

Toynbee Curriculum

KS3 Topic Summaries

ART

Personal Best

Toynbee School



Scheme of Learning: Green and Spiky

Topic Sequence:

**Year 7 AUTUMN 1+2
Green and Spiky**

**Year 7 SPRING 1+2
Van Gogh**

**Year 7 Summer 1+2
Masks of the World**

Topic Overview:

This is the first project in Year 7 where students learn and experience the four core areas of the National Curriculum (*Competence, Critical, Creativity and Cultural). The elements of Art and Design are introduced in Year 7 including colour, form and texture which are developed throughout this skills-based project whilst researching and making artwork in the style of established artist Patrick Coffaro. Students will gain a greater understanding of his life and work and make mixed media work that responds to his practise including pencil, coloured pencil and collage techniques. British Values and SMSC themes are referenced through class discussions and responding to their artists. A career in the creative industries is also advertised and inspired by artist Patrick Coffaro who has been working as an artist for over 30 years.

Lesson Sequence:

The project tests Year 7 in the fundamentals of drawing and spatial awareness through a benchmark test to establish entry levels into Year 7 in Art, Craft and Design.

Students are introduced to the four areas of the National Curriculum, so they know what to work towards in class and home learning.

The basics of line drawing, tonal shading, cross hatching, proportion, size, scale and texture are explored through fine art materials and processes. Creative industries are explored in Toynbee 'Careers Week' and cultural awareness is investigated through artist research.

Students are to be tested on their knowledge throughout using a 'Knowledge Check' to establish understanding as the project progresses so any knowledge gaps can be addressed before the project is completed.

Students are encouraged to express themselves and be creative through the use of different art materials and processes throughout the project. In image analysis lessons and in all annotation Art students are expected to use artistic vocabulary to develop their reading, writing and subject specific analytical skills and knowledge. Key word lists and repetition of key word use in context are used to support with this.

To complete the project students, complete a 'Skills Check' evaluation where they are encouraged to showcase their skills learnt but are also encouraged to be reflective and meaningful in their answers.

Sequence of Lessons:

1	AFL-Benchmark Test-Cactus in pot
2	AFL-The 4C's in Art and Design
3	Draw Pot
4	Shade pot
5	Draw plant
6	Career's Week Date TBC
7	Shade plant-Trace outline
8	HALF TERM
9	Complete outline and start colour blending
10	Complete colour blending AFL-'Knowledge Check'
11	Image analysis-Patrick Coffaro
12	Paper landscape A5 labelled-Start large collage
13	Complete collage /Add photocopies cacti to landscape
14	AFL-Evaluation of project-'Skills check'

Home Learning Tasks:

- Careers in Art poster-Developing an understanding of creative industries and the pay, skills, knowledge and responsibilities involved.
- Artist Research poster, Patrick Coffaro - Wider reading and research to gain a greater knowledge and understanding of context and skills involved.

Topic Resources:

Knowledge Map:	Colour, form and texture (Formal elements of Art)	Prescribed Sources:	N/A
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Assessment:

Knowledge:	Knowledge check
Application of Knowledge:	Witnessed in practical and written tasks Through evidence of completion of the 4Cs*

Supportive Reading:

Articles on artists	www.patrickcoffaro.com Recommended for research homework
Library	Observational drawing, still life, landscape and colour theory books available in the Toynbee library. Free printing facilities also for Art HW tasks.

