
Art & Design KS3 Course Overview

Years 7-9, 2010-2011

Introduction

This document sets out the Art & Design curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged to act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.
- Present to their peers research on artists and art movements

Vision: Art & Design at ICHK

Successful learners

Art and design offers students the opportunity to develop their creativity by using a range of skills such as, enquiry based learning, in a wide variety of contexts. Students are able to communicate and to express both their own and other's ideas and feelings through visual and other forms.

Through exploring and sharing these ideas, students develop confidence and independence in learning. This is essential to becoming a successful learner who enjoys learning, makes progress and achieves. Students learn to value the learning process as a key part of the creative experience, being encouraged to explore independent research within individual units of work and reflecting on these experiences being an integral part of each unit.

Confident individuals

Through working in art, craft and design pupils become open to the excitement and inspiration offered by both the natural and man made worlds. By engaging in purposeful, imaginative and creative activities students learn to take managed risks, trying out new ideas and new ways of working without fear of failure.

Through a range of processes, including drawing perceptively and creatively, pupils observe and investigate the world around them, inventing and visualising with increasing independence and ambition.

Through allowing their work to be driven by imagination, experience and issues in the real world they learn to explore and interpret ideas and emotions, and develop understanding of others. By developing and using sets of values to evaluate their own and others' work, students are able to increase confidence in their own opinions, in their feelings of self-worth and in their ability to relate to others.

Responsible citizens

Investigations in art, craft and design help students to appreciate the diversity of ideas and approaches to conveying meaning. They learn to understand, respect, value and engage with their own and other cultures and traditions. They learn that through their creative contributions it is possible to change things for the better. Working in the areas of art, craft and design, and in applied practices, promotes an enterprising culture and develops students' ability to work collaboratively with others by taking different roles in teams and groups. This includes opportunities for art in community-service and experiential learning opportunities such as participation in the artist in residence programme.

Students' understanding and appreciation of fine art, design and craft will enrich their lives now and in the future.

Structure

Within each year, students take part in 3 to 4 Art & Design units, planned to incorporate the range of breadth of skills and concepts required for Key Stage 3. There is an amount of flexibility built into the Art & Design course to allow for trans-disciplinary and cross curricular opportunities, as well as working with artists in residence or taking advantage community projects.

In addition to class work, student homework plays an important role throughout the course in which students are regularly required to use a range of IT applications in order to work collaboratively.

Year 7:

1) **What's in a building?** (from KS3 scheme) OR **African/Asian Masks** - This unit focuses mainly on secondary research in this structured enquiry-based unit to build upon and extend skills from primary teaching. The unit includes introduction to media/mixed media, one point perspective and a whole class brainstorming activity. Homework includes using IT skills for students to post answers/research onto shared wall wisher and google docs.

2) **Still life** - This unit explores the 7 basic visual elements in variety of media using a range of primary resources. An Expressive Art Critical Activity on an artist/art movement will also be included.

Students will create a presentation focussed on an area of still life. The area will be directed by the students' interests and they will be encouraged to develop their own areas of enquiry. The unit also includes developing handling of media/mixed media and the introduction of peer and self reflection and evaluation.

3) **Elements of design** - Through this unit, students are Introduced to elements of design and apply these to CD Cover designs exploring students personal responses and enquiry.

Students will create and deliver a presentation in small groups on an area of design (decided upon by the students themselves). They will be encouraged and supported to develop their own areas of enquiry.

4) **Artist in Residence opportunities and/or Portraiture** - This unit focussing on portraiture drawing will develop the student's skills in relation to proportion, media and skills, observational drawing, research and development of a final solution

Year 8:

1) **Shared View** - This unit explores values with a focus on Aboriginal art and artists culture. Comparison with Western Art and culture/values are drawn upon. The students will be required to create and deliver a presentation in small groups.

2) **Wire drawing/3D project:** This unit focusses on the work of Georgia O'Keeffe and explores the manipulation of other materials and mixed media from primary resources.

The work is structured around drawings from nature, an expressive critical activity on a specific art movement (such as surrealism (Dali)), and craft such as textiles (2d becoming 3d, as well as looking at Escher's drawing and textile artists) will inform the work. Elements of recycling and making art from other objects (John Dahlson, Andy Goldsworthy) will also provide additional stimulus for the students.

3) **Still life set up:** The focus of this unit will be on planning and sketching leading up to the still life drawing/painting/sculpture. Students will be encouraged to work from their own objects to help develop areas of interest/enquiry promoting responsibility in their learning.

Year 9:

1) **Change Your Style:** Students choose an area to enquire around, such as what are the factors involved in how styles/art changes. For example, teacup design from Asia. Students will be involved in researching and exploring a range of media in sketchbooks in order to develop composition styles/skills and produce finished images.

2) **Flying Machines:** This year the unit will be focussed around the Leonardo Da Vinci exhibition at the Hong Kong Museum of Art. This unit has cross curricular links with science.

Students will visit the exhibition, create, research and design a brief and develop their ideas to produce a flying machine inspired by one of Da Vinci's designs. Science lessons will be used to investigate aero dynamics and other properties of the actual model.

3) **Self Portrait:** A focus on Pop Art research along with other art movements. Students will compare and contrast portrait paintings and sculptures. Students will also develop their own Andy Warhol inspired repeated patterns through digital manipulation of a self portrait. Skills of proportion, colour theory and composition will be included.

