



### Key Stage Three:

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 St Gregory's Catholic High School, this is taught
<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</p>	<p>During term one pupils in Yr 7, 8 and 9 explore drawing techniques through 'learning to look'. They are taught how to use tone, cross hatching, hatching, stippling and scumbling. The stimuli are varied and encompasses both primary and secondary sources.</p> <p>Subsequent projects build on this knowledge. Pupils have the opportunity to record their observations using a range of materials and techniques including written annotations, drawn, painted, printed and sculpted responses. Home Learning challenges are based on an open-ended starting point and allow pupils to record their observations using any appropriate materials.</p>
<p>To use a range of techniques and media, including painting</p>	<p>Years 7, 8 and 9 are taught painting skills in term 1.2, 2.1 and 2.2. Colour Theory is taught in year 7 and revisited in Years 8 and 9.</p> <p>In Year 7 pupils are introduced to watercolour and resist techniques in their Yellena James project. They also focus on painting techniques and ready mixed colour in their Dean Russo projects.</p> <p>Year 8 pupils paint their 'Day of The Dead' clay sculptures and learn about mark making techniques inspired by David Hockney. Pupils design and paint landscapes that have a sense of perspective and depth.</p> <p>Year 9 pupils adopt a multi-disciplinary approach using coloured pencils, ready mixed paints, acrylic paints, oil pastels and watercolours to create a surreal</p>

	<p>personal response. They are also introduced to collage, printing and stencilling techniques in their Portraiture projects.</p>
<p>To increase their proficiency in the handling of different materials</p>	<p>Pupils are taught throughout Key Stage Three that materials and techniques can be layered and combined to achieve exciting outcomes. Pupils become increasingly proficient because the curriculum is spiralled to revisit key concepts and recap understanding of the art formal elements. Pupils are challenged to apply their knowledge, skills and understanding in a range of contexts using different materials and techniques.</p> <p>Drawing and painting skills feature in all of our projects to ensure these skills are embedded. We offer pupils an opportunity to create both 2D and 3D outcomes.</p> <p>In term 3 Year 7 pupils investigate surface decoration techniques and make 3D insects, building on their understanding of all formal elements.</p> <p>In Year 8, Pupils design and make Hundertwasser inspired architectural sculptures, utilising their knowledge of tone, shape, colour and texture. Year 9 make 3D junk models of cakes refining their skills in painting and surface decoration techniques.</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>Pupils are taught to analyse and evaluate the work of Artists by creating an Artist study page/ analysis page. They become familiar with art vocabulary and are encouraged to be descriptive in starter tasks and through discussions. At the end of each half term pupils review their learning and reflect on their strengths and weaknesses in their red pen responses.</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>Pupils learn new skills whilst exploring a ‘big question’ and are encouraged to explore different opinions and points of view. Projects are linked to art movements, global issues and changing perceptions over time are discussed.</p> <p>In Year 7 learning is based on the work of illustrator Ernst Haeckel, Yellena James and 3D environmental art from around the world that is created to raise awareness of plastic pollution in the ocean. In term 2 pupils learn about endangered animals, Palm oil and deforestation in their Dean Russo inspired project. They are taught how this links to Pop Art. They also study illustrations of contemporary artists Clare Youngs and Abby Diamond.</p> <p>Year 8 pupils experience arts and crafts from other time periods and cultures when they explore the ‘Day of the Dead’ and how this has evolved over time.</p>

Pop art is revisited through Hockney in Term two and fauvism and impressionism are looked at alongside this. In term three, architecture of the world is celebrated in the Hundertwasser project. Pupils look at examples of Modern art and investigate environmental priorities and how these have changed over time.

In Year 9 the focus for term one is Surrealism. The theme of Alice in Wonderland is offered initially as a still life approach, this is then developed as a surrealism unit, inspiration is taken from music videos, the gothic style of illustrators such as Camille Rose Garcia and Tim Burton and from current TV shows including 'Wednesday'. In the second project, pupils take inspiration from street art and graffiti from around the world, with a focus on examples from North West England. The work of Banksy and Loui Jover is compared. In term three Year 9 revisit pop art and modern art when they study Peter Anton and Claes Oldenburg in a sculpture project.