Free Art Workshops 3-4pm after school in the Autumn Term advertised in Art lessons and newsletter to support the KS3 Art Curriculum

Scheme of Learning: Vincent Van Gogh

Topic Sequence:

Year 7 AUTUMN 1+2 Green and Spiky	Year 7 SPRING 1+2 Van Gogh	Year 7 SUMMER 1+2 Masks of the World
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Topic Overview:

Students will explore the works of artist Vincent Van Gogh in this painting based project while developing key elements of Art and Design introduced to students in the Autumn Term project Green and Spiky. Students will further their knowledge of colour, texture and photography and gain a greater understanding of how colour can be used and mixed through the application of colour theory. Researching skills introduced in the Autumn Term will be used by students to develop their understanding of Vincent Van Gogh as an artist and to build upon their knowledge of Van Gogh's painting style in order to apply it to a landscape painting of their own. The project will focus on painting skills and techniques, building on from the drawing focus in the previous project. Careers in art and the creative industries will be referenced through Careers Week tasks designed to celebrate the life and work of Vincent Van Gogh and make connections to local college courses.

Lesson Sequence:

This project utilises reading in art to introduce the focus artist Vincent Van Gogh. Reading comprehension is used to assess understanding.

The basics of colour theory, paint mixing, acrylic painting skills and techniques, line drawing, gridding, photography and texture are explored through Fine Art materials and processes.

Students are to be tested on their knowledge throughout using a 'Knowledge Check' to establish understanding as the project progresses so any knowledge gaps can be addressed before the project is completed.

Students are encouraged to develop their digital photography skills by taking a landscape photograph using the rule of thirds which they will later turn into a monochromatic painting.

The skill of line drawing is re-visited as a tool to prepare students to begin their first painting in Art, Craft and Design.

Students are taken through the steps of creating an acrylic painting of their landscape photograph across a series of lessons, using their existing knowledge of Vincent Van Gogh to work in his style.

Students are expected to reflect upon their progress and to use artistic vocabulary to speak about their own work in the form of an evaluation, using written, subject specific analytical skills. The formal elements of Art are expected to be used to analyse the work of Vincent Van Gogh, to develop writing skills in Art and critical thinking skills.

Sequence of Lessons:

1	Reading in Art – An introduction into Vincent Van Gogh
2	Colour Theory – Tone
3	Colour Tonal Scale Painting – Tints
4	Colour Tonal Scale Painting - Tones
5	Colour Tonal Scale Painting – Finishing touches and presentation
6	AFL 'Knowledge Check' and presentation
7	Draw landscape
8	Draw landscape
9	Draw landscape (Careers week – Van Gogh projects and productions)
10	Paint landscape - Tints
11	Paint landscape - Shades
12	Paint landscape – Mid tones and hue EASTER
13	Paint finishing touches
14	Writing in Art – Image analysis and project evaluation

Home Learning Tasks:

1. Artist Research poster, Vincent Van Gogh- Wider reading and research to gain a greater knowledge and understanding of context and skills involved.
2. Take a landscape photo to paint from – Developing digital photography skills

Topic Resources:

Knowledge Map:	'Van Gogh'	Any other Resources:	<ul style="list-style-type: none"> • Article on Van Gogh • Landscape photography • Key word list • Drawing/painting resources
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Assessment:

Knowledge:	Knowledge Check Do Now's – Reference to key subject knowledge
Application of Knowledge:	Witnessed in practical and written tasks Through evidence of completion of the 4Cs

Supportive Reading:

Articles on artists	'The Misunderstood Genius of Vincent Van Gogh' – The Day, 2019 'Loving Vincent' website https://lovingvincent.com/
Library	Observational drawing, still life, landscape and colour theory books available in the Toynbee library. Free printing facilities also for Art HW tasks.

Scheme of Learning: Masks of the World

Topic Sequence:

Year 7 AUTUMN 1+2
Green and Spiky

Year 7 SPRING 1+2
Van Gogh

Year 7 SUMMER 1+2
Masks of the World

Topic Overview:

The final project in the Summer term of Year 7 furthers students experience with the four core areas of the National Curriculum as introduced in the Green and Spiky project in the Autumn Term. The project focuses on the cultural aspect of the curriculum, in particular, exploring art from different countries and understanding its cultural use and significance. Students will explore the use of Masks within three different cultures from around the world: Venetian, African Tribal and Mexican Day of the Dead. Students will draw on their knowledge learned so far to research, design and make their own mask inspired by the cultures studied. This project will introduce 3D art to students, their masks will be sculpted from cardboard and colour theory and blending knowledge will be used to complete the masks. Through the making process, students will learn and experience how to handle and manipulate 3D materials to create an effective piece of work. Students will begin to explore their own creativity and independence by selecting which of the cultures they wish to study and designing their own work in that style.