4) **Photomontage:** The art of making images from images which already exist. This unit will focus on looking at Hannah Hoch and other photomontage artists from last century, through to contemporary artists of the present day. They will create their own personal photomontage on a personal area(s) as defined in their spider diagrams.

Assessments

Each unit will be assessed using the Art & Design Assessment Rubric and unit specific rubrics. This will be used in conjunction with the ICHK assessment scale and National Curriculum statements (see attached). Formative assessment will take place throughout each unit and will take many forms (discussions, written work, student reflections, practical tasks). Each unit will also culminate in a summative assessment which will aim to encapsulate all of the skills taught through the unit and provide a detailed assessment of the students level of achievement at the end of each unit. Each summative assessment will be based upon the students planning for, creating and reflecting upon an artist/art movement/artworks of both their own and others both traditional and contemporary.

Differentiation

Throughout the Art & Design course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, whilst providing appropriate challenge. Some of the ways in which this will be achieved are:

Resources:

The Art & Design course is well supported with a wide range of resources to aid the effective delivery of the entire course such as an explanatory workbook, full of examples of artworks in a range of media, which is issued at the start of term to all year 7 students and referred to for extra support/further explanation of techniques, throughout years 7-9. Visual aids are used where possible through the use of emailing documents to students prior to the activity, delivery of new concepts supported by reference books and specific powerpoint presentations and differentiated worksheets for all levels of ability. Self and peer assessment is incorporated to further understanding, promote positive feedback and encourages reflection to demonstrate knowledge and understanding.

Support:

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

Working cooperatively in small and large groups will also aid differentiation as will extension activities for those students that are capable of achieving more output than is expected. Homework is also differentiated to ensure success for all as far as possible.

Areas more specifically that may need to be noted in relation to work within the Art & Design curriculum include difficulties related to; spatial/processing impairment as well as gross and fine-motor skills, all of which will be assessed and planned for, as and when necessary.

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and projects. However, some activities will need to be adjusted to ensure they are accessible to those students who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

The resources used are generally teacher created, such as powerpoint presentations, teacher demonstrations on techniques in class and other worksheets which have been developed specifically to suit the aims of lessons and needs of the students.

Resources:

Primary resources - magazines, newspaper, photocopies, drawing/photographing from real objects in and out of school

Secondary resources - working from books/internet, working from pictures from the internet/museum websites.

Materials and media - as wide ranging as possible where appropriate such as, painting onto range of surfaces, chalk pastel, oil pastel, drawing in range of pencils, charcoal, collage, montage, digital manipulation, mixed media, ceramics, 2D/3D models/maquettes, textiles/ recycled fabric. This list is not exhaustive.

Software of differing complexity will be provided for students who may be working at different levels, e.g. photocopy manipulation to create alternate compositions, online resources such as 'piknik' to manipulate images, working with the IT technician to explore other digital software as and when appropriate

Links to Relevant Syllabus and Curriculum Documents

[Key Stage 3 Art & Design Curriculum Documents](#)

[Key stage 3 Personal Learning and Thinking Skills Document](#)

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy
- Art and Design Assessment Rubrics for Y7-9
- Art and Design National Curriculum Equivalent Leveled Assessment Statements

Calendar

Term 1	Term 2	Term 3
<p>Year 7: What's in a building? Year 8: Shared View Year 9: Change Your Style</p> <p><u>Assessment:</u></p>	<p>Year 7: Still life Year 8: Georgia O'Keeffe 3D artwork Year 9: Self Portrait</p>	<p>Year 7: Elements of design ppt with cd cover design brief Year 8: Still life set up Year 9: Light and shadow unit</p> <p><u>Assessment:</u> Week 9/10 - Summative Assessment against rubrics Week 11 - Reflection/Evaluation Activities</p>

Term 1	Term 2	Term 3
Week 3: Research & Development Week 4: Artist Research Assessment Week 6/7: End of Unit Summative Assessment task	Assessment: Week 8: Peer Assessment Week 9: Summative Assessment Week 10/11: Feedback/ Reflection Activity	Year 7: Artist in Residence opportunities AND/OR Portraiture Year 8: Photography (see history of photography powerpoint) - on theme of My Environment Year 9: Photomontage Artist in residence opportunities for all year groups
Mid Term Break	CNY Holiday	
Evaluations/reflections on above units also used as part of summative assessment	Year 7: Elements of design ppt. with CD cover design brief Year 8: Still life set up Year 9: Light and shadow unit Assessment: Week 3 - Research Assessment Week 7 - Development Assessed via 1:1	Assessment: Week 2 - Research & Development Assessment Week 4 - Artist Research Assessed Week 6/7 - Summative Assessments
CAS Week		
Year 7: Still life Year 8: Wire drawing/3D project / Giorgia O'Keeffe Year 9: Self Portrait - Assessment: Week 2 - Artist research Assessment Week 3 - Still life powerpoint presentation assessments Week 5 - Ongoing Development Assessment Week 6 - Ongoing Development Assessment	Easter Holidays	Summer Break
Christmas Holidays		

Reflections/Points to Note from 2010/11

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Created By/Date	Reviewed	Signed
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