within Year 9, the knowledge and</p>
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	discuss the formal elements of Art and identify these within existing pieces of work.	alongside media for future reference.	pot is, how they are constructed and what common errors to look out for within Pottery.	7 and 8, to sponge/screen printing.	experience that is gained will help support their understanding of how to respond to unit briefs at GCSE, should they pick this.	experience that is gained will help support their understanding of how to respond to unit briefs at GCSE, should they pick this.
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CAPA students only have 1 year of Art in Year 8 and therefore have a bespoke pathway to encompass the essential elements of the curriculum.

**Who to contact about Phase One** – Design Technology:

Miss H Dolan – Subject Co-Ordinator for Art, Design and Technology – [hdolan@cathedral.trinitymat.org](mailto:hdolan@cathedral.trinitymat.org)