Lesson Sequence:

This project utilises reading and researching in art to introduce the focus of Masks of the World and to show students the cultural significance of art in different countries.

Observational drawing is used as a tool for exploring the varying design elements of the masks to understand the individual approaches to mask making.

Students are to be tested on their knowledge through using a 'Knowledge Check' to establish understanding as the project progresses so any knowledge gaps can be addressed before the project is completed. This is informed by their research in the early stages of the project.

Students are encouraged to develop their independent working in art through choosing their own path of focus within the set parameters. Using both their current knowledge and creativity, they are designing their own cultural mask.

3D sculpting techniques are introduced as a new skill for students in Year 7. Students are explained the steps required to sculpt their mask in the designing stage to provide the required knowledge to plan and create a successful mask.

Students will use their gained knowledge to create their 3D cardboard mask inspired by their chosen culture and are expected to reflect on the process, using key words and artistic vocabulary to analyse their own work in the form of written evaluation. The formal elements of Art are expected to be used to analyse their own work and compare to their chosen culture.

Sequence of Lessons:

1	Reading in Art – An introduction to masks from 3 different cultures
2	Observational mask drawing – Shape and form
3	Observational mask drawing – Colour / AFL 'Knowledge Check'
4	Planning mask design
5	Cardboard mask making – Cutting shapes and components
6	Cardboard mask making – Cutting shapes and components
7	Cardboard mask making – Oil Pastel colour
8	Cardboard mask making – Oil Pastel colour
9	Assemble cardboard mask
10	Writing in Art – Project evaluation and mask analysis
11	Development of final mask

Home Learning Tasks:

1. Artist Research poster, Vincent Van Gogh- Wider reading and research to gain a greater knowledge and understanding of context and skills involved.
2. Take a landscape photo to paint from – Developing digital photography skills

Topic Resources:

Knowledge Map:	'Masks of the World'	Any other Resources:	<ul style="list-style-type: none"> • Article on Cultural masks • Key word list • Drawing/cardboard sculpting resources
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Assessment:

Knowledge:	Knowledge Check Do Now's – Reference to key subject knowledge
Application of Knowledge:	Witnessed in practical and written tasks Through evidence of completion of the 4Cs

Supportive Reading:

Articles on masks	https://kids.britannica.com/students/article/mask/275724
Library	Books available in the Toynbee library. Free printing facilities also for Art HW tasks.

Topic Sequence:

YEAR 8 AUTUMN 1+2 Costume Design	YEAR 8 SPRING TERM 1+2 Haida	Year 8 SUMMER 1+2 Street Art
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Topic Overview:

Year 8 topic one 'Costume Design' develops and refines key skills and knowledge learnt in Year 7 including; Colour blending, drawing, texture, scale and proportion, creativity, artist research, evaluation and reflection part of the Art National Curriculum. The skill of watercolour painting and collage is introduced to Year 8 also. The knowledge and skill of drawing the human figure accurately in proportion is introduced in this topic alongside the awareness that humans can and have expressed themselves and their personalities through costume design in many diverse ways over time. The wider history and origins of costume design is explored then compared to today's costumes including film, theatre and fashion industries linking to careers. Students learn about the life and work by designers Thierry Mugler and Vivienne Westwood how they have influenced and still do today designers all around the world not just in the fashion industry. Students design their own costume design collection with their own theme, textures, colours and patterns, a visual explosion of art skills alongside their own personalities and ideals.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of costumes, their original purpose and their place in society today.

