

Art & Design Key Stage 3

Curriculum map



Key Stage 3 Art & Design - Curriculum Map - Version 3.0, 4 February 2022

Highlighted titles indicate new lessons released for February 2022



1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS3 Art & Design is formed of 8 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Introduction to art: understanding the basics - linking work to self	Year 7	15
2 Pop art: modern popular culture	Year 7	14
3 Abstract art: beyond the normal	Year 7	11
4 Architecture: understanding the world around us	Year 8	16
5 3D sculpture: developing fine motor skills	Year 8	14
6 Identity: who I am	Year 9	14
7 War and conflict: those who cannot remember the past are condemned to repeat it	Year 9	13
8 Empowerment and equality	Year 9	11



3. Lessons

Highlighted titles indicate new lessons released for February 2022

Unit 1 Introduction to art: understanding the basics - linking work to self 15 Lessons

Lesson number	Lesson question	Pupils will learn
1.	Vincent Van Gogh (Part 1): Mark making	<ul style="list-style-type: none">In this lesson, we will learn about Van Gogh's use of expressive marks and have a go ourselves.
2.	Vincent Van Gogh (Part 2): My bedroom	<ul style="list-style-type: none">In this lesson, we will learn about Van Gogh's life and create our dream bedroom.
3.	Vincent Van Gogh (Part 3): Self portrait	<ul style="list-style-type: none">In this lesson, we will learn about Van Gogh's use of colour to create a self portrait that captures the essence of our soul.
4.	Introduction to art: Drawing techniques	<ul style="list-style-type: none">In this lesson, we will learn about continuous line and two handed drawing.



5.	Approaches to drawing	<ul style="list-style-type: none">• In this lesson, we will explore different approaches to drawing: negative space drawing, continuous line drawing, and scribbled line drawing.
6.	Drawing still life	<ul style="list-style-type: none">• In this lesson, we will use the skills we have been developing to begin drawing from still life.
7.	Introduction to art: Understanding colour	<ul style="list-style-type: none">• In this lesson, we will explore understanding colour through the media of paint.
8.	Introduction to art: Approaches to painting (Part 1)	<ul style="list-style-type: none">• In this lesson, we will explore and investigate the painting techniques: dry brush, sgraffito and impasto.
9.	Introduction to art: Approaches to painting (Part 2)	<ul style="list-style-type: none">• In this lesson, we will respond to an artist through the painting technique of impasto.
10.	Alternative Approaches to Painting: Using Household Items as Painting Implements and Paint (Part 1)	<ul style="list-style-type: none">• In this lesson, we will use household items to create art.
11.	Alternative Approaches to Painting: Using Household Items as Painting Implements and Paint (Part 2)	<ul style="list-style-type: none">• In this lesson, we will continue to use household items to create art.

12. Introduction to art: Collage techniques

- In this lesson, we will explore the techniques of collage. We will learn about creating balance and using different collage techniques.



13. Introduction to art: Basic illusion with photography

- In this lesson, we will learn how to create basic illusion using photography. We will learn about miniature photography and practise it.

14. Introduction to art: Analyse an artist's work

- In this lesson, we will learn how to analyse an artists work. We will learn how to identify and analyse mood, content, media and techniques.

15. Introduction to art: Annotate work

- In this lesson, we will learn how to annotate a piece of art before practising annotating a piece of art.
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Unit 2 Pop art: modern popular culture

14 Lessons



Lesson number	Lesson question	About the lesson
1.	Julian Opie Portraits (Part 1)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn how to create a Pop Art portrait in the style of Julian Opie.
2.	Julian Opie Portraits (Part 2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will add colour to our Pop Art portrait in the style of Julian Opie.
3.	Andy Warhol (Part 1)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will learn how to create a digital portrait in the style of Andy Warhol.
4.	Andy Warhol (Part 2)	<p>Pupils will learn</p> <ul style="list-style-type: none">• In this lesson, we will practise creating digital artwork from a drawing in the style of Andy Warhol.

5.

Chila Kumari Burman (Part 1)

Pupils will learn

- Chila Kumari Burman describes herself as a "Punjabi Liverpudlian".
- Famous artworks by Chila Kumari Burman include her "Auto-Portrait" and "Eat me now".
- Sketchbook planning pages can include factual information and artistic interpretation.
- Mixed media is visual art in which more than one medium has been used.
- A 'collage' is a picture involving different materials or objects.

