**ICKNIELD HIGH SCHOOL** **KEY STAGE 3 CURRICULUM MAP**

**WELL-SEQUENCED** **CONTEXUALISED/INCLUSIVE** **AMBITIOUS**

**SUBJECT: ART AND DESIGN** **Year: 8**

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Key Questions** | Artists, Craftspeople and Designers play with ideas materials and failure.<br>**How do artists craftspeople and designers approach the subjects of animals and patterns?** | | Artists, Craftspeople and Designers tell stories.<br>**How do artists craftspeople and designers approach the human form and the space around them?** | | Artists, Craftspeople and Designers solve problems.<br>**How do architects apply the elements of art to designing structures?** | |
| **Content:** 'Know what' | **Elements of Art and Design**<br>Pattern<br>Shape<br>Texture<br><br>**Elements of Composition**<br>Contrast<br>Variety<br>Rhythm<br><br>**Historical Context**<br>Pattern through history<br>Cultural depiction of animals through history<br><br>**Core Artists/ Designers**<br>Alexander McQueen<br>Iris Van Herpen<br><br>**Additional Artists/ Designers**<br>Folk Art<br>Claire Youngs – animal collage<br>Matthew Williamson | | **Elements of Art and Design**<br>Space<br>Colour<br>Form<br>Pattern<br><br>**Elements of Composition**<br>Perspective<br>Proportion<br>Balance<br><br>**Historical Context**<br>Photography through history, how the invention of the camera changed art.<br>Contemporary<br><br>**Core Artists/ Designers**<br>Salvador Dali<br>Rene Magritte<br>Slinkachu<br><br>**Additional Artists/ Designer**<br>Henri Cartier Bresson | | **Elements of Art and Design**<br>Form<br>Space<br>Line<br>Shape<br><br>**Elements of Composition**<br>Proportion<br>Balance<br>Unity<br><br>**Historical Context**<br>Bauhaus<br>Constructivism<br>Organic Architecture<br>Gothic Architecture<br>Art Nouveau Architecture<br><br>**Core Artists/ Designers**<br>Zaha Hadid<br>Frank Gehry<br>Barbara Hepworth | |

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| | | Kentaro Yoshida | **Additional Artists/ Designers**<br>Le Corbusier<br>Antonio Gaudi<br>Vladimir Talin |
| **Expertise:**<br>'Know how' | How to play with ideas and materials while embracing our failures as a Visual Artist.<br><br>• How to create regular and irregular pattern designs using a basic motif.<br>• How to work playfully with imagination and found imagery to create layered designs.<br>• How to select from successful ideas and draw on ideas from 'happy accidents'.<br>• How to create layered, **irregular** pattern designs using dry media – felt pens, colouring pencils, oil pastel – and wet media – drawing inks and fabric dye.<br>• Play with observational drawing skills, testing out expressive approaches to drawing feathers using pencil and drawing inks.<br>• Use paintbrush with increasing skill, developing control and making marks with intention.<br>• How visual artists work collaboratively to develop ideas. Create collaborative outcomes that take work in unexpected directions.<br>• How to use fabric dye using colour swatches to transfer designs to fabric – understand basics of heat transfer process.<br><br>How and why creatives play with ideas and materials – why this is an important part of creative processes. | How to tell stories as a Visual Artist.<br><br>• Draw the figure from life and from 2d images in a range of styles.<br>• Use a digital camera to take photos of the human form. Explore the shape and possibilities of the human form inspired by the work of Cartier Bresson and Slinkachu.<br>• How to create a narrative using characters (human form) and objects (still life object drawing)<br>• Create a photograph of a human form developing use of scissor or craft knife cutting (where suitable).<br>• How to use graphic art to inspire your creative process.<br>• How artist use scale to produce images based on objects and form in a art piece.<br><br>Develop use of sketchbooks – Laying out photographs in a sketchbook. | How to creatively solve problems as a Visual Artist<br><br>• How Architects and Sculptors work from natural forms and geometric shape to create original 3D forms.<br>• How to use tone and perspective to draw 3D shape on a 2D surface.<br>• How to develop ideas from 2D sketches towards 3D outcomes.<br>• How to make quick sketches by manipulating paper with hands and basic tools.<br>• Developing model making skills to include adhesives, folded fixings, art straws, corrugated cardboard.<br>• Create 2D Designs of 3D shapes using textures and colours that relate to the final model.<br>• Work to a brief to create a design, maquettes and final model for a basic shelter situated in a coastal location.<br>• How Architects creatively solve problems for clients – making designs fit the brief and work well in their surroundings.<br>• Take inspiration from Natural Forms – shells, coastal features when developing design work.<br>• Use a craft knife, safety ruler and cutting mat to cut cardboard and paper accurately and safely. |

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| | | | How and why designers find creative solutions to everyday problems |
| **Literacy/ Numeracy/ SMSC/** | Words describing animal parts, texture, types of patterns.<br>Play and risk-taking strategies. | Analysis of Slinkachu photography.<br>Words to describe composition and space.<br>How film is used to inspire art work, scripts and analysis of words and meanings.<br>Our cultural history | Analysis of architecture from contrasting styles.<br>Comparison of geometric and organic shapes through annotation and discussion.<br>Measuring and layout |
| **Disciplinary Literacy** | Why play is important to us all - Lauren Laverne - theguardian.com | How Photography Changed Painting (and Vice Versa) - Big Think | Architects do it with models: the history of architecture in 16 models - Architectural Review (architectural-review.com)<br><br>Sketches of Frank Gehry Trailer<br><br>How Architecture Is Born: 7 Scribbles by Frank Gehry - architizer.com |
| **Careers** | https://successatschool.org/advicedetails/1127/interview-junior-fashion-designer<br><br>https://successatschool.org/advicedetails/890/fashion-apprenticeships | https://icould.com/stories/kati-p/<br>https://icould.com/stories/elizabeth-b-3/<br>https://icould.com/stories/lawrence-d/<br>https://icould.com/stories/ian-s-3/<br>https://icould.com/stories/anita-b/<br>https://icould.com/stories/june-b/<br>https://icould.com/stories/jennifer-w/ | https://successatschool.org/advicedetails/904/4-jobs-for-an-architect |