



The curriculum for this stage of students' education has been designed to be inclusive for all and build on the knowledge gained in KS2 and Year 7 where students should have produced creative work becoming increasingly proficient in drawing, painting, and sculpture. The aim is to increase their skill in the handling of different media and their confidence to develop their own ideas and style; to extend their range of subject specific vocabulary enabling them to competently analyse and evaluate their own work, and that of others, in order to observe closely, think critically and discuss respectfully. Students will acquire skills that can be applied to cross-curricular topics, allowing them to reflect on and explore topics in greater depth. This should foster a love of the art, its application across the whole curriculum and increase awareness of vocations utilising art skills.

### HALF TERM 1: AFRICAN ART

African art spans an almost unbelievably long time and the second largest geographic area. Factors such as climate and materials play an enormous part in the style of art and it is often expressive and powerful. We will look at the Benin Bronzes from 11<sup>th</sup> century, and the more modern mud/indigo clothes and carved wooden masks, as well as the work of artists inspired by these.

#### STUDENTS MUST KNOW:

- how to produce skilful and accurate observed drawings of animals, masks, sculptures and patterns using a range of media such as pencil, pen, coloured pencil, watercolour, sgraffito.
- how to analyse and critically evaluate a range of source materials using subject specific terminology (Benin Bronzes); about colonialization and trade routes.

#### HOW THIS WILL BE ASSESSED:

Formal assessment based on observational drawing skills (drawings using pencil, coloured pencil, pen, oil pastel, paint); competent written and visual analysis of artists using relevant subject specific vocabulary.  
Self and peer assessment opportunities and informal verbal feedback.

### HALF TERM 2: AFRICAN ART – CLAY MASK

#### STUDENTS MUST KNOW:

- how to analyse and critically evaluate a range of source materials using relevant subject specific terminology (Picasso, Kimmy Cantrell, Cyrus Cantrell)
- the health and safety factors when working with clay.
- techniques for working with clay to produce relief work – slab, coil, sgraffito, embossing.
- how to design a clay mask influenced by their research.
- how to make tile/button adornments; build a clay mask.
- how to add decoration to the fired mask using paint, raffia, wire and recycled materials.

#### HOW THIS WILL BE ASSESSED:

Formal assessment based on competent written and visual analysis of artists using relevant subject specific vocabulary; working with clay (experimental tile, final African style mask)  
Self and peer assessment opportunities and informal verbal feedback.

### HALF TERM 3: PORTRAITS

Portraits can tell us about how we see people. They often show us what a person looks like, but can also capture an idea of a person or what they stand for. Portraits can tell us how a person wants to be seen, and capture a particular mood that the sitter is experiencing. Many students benefit from completing a self-portrait not just because of the chance to practice technical artistic skills, but the chance to engage in self-reflection. Art like this creates a statement about identity, personality, and perspective.

#### STUDENTS MUST KNOW:

- how to produce skilful and accurate observed portrait studies using a range of media such as pencil, pen, coloured pencil, watercolour, collage.
- how to analyse and critically evaluate a range of source materials using relevant subject specific terminology (Pablo Picasso)

#### HOW THIS WILL BE ASSESSED:

Formal assessment based on portrait studies (pencil); competent written and visual analysis of artists using relevant subject specific vocabulary (b+w/colour visual analysis)  
Self and peer assessment opportunities and informal verbal feedback.

### HALF TERM 4: PORTRAITS

#### STUDENTS MUST KNOW:

- how to analyse and critically evaluate a range of source materials using relevant subject specific terminology (Samuel Rodriguez)
- how to create visual analysis in the style of the artist
- how to plan and create a mixed media final fractured. portrait inspired by the artist research and observed studies.

#### HOW THIS WILL BE ASSESSED:

Formal assessment based on pattern/colour work (pattern designs); competent written and visual analysis of artists using relevant subject specific vocabulary (Islamic tile work)  
Self and peer assessment opportunities and informal verbal feedback.

### HALF TERM 5: BEES

Bees are our predominant pollinators, pollinating a third of the food we eat and 80% of flowering plants. Pollination is crucial and without bees we would go hungry. This project aims to promote an awareness of environmental issues whilst drawing and painting bees and flowers.

#### STUDENTS MUST KNOW:

- how to create observed studies in a range of media such as pencil, pen, coloured pencil, oil pastel.
- how to analyse and critically the work of artist such as Kurt Jackson and April Coppini using relevant subject specific terminology.

#### HOW THIS WILL BE ASSESSED:

Formal assessment based on observed drawing skills (drawings using pencil, pen, coloured pencil, oil pastel) competent written and visual analysis of artists using relevant subject specific vocabulary

### HALF TERM 6: BEES

This half term student will be creating mixed media final outcomes housing a precious pollinator.

#### STUDENTS MUST KNOW:

- how to create a precious display box using card and papier-mache.
- how to create hapazomes and embellish with hand stitching.
- How to create crackle dye batik fabric
- How to create an embossed metal or paper and wire insect
- how to a create a final mixed media assemblage.

#### HOW THIS WILL BE ASSESSED:

Formal assessment based of experimental print work and final mixed media frame.  
Self and peer assessment opportunities and informal verbal feedback.

**Embedding this knowledge can be supported at home by** encouraging them to be creative – make visual diaries, take artistic photographs and practise the skills we are learning in class, visiting museums, exhibits, festivals, and free public events to encourage artistic growth and develop art appreciation and going online to enjoy art via the Google Art Project or museum and cultural institution websites. <https://smarthistory.org/tag/africa/>  
<https://www.bbc.co.uk/teach/would-we-starve-without-bees/zkf292p> <https://www.bbc.co.uk/bitesize/subjects/z6f3cdm> [www.u2learn.com/ks3-art-links.html](http://www.u2learn.com/ks3-art-links.html)

**Reading:** a selection of differentiated articles about the artists discussed in each project; <http://www.howtotalkaboutarthistory.com/reader-questions/portraits-important-art-history/> <https://study.com/academy/lesson/the-global-influence-of-african-art.html>