Equipment

- Sketchbook, pens and pencils, collage materials, scissors and glue



6.

Richard Hamilton (Part 1)

Pupils will learn

- In this lesson, we will learn how to create a collage in the style of Richard Hamilton.

7.

Richard Hamilton (Part 2)

Pupils will learn

- In this lesson, we will practise creating a digital collage in the style of Richard Hamilton.
-

8.

Chila Kumari Burman (Part 2)

Pupils will learn

- A 'collage' is a picture involving different materials or objects.
- Chila Kumari Burman describes herself as a "Punjabi Liverpudlian".
- Chila Kumari Burman puts personal narratives into her pop art collages.
- Richard Hamilton was a pop artist who used collage, printmaking and digital art.

Equipment

- Sketchbook, magazines, family photos, scissors and glue.

Guidance warnings

- Equipment requiring safe usage.



9.

Wayne Thiebaud (Part 1)

Pupils will learn

- In this lesson, we will learn how to create our own Wayne Thiebaud-inspired mixed-media artwork.

10.

Wayne Thiebaud (Part 2)

Pupils will learn

- In this lesson, we will practise creating our own Wayne Thiebaud-inspired drawing using the grid method.
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11. Claes Oldenburg (Part 1)

Pupils will learn

- In this lesson, we will learn how to create our own Claes Oldenburg-inspired sculpture.



12. Claes Oldenburg (Part 2)

Pupils will learn

- In this lesson, we will create our own Claes Oldenburg-inspired weave of an ice lolly.

13. Chila Kumari Burman (Part 3)

Pupils will learn

- Sculptures are solid objects that represent a person, idea or thing.
- 'Origami' is the creation of decorative objects using folded sheets of paper.
- Chila Kumari Burman created an ice cream sculpture called "Eat me now".
- Claes Oldenburg's Dropped Cone is an ice cream cone sculpture in Cologne.

Equipment

- Four sheets of paper, felt tips and pencils, scissors and glue.
-

Pupils will learn

- Evaluating each of the pop artists we have studied.
- Deciding which artist or artwork we enjoyed the most.
- Reviewing key aspects of each artist that we studied.

Equipment

- Two sheets of paper, colouring pens/pencils, a pencil
-



Unit 3 Abstract art: beyond the normal

11 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Kandinsky (Part 1)	<ul style="list-style-type: none">In this lesson, we will learn about Kandinsky and learn how to re-create his work.
2.	Kandinsky (Part 2)	<ul style="list-style-type: none">In this lesson, we will learn about Kandinsky and produce our own 'degenerate' art!
3.	Matisse (Part 1)	<ul style="list-style-type: none">In this lesson, we will learn about Matisse, re-create his work and produce our own 'cut out'.
4.	Matisse (Part 2)	<ul style="list-style-type: none">In this lesson, we will learn about Matisse and draw our own Matisse inspired view from a window.
5.	Delaunay (Part 1)	<ul style="list-style-type: none">In this lesson, we will learn about the artist Robert Delaunay and understand and use gradients and colours that harmonise.

6. Delaunay (Part 2)

- In this lesson, we will look at the work of Robert Delaunay and create our own 'dynamic' Cubist artwork, with a fabulous colour interpretation.



7. Picasso (Part 1)

- In this lesson, we will look at Picasso, learn about the artist and re-create a Picasso-inspired continuous line portrait.

8. Picasso (Part 2)

- In this lesson, we will learn how to complete a portrait showing two viewpoints - profile and front views of your own face - merged in the style of Picasso.

9. Piet Mondrian

- In this lesson, we will learn how to create a Mondrian-inspired digital artwork based on our local area.

10. Ben Nicholson

- In this lesson, we will learn how to create a Ben Nicholson-inspired artwork using frottage.

11. Abstract Art Evaluation

- In this lesson, we will evaluate our Abstract Art project.
-

Unit 4 Architecture: understanding the world around us

16 Lessons



Lesson number	Lesson question	Pupils will learn
1.	John Piper (Part 1)	<ul style="list-style-type: none">In this lesson, we will map out drawings inspired by John Piper.
2.	John Piper (Part 2)	<ul style="list-style-type: none">In this lesson, we will add expressive mark making to our drawing.
3.	Sunga Park (Part 1)	<ul style="list-style-type: none">In this lesson, we will learn about the artist Sunga Park and start our ink and wash drawing.
4.	Sunga Park (Part 2)	<ul style="list-style-type: none">In this lesson, we will look at the artist Sunga Park and complete our ink and wash drawing.
5.	Minty Sainsbury (Part 1)	<ul style="list-style-type: none">In this lesson, we will look at the artist Minty Sainsbury and start our pencil drawing.
6.	Minty Sainsbury (Part 2)	<ul style="list-style-type: none">In this lesson, we will learn how to add tone and blending to our pencil drawing.



