

ART AND DESIGN BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3

The big aims of KS3	Our curriculum design seeks to enable students to become confident and inquisitive creative thinkers and makers. They will develop their visual literacy and abilities to interpret the sights, symbols and structures of the world they live in. Students will develop critical thinking, designing and creating skills. They will work in contexts that provide opportunities to design and communicate meaning, message, expression and emotion through visual imagery; empowering individuals to use Art as a form of communication, expression and enjoyment. Through Art and Design students develop their critical thinking and making skills; they become insightful viewers and creators of the world in which they live.
Characteristic of a compelling learning experience	Compelling Learning in Art and Design is characterised by embodying human creativity and facilitating students to take risks with ideas, materials and processes. Students develop their proficiency to develop, communicate, evaluate and refine their ideas through exploration of a wide range of media, techniques, processes and themes. Compelling Learning in Art and Design facilitates students to successfully approach problems and challenges they encounter, in learning and life, through Habits of Mind such as persistence, understanding & empathy, questioning, open-mindedness, creating, imagining & innovating and thinking flexibly.
Key concepts	<p>Art and Design prepares students to actively and confidently thrive in an inclusive and diverse society; it facilitates the exploration and celebration of similarities and differences between people, places and cultures. Students are exposed to pathways, through education, to employment in the creative, cultural, digital media and heritage industries. There are a number of key concepts that are central to the study of Art, Craft and Design. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.</p> <p>Creativity: understanding that safe risks are part of learning, as too are mistakes and what is learnt from them. Students explore and experiment with ideas, materials, processes and techniques to give form to their ideas and expression.</p> <p>Competence of skills: using the responsive process of investigating, analysing, designing, making, reflecting and evaluating effectively within and through the creation of work. Students will make informed choices about their application of media, techniques and processes.</p> <p>Cultural understanding: understanding how images and objects communicate characteristics of the cultures, times and places of their origin, both personal and/or collective and how these items both define and link, us to the world.</p> <p>Critical understanding: analysing existing images and objects, from diverse settings, to inform how students can put across their own ideas, meanings and views.</p>
Key knowledge	<p>Learning in Art and Design promotes the engagement, inspiration and challenging of students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. This is alongside knowing how to analyse and evaluate their own work, and that of others, in order to strengthen visual impact. Throughout the Key Stage 3 Art and Design course, holistic knowledge is underpinned by the elements of Art;</p> <ul style="list-style-type: none"> ● Line: a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length. ● Colour: is perceived by the way light reflects off a surface. There are three properties of colour: hue (colour name), intensity (strength/purity), and value (lightness and darkness). ● Shape: is a flat, enclosed area that is two-dimensional (length and height). Artists use both geometric and organic shapes. ● Form: is three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space. ● Space: is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects. ● Texture: describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel). ● Pattern: decorates an image or object with regularly repeated elements such as shapes or colour. <p>Students are confident in utilising their knowledge of the elements of Art and the arrangement of these to structure their work that conveys their intentions within a composition. In order to effectively develop creativity and ideas, students will need a breadth of core technical knowledge and understanding specific to their projects of study. Please refer to the 'Big Aims' of each individual year group.</p>
Key skills	<p>The skills of Artists, Crafts People and Designers are multifaceted, both in terms of thinking and practical activities. Students work in the manner of creative practitioners throughout their Key Stage 3 projects, with essential skills and processes taking the form of:</p> <p>Developing: students develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources.</p> <p>Exploring: students explore a breadth of Art styles, eras and themes. They refine ideas by selecting from a range of materials, techniques and processes. These feature drawing, painting, ceramics, collage, photography and mixed-media. Through engagement in a range or processes, using a variety of media and equipment, fine motor skills are also nurtured.</p> <p>Recording: students record through drawing, photography, written form or other appropriate means. They capture observations, perceptions and intentions, to communicate feelings, experiences and ideas, and for pleasure. Students use these observations to inform evaluations of their own and others work.</p> <p>Creating: the development and realisation of personal artworks that share their intentions and demonstrate understanding of visual language.</p>