The topic starts with an initial lesson reading articles on the history of costume design to gain a greater understanding of costumes throughout the world and how they have evolved over time. Students need to showcase this knowledge later in their own costume design collection and knowledge check assessment.

Students then develop their drawing and colour blending skills through producing accurate copies of their chosen costumes from film, books, theatre or fashion. The purpose of their chosen costume is then researched and explained through annotation. This will further inform pupils own costume design collection later in the project.

Influential designers including the work of Thierry Mugler and Vivienne Westwood are introduced to students to further their knowledge. Sustainability in the fashion industry is discussed when making clothes/costumes linking to fast fashion, water wastage and recycling of resources. Why designers are morally and legally encouraged to be more sustainable in their designs is discussed and introduced.

The skill and rules of proportions when drawing the human body are explained and practised for the first time in this topic. How the fashion industry in particular manipulates and airbrushes the human form are shown, discussed and explained as surreal representations of the human body.

Costume design collection lessons encourage students to express their creativity and personality through their own costume design genre and ideas alongside the skills of drawing, colour blending, painting, tonal contrast, textural layers, collage and meaningful annotation.

In Year 8 pupils continue to self reflect and evaluate their work, learnt knowledge and skills against their topic objectives and their own creative design plan and ideas. Students are encouraged to develop their artistic vocabulary more in year 8 by using key words learnt in the project in general verbally and evidence in their written evaluation.

Key Words- Thierry Mugler, Vivienne Westwood, film, theatre, books, annotation, proportions, scale, drawing, mood board, colour blending, texture, collage, tone, contrast, theme, purpose, function, sustainability, fast fashion, water wastage, recycling, male, female, gender neutral, unisex, camouflage, airbrush, surreal, manipulate, evaluate, reflect.

Sequence of Lessons:

1	'Reading in Art' The history of costume design
2	Drawing costumes-A choice of film, theatre, books or fashion costumes
3	Completion of drawing-Annotation of meaning of chosen costume
4	Introduction to designers/sustainability in fashion and realistic proportions of the human body and how they can be manipulated in the fashion industry.
5	Drawing the human body in proportion
6	Completion of human figure drawings-Present all work in book so far
7	Knowledge Check -Start mood board informing costume collection
8	Start costume collection design drawing 1
9	Continue costume collection design drawing 1
10	Add colour/textures/annotation to costume collection design 1
11	Start costume design drawing 2
12	Continue costume design drawing 2
13	Add colour/textures/annotation to costume collection design 2
14	Evaluation and reflection of topic

Home Learning Tasks:

- Artist Research poster, Thierry Mugler - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
- Collected examples of costumes/characters to inspire final piece.

Topic Resources:

Knowledge Map:	Costume Design	Any other Resources:	Key word sheet Examples of costumes and human figure sheets
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Assessment:

Knowledge:	20 questions to answer.
Application of Knowledge:	Knowledge of; Costume origins and designers, Thierry Mugler and Vivienne Westwood, proportions of the human figure, sustainability and airbrushing in the fashion industry.

Supportive Reading:

Any supported reading listed here	History (mugler.com) A History of Costumes – Costumes (costumescostumescostumes.com)
Reading/Literacy support	Key vocabulary listed on Knowledge Map

KS3 Art Clubs and competitions, everyone is encouraged to enter!

Any unused collected textures/fabric can be taken home or recycled by being donated to the Art Department.

Scheme of Learning: Year 8- HAIDA-Spring Term

Topic Sequence:

Year 8 AUTUMN 1+2
Costume Design

Year 8 SPRING 1+2
Haida

Year 8 SUMMER 1+2
Street Art

Topic Overview:

This is the second topic for Year 8 focusing on the culture of the Haida Gwaii history, people and Art. This is a key topic because it requires knowledge of colour, shape, design and texture developed in topic one but it also introduces pupils to 3D Art through the medium of clay.