7.	Stephen Wiltshire (Part 1)	<ul style="list-style-type: none">• In this lesson, we will learn about the artist Stephen Wiltshire and begin drawing from our imagination.
8.	Stephen Wiltshire (Part 2)	<ul style="list-style-type: none">• In this lesson, we will add cross hatching and mark making to our drawings.
9.	Lucy Jones (Part 1)	<ul style="list-style-type: none">• In this lesson, we will learn about the artist Lucy Jones and then practise monoprinting and collaging.
10.	Lucy Jones (Part 2)	<ul style="list-style-type: none">• In this lesson, we will continue looking at the artist Lucy Jones and monoprinting and collaging.
11.	ROA (Part 1)	<ul style="list-style-type: none">• In this lesson, we will learn how to create a drawing inspired by the artist ROA.
12.	ROA (Part 2)	<ul style="list-style-type: none">• In this lesson, we will continue creating a drawing inspired by the artist ROA.
13.	Composition ideas	<ul style="list-style-type: none">• In this lesson, we will plan composition ideas for the final piece of this project.

14. Final piece (Part 1)

- In this lesson, we will start the process of creating our final piece.



15. Final piece (Part 2)

- In this lesson, we will finish making our final piece.

16. Evaluation

- In this lesson, we will evaluate the end of the project on architecture.
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Lesson
number

Lesson question

About the lesson

1.

Sculpture: Paper Manipulation

Pupils will learn

- In this lesson, we will understand the basics of line, shape and tone. We will practise 'weight of line': this means how dark it is or how hard we are pressing. We will focus on using basic shapes for our work. These basic shapes will be the basis for most, if not all, drawings we do. We will also add a variety of tones using shading techniques.

2.

Creating a sculpture inspired by natural forms

Pupils will learn

- 'Biomorphic' artworks look lifelike.
- 'Organic' forms look natural.
- Sir Anish Kapoor is best known for creating large scale public sculptures.
- 'Natural forms' are objects you find in nature.
- How to create a sculpture inspired by natural forms.

Equipment

- Glue, paper, pencil, scissors

3.

Creating a sculpture inspired by Chakaia Booker and Anish Kapoor

Pupils will learn

- 'Biomorphic' artworks look lifelike.
- Chakaia Booker is an internationally renowned and widely collected American sculptor.
- Chakaia Booker's artwork has a biomorphic appearance, but is not inspired by natural forms.
- Sir Anish Kapoor is best known for creating large scale public sculptures.
- How to create a sculpture inspired by natural forms.

Equipment

- Glue, scissors, tinfoil



4.

Creating a sculpture inspired by Zaha Hadid

Pupils will learn

- 'Architecture' describes the look and design of buildings and sculptures.
- Dame Zaha Hadid was inspired by her early childhood in Iraq.
- Different examples of architectural features.
- How to create a sculpture.

Equipment

- Cardboard, glue, toilet paper, scissors, cotton bud

5.

Creating a sculpture inspired by David Adjaye

Pupils will learn

- 'Heritage' is valued objects and qualities, such as historic and cultural buildings passed down from previous generations.
- Sir David Adjaye has created buildings inspired by his childhood travels.
- Sir David Adjaye's buildings are inspired by his heritage.
- How to create a heritage inspired design.

Equipment

- Paper, glue, pencil, scissors, cardboard



6.

Notan collage

Pupils will learn

- In this lesson, we will create a Notan-inspired cut paper collage.

7.

Barbara Hepworth & Henry Moore

Pupils will learn

- In this lesson, we will look at the work of Barbara Hepworth and Henry Moore. Both of these artists will inspire our future work.

8.

Create a design for a soap sculpture inspired by the Work of Henry Moore and Barbara Hepworth

Pupils will learn

- In this lesson, we will use our research into the work of Henry Moore and Barbara Hepworth to create a design for a soap sculpture.

