

KS3					
<u>Cycle 1</u>	Paul Cezanne (died in 1901)/Picasso 1881		Calude Monet (1840-1926) Romantic Time Period - Music) <u>Claude Debussy (1862)</u>		<ul style="list-style-type: none"> • Gustav Klimt (1862-1918) • <u>Contemporary Music period (1900-present)</u> • <u>Duke Ellington (1899) Jazz</u>
<u>Cycle 2</u>	Salvador Dali (1904-1989)		Andy Warhol (1928-1987) Romantic Time Period - Music)		<ul style="list-style-type: none"> • Jack Vettrianno (born 1951) • <u>Contemporary Music period (1900-present)</u>

Curriculum Framework
KS3

Arts (Art Music Drama)
Next Year plan altered

- Amended according to new curriculum to be chronological (study of famous people)

Cycle 1	<p>2D Art/ Textiles Pablo Picasso (1881)</p> <ul style="list-style-type: none"> • work in the area of craft and design, • understanding of art, craft and design processes, associated equipment and safe working practices. • work in the area of fine art, • exploration of media, processes and techniques in 2D 	<p>Dance/Drama/Music (Christmas production)</p> <p>Drawing assessment Drawing to Music Wassily Kandinsky Pupil profile - art which expresses feelings and emotions Research lettering styles and fonts Henri Matisse - colour investigations</p>	<p>3D art/animation/Music (Romantic Time Period - Music) <u>Claude Debussy (1862)</u></p> <p>Pattern (indian culture)/ Use your ICT skills to manipulate your images by scanning in your drawings, cropping, enhancing, mirror image, repeats etc or print your work on to a Tee Shirt or piece of fabric.</p> <ul style="list-style-type: none"> • study of a range of artefacts from contemporary, historical, personal and 	<p>2d Art and Music Andy Warhol <u>Pop art/comic book illustration (Di Vinci)</u></p> <ul style="list-style-type: none"> • work in the area of fine art, • exploration of media, processes and techniques in 2D • the role of music and musicians in society, of the music industry and of artistic and intellectual property rights • staff notation and other relevant notations in a range of musical styles, genres and traditions • individual and group improvisation and 	<p>Art and Dance/Music</p> <ul style="list-style-type: none"> • <u>graffiti/street art</u> • <u>Contemporary Music period (1900-present)</u> • <u>Duke Ellington (1899) Jazz</u> • work in the area of craft and design, • understanding of art, craft and 3D design processes, associated equipment and safe working practices. • a range of classical and popular traditions and current trends in music that reflect cultural 	<p>Drama and Dance <u>Grease</u></p> <ul style="list-style-type: none"> • the use of music technologies to create, manipulate and refine sounds • performance activities in a range of contexts within and beyond the classroom <p>individual and group improvisation and performance</p>
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Cycle 2	<p>Salvador Dali</p> <p>Art and Drama</p> <p><u>Animation(Nick Park)</u></p> <ul style="list-style-type: none"> • exploration of media, processes and techniques in new technologies • exploration of media, processes and techniques in 3D • a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension • staff notation and other relevant notations in a range of musical styles, genres and traditions <p>devising, scripting and performing plays.</p>	Dance/Drama/Music (Christmas production)	<p>Textiles, crafts and Music</p> <p><u>African art</u></p> <ul style="list-style-type: none"> • study of a range of artefacts from contemporary, historical, personal and cultural contexts • exploration of media, processes and techniques in 3D • a range of live and recorded music from different times and cultures • texts that enable pupils to appreciate the qualities and distinctiveness of texts from different cultures and traditions 	<p>Textiles, crafts and Music (Monet)</p> <p><u>Fashion (story making through textiles)</u></p> <ul style="list-style-type: none"> • work in the area of craft and design, • understanding of art, craft and design processes, associated equipment and safe working practices. • consideration of contextual influences that affect the way music is created, performed and heard • the role of music and musicians in society, of the music industry and of artistic and intellectual property rights • individual and group improvisation and performance 	<p>Jack Vettriano (born 1951)</p> <ul style="list-style-type: none"> • <u>Contemporary Music period (1900-present)</u> <p>2d Art and Music</p> <ul style="list-style-type: none"> • work in the area of fine art, • exploration of media, processes and techniques in 2D • the role of music and musicians in society, of the music industry and of artistic and intellectual property rights • a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension 	<p>Drama and Dance</p> <p><u>Wicked (Wizard of Oz)</u></p> <ul style="list-style-type: none"> • the use of music technologies to create, manipulate and refine sounds • performance activities in a range of contexts within and beyond the classroom • drama drawn from different historical times, including contemporary writers

Synaesthesia a harmless condition that allows a person to appreciate sounds, colours etc simultaneously. Expression, feelings, thoughts.

Henry Moore, David Hockney, Van Gogh, Anselm Kiefer, Andrea Joseph, Van Gogh

Produce a series of drawings in the style of one of the above artists. For example Henry Moore often uses wax resist, water colour and pen and ink in his drawings. Illustrator Andrea Joseph usually works in biro



(Van Gough)

WASSILY KANDINSKY, CELTIC ART, ILLUMINATED LETTERS , MICHEL EUGENE CHEVREL



WASSILY KANDINSKY

Colour was a revelation to the French artist Henri Matisse he tried to allow the colour to explode freely all over the canvas, he wanted to simplify painting. He tried to reduce painting to the essentials – the **minimum** of resources used to produce the **maximum** of results.

You will learn about colour mixing use of harmonies, warm/cool use of primaries, secondaries, tertiaries, complementary, plus key vocabulary. You will begin to understand how colour can be expressive, symbolic and used to create mood and atmosphere.

You will develop skills required to mix and apply paint with confidence and purpose. Clear evidence of understanding will be through practical work and written and verbal assessment - group, peer/self and teacher feedback both written and verbal.



Picasso self-portraits

Cubism – An art movement begun by Pablo Picasso and Georges Braque in the early 20th century in which different sides of an object are shown at the same time

Abstract art – Art that is not representational or realistic, where the visual elements of art (colour, line, tone and shape and so on) are the subject rather than a representation of a person, object or scene

Viewfinder – Card ‘window’ used to select specific parts of an object, scene or picture