Similarly to topic one students have the opportunity to develop their artist research skills through learning about the life and work by Robert Davidson and Bill Reid. What is also important is how pupils will need to use the skills they developed in the first topic about identifying the key features of a style of Art and designing and producing their own based on their own creative ideas.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of the Haida culture and to develop 2D and 3D skills using clay.

The topic starts with an initial lesson reading articles on the Haida culture and artists to gain a greater understanding of the Haida people throughout history and living today around the world. Students need to showcase this knowledge later in their own Haida inspired clay tile designs and knowledge check assessment. Pupils are also introduced to the idea of cultural appropriation and appreciation also featured in their knowledge check.

Students then learn visually through artist copies and Haida crests the colour combinations, symmetry, pattern and link to nature through the work of Haida artists Bill Reid and Robert Davidson's work. This will further inform pupils own Haida clay tile design in later design lessons and their artist research homework poster.

Design lessons develop drawing and layout skills focusing on shape, symmetry and form (Similar to topic 1). Engraving and relief clay skills and tools are also introduced using teacher examples to support pupils 3D clay skills. The texture and relief skills here in particular are developed from topic 1 previously in costume design.

Painting skills are developed in this project (Similar to topic 1), based on colours from Haida Art and the work of Bill Reid and Robert Davidson.

In topic one we develop pupils evaluating and reflecting cross curricular skills which are repeated through a final Haida evaluation showcasing artistic language and knowledge learnt throughout the Haida topic.

Key Words- Slip, scratch, engrave, relief, tile, base, kiln, fire, 2D, 3D, smooth, symmetry, Robert Davidson, Bill Reid, Haida Gwaii, potlatch, totem pole, Haida crest, inherit, ancestors, cultural appropriation, cultural appreciation.

Sequence of Lessons:

1	'Reading in Art' -Introduction to Haida culture
2	Artist Copy-Start
3	Artist Copy- Complete
4	Haida clay tile plan-Start
5	Haida clay tile plan-Complete
6	Haida Knowledge Check -Present/complete all work so far
7	Create clay tile base
8	Start constructing 2D and 3D design shapes on tile
9	Continue to develop 2D and 3D Haida tile
10	Smooth clay tile ready for kiln
11	Design Haida colour combinations for clay tile
12	Start painting Haida clay tile
13	Complete painting Haida clay tile
14	Evaluation of Haida topic/stick in photograph of tile

Home Learning Tasks:

1. Artist Research poster, Bill Reid or Robert Davidson - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
2. Collected examples of animals to inspire final piece.

Topic Resources:

Knowledge Map:	Haida	Any other Resources:	Clay skills worksheet
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Assessment:

Knowledge:	Knowledge Check - 20 questions
Application of Knowledge:	Knowledge of Haida culture, artists Bill Reid, Robert Davidson and cultural appropriation and appreciation is needed for assessment.

Supportive Reading:

Any supported reading listed here	Bill Reid Gallery About Bill Reid ROBERT DAVIDSON Haida - Scholars Britannica Kids Encyclopedia
Reading/literacy support	Key vocabulary listed on Knowledge Map.

KS3 Art Clubs and Competitions, everyone is encouraged to enter!

(Clay tiles can be taken home once photographed)

Scheme of Learning: Street Art

Topic Sequence:

**Year 8 AUTUMN 1+2
Costume Design**

**Year 8 SPRING 1+2
Haida**

**Year 8 SUMMER 1+2
Street Art**

Topic Overview:

This Street Art project to end Year 8 combines and develops all knowledge and skills learnt in year 7 and year 8. The knowledge and skills of drawing, painting, collage, proportion and colour combinations are all re-visited and refined. Printing, one and two point perspective drawing and font styles are introduced and students work in the style of established Street artist Banksy to design and make a mixed media, typography inspired final piece.