9. Soap carving inspired by the work of Barbara Hepworth and Henry Moore

Pupils will learn

- In this lesson, we will carve a soap sculpture inspired by Barbara Hepworth and Henry Moore.



10. Creating a sculpture inspired by Veronica Ryan

Pupils will learn

- 'Domesticity' is home or family life.
- 'Maternity' is the quality or state of being a mother.
- Veronica Ryan is an internationally renowned sculptor who frequently uses cement, bronze and lead in her sculptures.
- Veronica Ryan's abstract work has a biomorphic (lifelike) quality inspired by pods and seeds.
- How to create a sculpture inspired by Veronica Ryan.

Equipment

- Flour, salt, water, oven

11. Creating assemblage art

Pupils will learn

- In this lesson, we will create an assemblage artwork.

12.

Creating a sculpture inspired by Yinka Shonibare

Pupils will learn

- Assemblage is a collection or gathering of things or people.
- Composition is the arrangement of elements within an artwork.
- Yinka Shonibare works across multiple disciplines such as painting, sculpture, photography, installation and film.
- Yinka Shonibare's work explores cultural identity.
- 'Cheeky Little Astronomer' is an assemblage of objects making references to themes such as African culture, aspiration and multiculturalism.

Equipment

- Paper, pencil, objects



13.

Land sculpture inspired by Richard Long, collected from garden or daily walk

Pupils will learn

- In this lesson, we will create a piece of land art inspired by Richard Long.

14.

Pencil study of own sculpture showing grasp of line, shape form and tone

Pupils will learn

- In this lesson, we will create a pencil study of one of our sculptures.
-



Lesson
number

Lesson question

About the lesson

1.

**Chila Kumari Burman and Gonkar
Gyatso**

Pupils will learn

- 'Identity' is the characteristics, experiences and possessions that make us who we are.
- 'Mixed media' is a type of visual art in which more than one medium or material is used.
- Gonkar Gyatso makes collages that combine his life consumerism and Buddhism.
- Chila Kumari Burman combines Asian culture and pop art in her collages.
- Both Gonkar Gyatso and Chila Kumari Burman represent elements of their identities in their collages.

Equipment

- Used wrapping paper, images from magazines or books, scissors and glue sticks.

Pupils will learn

- 'Self portraits' are portraits artists make of themselves.
- Chila Kumari Burman uses lots of bright colours and mixed media in her artworks.
- Chila Kumari Burman's Auto-Portrait, 1996-2013, is a self-portrait using lots of different photos.
- Juan Pablo Echeverri took a different photo of himself in a photobooth everyday and then made a collage from them.
- Chila Kumari Burman and Juan Pablo Echeverri used similar and different methods in their self-portrait collages.

Equipment

- A self-portrait, a black fineliner pen, Photopea
-



3.

Jasper Johns and Wilfredo Prieto: Exploring 'National Identity' (Part 1)

Pupils will learn

- 'National identity' is a shared identity that comes from a culture or particular country.
- Every country reflects their culture in terms of dress, food, religion and culture.
- Jasper Johns' "Flag" used a newspaper collage to create an American flag.
- Wilfredo Prieto's "Apolitico" represented all of the flags in the world in black and white.
- Using photographs and/or found images to design a national flag.

Equipment

- Used magazines/leaflets, felt tips or colouring pencils, A4 paper and a pencil
-



4.

**Jasper Johns and Wilfredo Prieto:
Exploring 'National Identity' (Part 2)**

Pupils will learn

- 'National identity' is a shared identity that comes from a culture or particular country.
- Jasper Johns' "Flag" used a newspaper collage to create an American flag.
- Wilfredo Prieto's "Apolitico" represented all of the flags in the world in black and white.
- How to make a mini concertina book from A4 paper.

Equipment

- 1 sheet of A4 paper, a pencil, a fineliner pen, coloured pencils or felt tips, a pair of scissors.



5.

Dain (Part 1)

Pupils will learn

- In this lesson, we will learn about the artist Dain and start a collage portrait composition.

6.

Dain (Part 2)

Pupils will learn

- In today's lesson, we will complete our collage portrait composition inspired by the artist Dain.
-

7.

Frida Kahlo (Part 1): Narrative/storytelling through portraiture

Pupils will learn

- Frida Kahlo was a twentieth century Mexican painter.
- Frida Kahlo typically created self-portraits showing her head and shoulders.
- Frida Kahlo created 55 self-portraits during her lifetime.
- Frida Kahlo's "Self-portrait with Thorn Necklace and Hummingbird" was painted in 1940.
- 'Definition' is the act of making something definite, distinct or clear.

