

Art and Design Key Stage 3 Overview

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	<p>University Challenge: Group 1</p> <p>I'm an Engineer - get me in here</p> <p>Context: Exploring the formal elements:</p> <ul style="list-style-type: none"> Understanding Nature as an engineer-link to University Challenge Introducing the formal elements of Art and Design through natural forms. <p>Skills: -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture Shape Space Form -observational drawings -Various line and linear techniques</p>	<p>University Challenge: Group 2</p> <p>I'm an Engineer - get me in here</p> <p>Context: Exploring the formal elements:</p> <ul style="list-style-type: none"> Understanding Nature as an engineer-link to University Challenge Introducing the formal elements of Art and Design through natural forms. <p>Skills: -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture Shape Space Form -observational drawings -Various line and linear techniques</p>	<p>University Challenge: Group 3</p> <p>I'm an Engineer - get me in here</p> <p>Context: Exploring the formal elements:</p> <ul style="list-style-type: none"> Understanding Nature as an engineer-link to University Challenge Introducing the formal elements of Art and Design through natural forms. <p>Skills: -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture Shape Space Form -observational drawings</p>	<p>University Challenge: Group 1</p> <p>Designing and Making for our Community</p> <p>Context: Develop making skills through experimenting with clay</p> <ul style="list-style-type: none"> Investigate architecture in our community and local area- particularly on churches/ old buildings. To experiment with a range of mediums and to learn how to extend a drawing through further development Understand two dimensional shapes and three dimensional shapes To learn the facial proportions and understand how to use guide lines to develop an observational self-portrait 	<p>University Challenge: Group 2</p> <p>Designing and Making for our Community</p> <p>Context: Develop making skills through experimenting with clay</p> <ul style="list-style-type: none"> Investigate architecture in our community and local area- particularly on churches/ old buildings. To experiment with a range of mediums and to learn how to extend a drawing through further development Understand two dimensional shapes and three dimensional shapes To learn the facial proportions and understand how to use guide lines to develop an 	<p>University Challenge: Group 3</p> <p>Designing and Making for our Community</p> <p>Context: Develop making skills through experimenting with clay</p> <ul style="list-style-type: none"> Investigate architecture in our community and local area- particularly on churches/ old buildings. To experiment with a range of mediums and to learn how to extend a drawing through further development Understand two dimensional shapes and three dimensional shapes To learn the facial proportions and understand how to use guide lines to develop an

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	<ul style="list-style-type: none"> -colour theory -Health and safety in Art and Design -Explain, comment on and analyse relevant artist work and provide meaningful responses. - use relevant subject terminology. -Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Time management -Developing ideas -assessment 	<ul style="list-style-type: none"> -colour theory -Health and safety in Art and Design -Explain, comment on and analyse relevant artist work and provide meaningful responses. - use relevant subject terminology. -Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Time management -Developing ideas -assessment 	<ul style="list-style-type: none"> -Various line and linear techniques -colour theory -Health and safety in Art and Design -Explain, comment on and analyse relevant artist work and provide meaningful responses. - use relevant subject terminology. -Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Time management -Developing ideas -assessment 	<ul style="list-style-type: none"> • Develop making skills through experimenting with clay • <p>Skills:</p> <ul style="list-style-type: none"> - Research skills -Detailed observational drawing -Develop creativity -Planning skills -Composition skills -Linking to Module theme. -Drawing skills -Observational drawing skills -Watercolour and pencil skills -Harmonious colours -Independent learning skills -Developing own style of working -Drawing distorted self-portrait skills -Drawing skills -Research skills -Planning skills -Composition skills -Organising skills -Developing design skills -Annotating skills -Evaluating skills -Health and safety skills -Making skills -Listening skills -Health and safety skills -Making skills -Listening skills 	<p>observational self-portrait</p> <ul style="list-style-type: none"> • Develop making skills through experimenting with clay • <p>Skills:</p> <ul style="list-style-type: none"> - Research skills -Detailed observational drawing -Develop creativity -Planning skills -Composition skills -Linking to Module theme. -Drawing skills -Observational drawing skills -Watercolour and pencil skills -Harmonious colours -Independent learning skills -Developing own style of working -Drawing distorted self-portrait skills -Drawing skills -Research skills -Planning skills -Composition skills -Organising skills -Developing design skills -Annotating skills -Evaluating skills -Health and safety skills -Making skills -Listening skills -Health and safety skills -Making skills 	<p>observational self-portrait</p> <ul style="list-style-type: none"> • Develop making skills through experimenting with clay <p>Skills:</p> <ul style="list-style-type: none"> - Research skills -Detailed observational drawing -Develop creativity -Planning skills -Composition skills -Linking to Module theme. -Drawing skills -Observational drawing skills -Watercolour and pencil skills -Harmonious colours -Independent learning skills -Developing own style of working -Drawing distorted self-portrait skills -Drawing skills -Research skills -Planning skills -Composition skills -Organising skills -Developing design skills -Annotating skills -Evaluating skills -Health and safety skills -Making skills -Listening skills -Health and safety skills -Making skills
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				<ul style="list-style-type: none"> -Working with clay skills -Time management -Developing ideas -assessment 	<ul style="list-style-type: none"> -Listening skills -Working with clay skills -Time management -Developing ideas -assessment 	<ul style="list-style-type: none"> -Listening skills -Working with clay skills -Time management -Developing ideas -assessment
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