Art and Design Key Stage 3 Overview

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 8	**University Challenge: Group 1** I'm an Engineer - get me in here **Context:** **Exploring the formal elements:** • Exploring the theme of self-Identity-Link to University Challenge • Introduce the formal elements through contemporary art (pop art) **Skills:** - Identify and interpret identity through art -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture	**University Challenge**: **Group 2** I'm an Engineer - get me in here **Context:** **Exploring the formal elements:** • Exploring the theme of self-Identity-Link to University Challenge • Introduce the formal elements through contemporary art (pop art) **Skills:** - Identify and interpret identity through art -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour	**University Challenge: Group 3** I'm an Engineer - get me in here **Context:** **Exploring the formal elements:** • Exploring the theme of self-Identity-Link to University Challenge • Introduce the formal elements through contemporary art (pop art) **Skills:** - Identify and interpret identity through art -Behaviour for learning in Art and Design -To understand and use the Formal elements: Line Tone Colour Texture	**University Challenge: Group 1** Designing and Making for our Community **Context:** **Develop making skills through experimenting with clay** • Investigate Grayson Perry, self-identity and our community • 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 • Develop making skills through experimenting with clay **Skills:** - Research skills	**University Challenge: Group 2** Designing and Making for our Community **Context:** **Develop making skills through experimenting with clay** • Investigate Grayson Perry, self-identity and our community • 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 • Develop making skills through experimenting with clay	**University Challenge: Group 3** Designing and Making for our Community **Context:** **Develop making skills through experimenting with clay** • Investigate Grayson Perry, self-identity and our community • 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 • Develop making skills through experimenting with clay

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	Shape Space Form -observational drawings -Self Portrait drawing-facial proportions -planning skills -combining skills -Independent working skills -Time management -linking to an artist -collage skills -colour theory -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.	Texture Shape Space Form -observational drawings -Self Portrait drawing-facial proportions -planning skills -combining skills -Independent working skills -Time management -linking to an artist -collage skills -colour theory -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.	Shape Space Form -observational drawings -Self Portrait drawing-facial proportions -planning skills -combining skills -Independent working skills -Time management -linking to an artist -collage skills -colour theory -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.	-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 -Working with clay skills	**Skills:** - 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	**Skills:** - 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

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-Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Assessment skills	-Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Assessment skills	-Show understanding -Communicate work visually clearly, effectively and imaginatively. -to be creative -Organise information and ideas. -Demonstrate presentation -Assessment skills	-Time management -Developing ideas -assessment	-Listening skills -Working with clay skills -Time management -Developing ideas -assessment	-Listening skills -Health and safety skills -Making skills -Listening skills -Working with clay skills -Time management -Developing ideas -assessment