Lesson Sequence:

Students are introduced to the wider context of Street Art and how the U.K law reacts to illegal graffiti alongside positive, legal, community graffiti projects. Banksy and his work is researched and class discussions are had about the function of graffiti and the possible messages or statements graffiti can spread around the world. Everyone is encouraged to share their own personal opinion on graffiti and justify their opinion.

To further inform artist research and to develop drawing and colour blending skills artist copies are completed alongside Banksy image analysis. Different types of graffiti are also researched and ideas are shared to inspire final piece.

Students are to be tested on their knowledge of street art and the work of Banksy using a 'Knowledge Check' to establish understanding as the project progresses.

Students are encouraged to express themselves and be creative through the use of different art materials and processes throughout the project including digital font research, poly board printing, acrylic painting and one and two point perspective drawing of fonts.

To complete the project students evaluate how their work is similar to Banksy and are encouraged to be reflective and meaningful in their answers, using artistic vocabulary where applicable.

Key Words: Banksy, illegal, legal, stencil, statement, controversial, font, contrast one and two point perspective, 3D, poly board printing, tag, throw-up, blockbuster, wild style, heaven, poster, sticker, piece, onomatopoeia

Sequence of Lessons:

1	'Reading in Art'-Introduction to Street Art and artist Banksy
2	Start artist copy-Banksy
3	Complete artist copy and image analysis-Banksy
4	Research different types of graffiti
5	Knowledge Check-Introduction to one and two point perspective drawing.
6	Career's Week Date TBC
7	Font drawing practise/trial colour combinations
8	HALF TERM
9	Start drawing out final font design
10	Paint using acrylic paint
11	Design background repeat print
12	Cut out print/Start printing
13	Complete and assemble mixed media final piece
14	AFL-Evaluation of project-Photograph final piece

Home Learning Tasks:

- Artist Research poster, Banksy - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
- Collected examples of fonts to inspire final piece.

Topic Resources:

Knowledge Map:	Street Art	Prescribed Sources:	<ul style="list-style-type: none"> Key word List One and two point perspective drawing sheets Artist images sheets Font examples Print 'How to' sheet
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Assessment:

Knowledge:	Knowledge Check- 20 questions
Application of Knowledge:	Knowledge of Street Art, Banksy, fonts, one and two point perspective drawing, stencilling and printing.

Supportive Reading:

Articles on artists	Banksy Recommended for research homework DaFont - Download fonts Styles of graffiti GraffitoCanberra (wordpress.com)
Library	Books on Street Art and Banksy in the school library. Free printing facilities available also for Art HW tasks.

Free Art Workshops 3-4pm after school in the Summer Term advertised in Art lessons and newsletter to support the KS3 Art Curriculum

Topic Sequence:

Autumn Term 1+2
Architecture

SPRING TERM 1+2
Surrealism

SUMMER TERM 1+2
Figure

Topic Overview:

This is the first topic for Year 9 focusing on architecture and panoramic views and how buildings shape our environment. This is a key topic because it requires knowledge of line, shape, design, texture and layout developed in previous KS3 topics but it also introduces pupils to 2D Art including drawing, printing and collage.

Similarly to previous KS3 topics students have the opportunity to develop their artist research skills through learning about the life and work by Henri Reichhold and David Hockney resulting in their own 2D panoramic architectural prints.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of line, shape, landscapes and cityscapes, drawing, printing and collage.

The topic starts with an initial lesson reading articles on the life and work of artists David Hockney and Henri Reichhold to gain a greater understanding of how cities, landscapes and scenery can be represented and manipulated throughout the world. Students need to showcase this knowledge later in their own mixed media panoramic print of their own cityscape.

Students then learn visually through artist copies about line, shape, proportions and layout. This will further inform pupils own cityscape design plan, final outcome and artist research poster homework.

Design lessons develop observational drawing and proportion skills. Drawing, collage and printing skills are developed in this project linking to 2D artist colours and textures.

