



Founded in 1888

# Queen Elizabeth's Girls' School

*Educating Women of the Future*

## Art Key Stage 3 Curriculum 2024/25

National Curriculum - Pupils should be taught:

- 1 - To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- 2 - To use a range of techniques and media, including painting
- 3 - To increase their proficiency in the handling of different materials
- 4 - To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- 5 - About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

	Topic/Big Question	Focus
Year 7	<b>Key skills:</b> How can we replicate surfaces that we see around us?	This unit introduces students to key elements used in making Art. They will learn how to create a range of textures and mark making while gaining an understanding of the importance of tone and composition. 1,2,3
	<b>Colour Theory:</b> How do colours affect each other and why?	An introduction to colour theory and the use of wet materials in the classroom. Students will study the colour wheel and the complexities of colour. Using colour theory knowledge students are encouraged to experiment with the application of paint using both wet and dry brush techniques. 1,2,3,4
	<b>Paul Klee: Fish</b> How do artists use the world around us as inspiration for their art?	During this project pupils are introduced to the work of Paul Klee with emphasis on his application of paint, mark making and the influence of cave painting. After being introduced to the usefulness of reference material they will begin to design fish inspired by Paul Klee, Cave art. And their own research. 1,2,3,4,5
	<b>Paul Klee continued</b>	Students are encouraged to reflect on their knowledge of colour, painting techniques, reference material and Klee's work to produce an A2 painting of a fish. 1,2,3,4,5
	<b>Architecture:</b> How have technology and society changed the look of public buildings?	Using the local area students will study architecture from 1577 to modern day. Comparisons are made between styles and the effect that the available materials, technologies and society would have had on architectural design. An introduction to Hundertwasser looks at how the relationship between people and nature has influenced his work. Students research iconic buildings which they develop into a piece of work using Hundertwasser as inspiration. 1,2,3,4,5
	<b>Hanami:</b> How is a sense of depth created in a 2D artwork?	Having investigated the annual Cherry Blossom festival of Hanami, students use the skills gained throughout the year. With an emphasis on fore, mid and background to create depth, they will utilise paint techniques, colour mixing and contextual understanding to create a scene including cherry blossom and Mount Fuji. 1,2,3,4,5

	<b>Topic/Big Question</b>	<b>Focus</b>
<b>Year 8</b>	<b>Portraiture:</b> An introduction What shape is an eye?	An introduction to the art of portraiture. Students will look at proportion, scale, shape and form to strengthen the understanding of the facial features. Using tone and mark making they will gain confidence in drawing the three dimensional head 1,2,3
	<b>Julian Opie:</b> How simplistic can a portrait be and still be recognisable as a specific person?	Using the planning techniques of Opie to simplify portraits while keeping the face recognisable, students will create self portraits. They will then revisit colour theory to help them mix their individual skin tone, and choose a flat background colour to complete the work. (Possible visit to National Portrait Gallery) 1,2,3,4,5
	<b>Frank Bowling:</b> Who is Frank Bowling and what is Abstract Art?	Students will carry out research into the life and work of Frank Bowling, looking at both his figurative and abstract work. They will make decisions and give opinion about his work while carrying out tasks linked to the common elements of his work. There will be an element of biography about this project with a growing understanding that art can provoke an emotion or feeling. Students will be encouraged to experiment freely with materials, searching for positive outcomes and happy accidents 1,2,3,4,5
	<b>Njedika Crosby:</b> Mixed media How has Njedika Crosby married her two worlds through her art?	Students will investigate the working practise of Crosby to gain an understanding of the myriad ways that mixed media can be used, focussing on overlaying materials and composition. Students will then Use their own surroundings as a starting point to create their own mixed media work using collage, pencil and paint etc. 1,2,3,4,5
	<b>Cubism and Picasso - (Part 1)</b> How can we see all angles of a 3D object on a flat plane of paper?	Students will be introduced to the Cubist work of Picasso. They will investigate the techniques used by the Cubists to create both Analytical Cubism and Synthetic Cubism artworks and understand the reasoning behind these works. Students will work in two dimensions to develop their own Cubist imagery. 1,2,3,4,5
	<b>Cubism in 3D (Part - 2)</b> Why does that guitar have one and a half bodies?	Students will study the cardboard sculptures produced by Picasso, focussing on his use of the guitar in his three dimensional work. They will go on to develop their work referencing Picasso while experimenting with the properties and potential of cardboard and string to create their own Cubist cardboard sculptures. 1,2,3,4,5

Year	Topic/Big Question	Focus
9	<b>Jasper Johns:</b> What does our mind already know?	Specialist technique workshop: Jasper Johns Researching the abstract expressionism of Jasper Johns and how his use of 'things the mind already knows' came into being. Students will experiment with materials and the application of paint and various media to abstract numbers using John's work as a starting point. 1,2,3,4,5
	<b>Keith Haring:</b> Can Art be used as social activism?	Specialist technique workshop: An introduction to Keith Haring giving students the opportunity to consider their own passions and concerns. Students will use the simplistic pictographs of Haring's work to develop and design their own visual language for their chosen issue. 1,2,3,4,5
	<b>Printing:</b> Paul Catherall and architecture	An introduction to the iconic architecture and structures of print maker Paul Catherall. Students will research the architecture of galleries across the world such as The Pompidou, Tate Bankside, The Guggenheim, The National Gallery etc. Students will develop their own design and using polyblock or lino produce a 1-3 colour print referencing Catherall's use of simplified tones and flat colour 1,2,3,4,5
	<b>Specialist technique workshops</b>	Students will look at the work of contemporary artists who use specific techniques, materials or themes such as Ian Murphy, Jake and Dinos Chapman, Heinz Edelmann, Max Ernst, etc. They will experiment with the techniques and materials used by these artists and gain skills in artist research and presentation to broaden their knowledge and understanding in readiness for GCSE Art. 1,2,3,4,5
	<b>Rauschenberg</b> Multi media, assemblage and abstract art	Students investigate and use the work of Robert Rauschenberg to explore the use of mixed media. They will focus upon composition and balance through placement of images and techniques to create a successful final outcome. Observed drawings of household objects will then be used to design and create cardboard assemblages using monochromatic materials 1,2,3,4,5
	<b>Henry Moore:</b> How can we use photography and perspective to play with scale?	Pupils research the work of sculptor Henry Moore as an introduction to three dimensional art. Focus is on his work's relationship with the landscape and the abstraction of the human form. Pupils will go on to create their own mini sculptures, placing and photographing them in the school grounds taking into consideration the surrounding landscape and site of the work. 1,2,3,4,5 (Possible visit to Perry Green : Moore's studios)