# KS3 Curriculum Map – Art:

| Topic | Substantive Knowledge<br><br>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills)<br><br>This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment Opportunities<br><br>What assessments will be used to measure student progress? |
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| Hybrids, Animals & Mythological Creatures | • Grids<br>• Mark Making<br>• Adobe Photoshop<br>• Colour Pencil Techniques | • Using a grid to make a 1:1 scale copy<br>• Pen & Ink mark making techniques<br>• Photoshop to create a digital collage<br>• Colour Pencil blending, hatching, tonal shading | • Baseline<br>• Self and Peer<br>• Summative |
| Robots & Drawing for Engineering | • 2d shapes and their 3d equivalents<br>• Engineering style drawings<br>• Isometric projection | • Drawing symmetrical, 2D line drawings<br>• Isometric projection to create 3 Dimensional drawings<br>• Tonal shading to produce realistic rendering<br>• Component elements together in a composite final piece | • Formative<br>• Self & Peer<br>• Summative |
| Geometric Abstraction & Flags | • symbolic use of shape and colour in design<br>• ratio and proportion in design<br>• scale factor<br>• composition elements<br>• Abstract paintings | • Technical drawing to reproduce flag designs<br>• shape, ratio, proportion and colour in design<br>• Scale, Overlap, Cropping & Interweaving<br>• watercolour/colour pencil techniques<br>• Component elements together in a composite final piece | • Formative,<br>• Self & Peer<br>• Summative |
| Architecture & Abstraction from Reality | • Abstraction from a real source<br>• Reducing a realistic image (School) to abstraction<br>• Converting 3D space to 2D design<br>• Colour Theory & abstraction | • Stages of drawing with increasing simplification<br>• Conversion of 3D space to a 2D design<br>• Reducing a realistic image to abstract elements<br>• colour to establish mood<br>• Mixing and application of colour | • Formative,<br>• Self &Peer<br>• Summative |

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| Hundertwasser & Natural Buildings | • man-made and natural elements<br>• free form drawing<br>• surface pattern<br>• Colour Theory<br>• Architecture | • Drawings from the school<br>• Stages of drawing with increasing simplification<br>• Conversion of 3D space to a 2D design<br>• Using colour to establish mood<br>• Use of surface pattern/paint techniques | • Formative,<br>• Self & Peer<br>• Summative |
| Thematic Collaborative Paintings | • Mood board<br>• Abstraction<br>• Collaborative working<br>• Paint techniques | • A mood board in response to a theme<br>• Trial compositions making use clip art<br>• Application of paint in different techniques<br>• Collaborative Painting<br>• Application of colour in response to mood/theme | • Formative,<br>• Self & Peer<br>• Summative |
| Typography, Logos & Graphic Design | • Logos<br>• Colour and shape within design<br>• Typographical Conventions/definitions<br>• Adapting a logo | • Using geometry and colour pencil to copy logo designs<br>• Development of personal response based on research<br>• Use of Guidelines/Typography to generate practice designs<br>• Use of component elements in composite outcome | • Formative<br>• Self & Peer<br>• Summative |
| Google re-Design | • Mood Boards<br>• Idea/composition development | • Generate a mood board in response to a chosen theme<br>• Development of 4 practice designs making use of source material<br>• Self-reflection to annotate and reflect, refining final design idea<br>• Component elements to generate composite final outcome | • Formative,<br>• Self & Peer<br>• Summative |
| Apocalypse in Perspective | • Perspective, terminology & conventions<br>• Concept drawings | • 1 point perspective to draw a room design<br>• 2 point perspective to produce an architectural design<br>• 2 point perspective to produce an imaginary street scene<br>• Component elements to produce an imaginary composite final outcome | • Formative<br>• Self & Peer<br>• Summative |
| Graffiti & Tags | • Graffiti<br>• Isometric Projection<br>• Colour Theory<br>• The Design process | • Trial Tag designs, making use of projection<br>• Trial Tag designs incorporating use of perspective<br>• Development of Tag designs with recall to colour theory<br>• Selection/refinement of chosen final piece<br>• Component elements to produce composite final painted outcome | • Formative<br>• Self &Peer<br>• Summative |
| Doodles & Jon Burgerman | • Accidents and chance<br>• Doodles & Jon Burgerman | • Study of Burgerman characters<br>• doodle inspired characters using pen, ink watercolour | • Formative<br>• Self &Peer<br>• Summative |

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| | • Composition ideas | • Generate composition ideas based on doodles/letters/characters<br>• Use of various paint techniques and colour theory in trial designs<br>• Use of component elements to produce a composite final response | |
| Collaborative Paintings & Pop Art | • Pop Art, origins and Key Artists<br>• Collaborative compositions using initials<br>• Scaling of design<br>• Colour in emotional or intellectual scheme | • Typography in trial compositions<br>• Collaboration to produce large scale composition<br>• Use of varied paint techniques in final outcome<br>• Application of colour in relation to a defined scheme<br>• Use of component elements to produce composite final outcome | • Formative<br>• Self &Peer<br>• Summative |