In this topic in year 9 we develop pupils evaluating and reflecting cross curricular skills which are repeated throughout the whole of KS3 and beyond.

Key Words- David Hockney, Henri Reichhold, line drawing, panoramic, landscape, cityscape, layering, collage, printing, observational drawing, evaluate, reflect, contrast, concertina book.

Sequence of Lessons

1	'Reading in Art' -Introduction to artists/architecture
2	Artist Copy-Start
3	Artist Copy- Complete
4	Observational drawing of own buildings-Start
5	Observational drawing of own buildings-Complete
6	Cityscape design plan
7	Architecture Knowledge Check -Present/complete all work so far
8	Collage city scape
9	Cityscape drawing lesson-Panoramic view
10	Transfer into print
11	Add detail by cross hatching in biro both panoramic views
12	Refine cityscapes
13	Complete and present final piece/all artwork to date
14	Evaluation of project

Home Learning Tasks:

1. Artist Research poster, David Hockney, Henri Reichhold - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
2. Take and bring in own photos of buildings to inspire final piece. (Print in library)

Resources:

Knowledge Map:	Architecture	Any other Resources:	Architecture worksheet
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Assessment:

Knowledge:	20 questions
Application of Knowledge:	Knowledge of 3D figure sculpture, proportions and artists David Hockney, Henri Reichhold, is needed for assessment.

Supportive Reading:

Any supported reading listed here	www.hockney.com Henry Reichhold's Platinum Jubilee Exhibition at London Bridge Station — Team London Bridge
Reading/literacy support	Key vocabulary listed on Knowledge Map.

KS3 Art Clubs and Competitions, everyone is encouraged to enter!

Topic Sequence:

Autumn Term 1+2 Architecture	SPRING TERM 1+2 Surrealism	SUMMER TERM 1+2 Figure
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Topic Overview:

This is the second topic for Year 9 focusing on Surrealism and realism. This is a key topic because it requires knowledge of colour blending, drawing and painting skills developed in previous KS3 topics but it also introduces pupils to compositional and watercolour painting skills.

Similarly to previous KS3 topics students have the opportunity to develop their artist research skills through learning about the life and work by Salvador Dali, Max Ernst, Rene Magritte resulting in their own surreal but accurately drawn and painted composition.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils’ understanding and knowledge of colour, tone, subject matter, composition, drawing and painting.

The topic starts with an initial lesson reading articles on the life and work of surreal artists Salvador Dali, Max Ernst and Rene Magritte to gain a greater understanding of the origins of surrealism and how surrealism is widely used today, especially in advertising. Students need to showcase this knowledge later in their own surreal watercolour painting.

Students then learn visually through artist copies about composition, colour blending and tonal range . This will further inform pupils own surreal painting compositions, design plan, final outcome and artist research poster homework.

Design lessons develop line drawing, painting, colour blending, tonal control, layout and photography skills. The balance of surrealism and realism is important to capture in final outcome.

In this topic in year 9 we develop pupils evaluating and reflecting cross curricular skills which are repeated throughout the whole of KS3 and beyond.

Key Words- Salvador Dali, Max Ernst, Rene Magritte, , line drawing, photography, accuracy, colour blending, painting skills, surrealism/realism, subject matter, scale, humorous, satirical, veristic, automatism.

Sequence of Lessons:

1	‘Reading in Art’ -Introduction to artists/surrealism
2	Artist Copy-Start
3	Artist Copy- Complete
4	Observational drawings of own objects-Start
5	Observational drawings of own objects-Complete
6	Surrealism ideas page/plan
7	Surrealism Knowledge Check -Present/complete all work so far
8	Draw out final piece using own photos/images
9	Draw out final piece using own photos/images
10	Draw out final piece using own photos/images
11	Paint final piece
12	Paint final piece
13	Complete painting/add colour blending over dry paint
14	Evaluation of project

Home Learning Tasks:

- Artist Research poster, Surrealism Art movement Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
- Take and bring in own photos of objects to draw from to inspire surreal final piece. (Print in library)

Resources:

Knowledge Map:	Surrealism	Any other Resources:	Artist worksheets
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Assessment:

Knowledge:	20 questions
Application of Knowledge:	Knowledge of Surrealism and it’s origins and artists Salvador Dali, Rene Magritte, Max Ernst , are needed for assessment.

