

National Curriculum Reference

Subject: Art Craft & Design



Key Stage 3

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to	At Culcheth High School, this is taught
use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas	<p>At the start of each of the projects in Art Craft & Design throughout Years 7, 8 and year 9 the focus is fundamental in developing confidence in the understanding of basic skills and producing quality outcomes.</p> <p>Students are encouraged and given opportunities to work from primary sources and first-hand observation of a variety of stimuli. This includes natural forms, vintage and retro objects, cultural artefacts and architecture.</p>
use a range of techniques and media, including painting	<p>Throughout Years 7, 8 and 9 students create a set of Quality Marked Assessments (QMA) with a range of development media. The outcomes are from a range of 2D materials such as pencil, graphite, watercolour and/or Acrylic paint.</p> <p>In addition, students develop skills in the manipulation of a range of mixed media materials incorporating card and low relief outcomes. Students also have the opportunity to create textile samplers' developing skills in hand stitching and applique. It is important that students develop an understanding of the safe use of tools and equipment with the supporting expectations of a positive practical work ethic.</p>
to increase their proficiency in the handling of different materials	<p>Again throughout years 7, 8 and 9 students are shown how to handle a variety of media and materials for example paint, oil pastel, stick and ink, graphite, printmaking, textiles and low-level card construction.</p> <p>During the taught sessions students have the opportunity to watch and understand how to apply these materials discussing the constraints and capabilities of the material and how they are fit for purpose. Students are also provided with portfolio work that models good practice.</p>

<p>to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>Using the artist analysis framework of content, form, process, mood and feeling students throughout KS3 are taught how to analyse artwork critically formulating personal judgements in comparison with that of themselves and others.</p>
<p>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>In year 7 students learn through the cultural context of the artists and understand the British and international core values referring to artists such as Sarah Graham and Grayson Perry. Students experience understanding and expectations concerning their identity and the cultural context of the history of Art whilst reviewing work. Students also look at contemporary culture and artists such as Wayne Thiebaud as well as experience other cultures such as Aboriginal Art.</p> <p>In Year 8 students experience working from nature and the natural world creating a series of outcomes reflecting on their experiences. They gather research and reflect on contemporary artists such as Dawn Eaton and Christina Drejenstam. Moving through the year they have opportunities to experiment with materials and understand the true meaning of Abstract Art in 'The Beat Goes on' project reflecting on Colour and Shape and the work of 20th Century artists from the Pop Art movement.</p> <p>In Year 9 students move on to develop their skills and understanding of the formal elements of art whilst working in the 'style of'. Students create a portfolio of artwork that reflects both their own Identity and Urban Identities.</p>