Supportive Reading:

Any supported reading listed here	Fundació Gala - Salvador Dalí (salvador-dali.org) Magritte Foundation – This is the official René Magritte website Max Ernst Biography (max-ernst.com)
Reading/literacy support	Key vocabulary listed on Knowledge Map.

KS3 Art Clubs and Competitions, everyone is encouraged to enter!

Topic Sequence:

Autumn Term 1+2 Architecture	SPRING TERM 1+2 Surrealism	SUMMER TERM 1+2 Figure
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Topic Overview:

This is the final topic for Year 9 focusing on the human form and how different artists have represented the human figure very differently over time. This is a key topic because it requires knowledge of shape, design and texture developed in previous KS3 topics, but it also introduces pupils to 3D Art through the medium of wire, mod roc and cardboard.

Similarly, to previous KS3 topics students have the opportunity to develop their artist research skills through learning about the life and work by Henri Moore and Alberto Giacometti resulting in their own 3D figurative sculpture.

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of the proportions and manipulations of the human figure by artists and to develop 2D and 3D skills using wire, mod roc and wire.

The topic starts with an initial lesson reading articles on the life and work of Henri Moore and Alberto Giacometti artists to gain a greater understanding of how the human figure has and can be represented and manipulated throughout the world. This links back to Year 8 Costume design project where students looked at airbrushing and its affect. Students need to showcase this knowledge later in their own 3D wire sculpture and knowledge check assessment.

Students then learn visually through artist copies about shape, form, texture and proportions. This will further inform pupils own figurative design plan, final outcome and artist research poster homework.

Design lessons develop observational drawing and proportion skills. Painting and 3D construction skills are developed in this project linking to 3D artist colours and textures.

In this final topic in year 9 we refine pupils evaluating and reflecting cross curricular skills which are repeated throughout the whole of KS3 and beyond.

Key Words- Henry Moore, Alberto Giacometti, form, shape, texture, 3D, sculpture, plinth, personality, wire, mod roc, setting, mood, proportions, observational drawing, evaluate, reflect

Sequence of Lessons

1	'Reading in Art' -Introduction to artists
2	Artist Copy-Start
3	Artist Copy- Complete
4	Observational drawing of the human figure
5	Figure design plan-Start
6	Figure Knowledge Check -Present/complete all work so far
7	Create wire figure-Start
8	Complete wire figure-Wrap with newspaper
9	Cover figure with Mod Roc strips
10	Attach 3D figure sculpture to base/plinth
11	Paint 3D figure sculpture
12	Complete painting/photograph
13	Draw from 3D sculpture shadows
14	Evaluation of project

Home Learning Tasks:

- Artist Research poster, Henry Moore, Alberto Giacometti - Wider reading and research to gain a greater knowledge and understanding of context and project skills involved.
- Collected examples of postures, silhouettes and figures to inspire final piece.

Resources:

Knowledge Map:	Figure	Any other Resources:	3D figure worksheet
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Assessment:

Knowledge:	20 questions
Application of Knowledge:	Knowledge of 3D figure sculpture, proportions and artists Henri Moore and Alberto Giacometti is needed for assessment.

Supportive Reading:

Any supported reading listed here	Henry Moore's story Henry Moore Foundation (henry-moore.org) Eight things to know: Alberto Giacometti Tate
Reading/literacy support	Key vocabulary listed on Knowledge Map.

KS3 Art Clubs and Competitions, everyone is encouraged to enter!

(3D figure sculptures can be taken home once photographed)