Equipment

- A pencil and eraser, a photographic self portrait, A4 sketchbook or paper.
-



8.

**Frida Kahlo (Part 2):
Narrative/storytelling through
portraiture and collage**

Pupils will learn

- 'Composition' is the way in which different elements of an artwork are combined or arranged.
- Frida Kahlo told personal stories about love and her life in her paintings.
- How to add composition to your painting.
- Collage is a piece of art made by sticking various materials such as photographic images onto a paper or fabric.

Equipment

- Your self-portrait from the previous Frida Kahlo lesson, images from magazines, scissors and glue.



9.

Adam Hale inspired Collage

Pupils will learn

- In this lesson, we will develop some surreal collage responses to Adam Hale using analogue & digital techniques.

10.

Tyler Spangler inspired text

Pupils will learn

- In this lesson, we will develop some surreal therapeutic typographic responses to Tyler Spangler using analogue & digital techniques.
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11.	Mixed media inspired by Dave McKean	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will develop a surreal mixed-media collage in response to Dave McKean using analogue & digital techniques.
12.	Photography inspired by Dan Hillier & Magdiel Lopez	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will develop some surreal photographic responses to the work of Dan Hillier & Magdiel Lopez.
13.	Final Response	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will develop our final Identity unit composition.
14.	Evaluating your project	Pupils will learn <ul style="list-style-type: none">• In this lesson, we will learn to evaluate our work by understanding ways of discussing an image or an artist and how to feedback, annotate key impressions and overall feedback. We will get to rate the artists' work and explain our creative journey.

Unit 7 War and conflict: those who cannot remember the past are condemned to repeat it

13 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Still life drawing: Showing recall of skills and knowledge learnt	<ul style="list-style-type: none">In this lesson, we will create a still life drawing, using the skills and knowledge we have already learnt.
2.	Creating artwork in response to our theme	<ul style="list-style-type: none">In this lesson, we will create an artwork using pencil, coffee and household objects, which links to our theme of 'War and Conflict'.
3.	War and conflict: Painting / wet media	<ul style="list-style-type: none">In this lesson, we will create an artwork that links to our theme of 'War and Conflict'.
4.	War and conflict: Collage	<ul style="list-style-type: none">In this lesson, we will create a collage which links to our theme of 'War and Conflict'.
5.	Zentangle artwork	<ul style="list-style-type: none">In this lesson, we will create a Zentangle inspired artwork which links to our theme of 'War and Conflict'.



6.	War and Conflict: Text Art	<ul style="list-style-type: none">• In this lesson, we will create a Text artwork which links to our theme of 'War and Conflict'.
7.	Mixed media work linking to the theme: Recall of skills and knowledge learnt	<ul style="list-style-type: none">• In this lesson, we will create a mixed-media work which links to our theme of 'War and Conflict' and recalls the skills and knowledge we have learnt in this unit so far.
8.	Basics of photography	<ul style="list-style-type: none">• In this lesson, we will look at the use of photography for our artwork on our theme 'War and Conflict'.
9.	Creating a response to Picasso's Guernica, using previously learnt techniques	<ul style="list-style-type: none">• In this lesson, we will create an artistic response to Picasso's Guernica.
10.	Composition idea	<ul style="list-style-type: none">• In this lesson, we will create a composition idea for our final piece of the War and Conflict unit.
11.	Final piece (Part 1)	<ul style="list-style-type: none">• In this lesson, we will create a final piece for the 'War and Conflict' theme.
12.	Final piece (Part 2)	<ul style="list-style-type: none">• In this lesson, we will finish our final piece for the 'War and Conflict' theme.

13. Evaluation

- In this lesson, we will evaluate our final piece for the 'War and Conflict' theme.
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Unit 8 Empowerment and equality

11 Lessons



Lesson number	Lesson question	Pupils will learn
1.	Unit introduction	<ul style="list-style-type: none">In this lesson, we will learn about the new topic of 'Empowerment and Equality'. We will be studying some empowering portraits in Art & Design and developing self-portraits for your personal empowerment theme.
2.	Gabriel Garcia Roman (Part 1)	<ul style="list-style-type: none">In this lesson, we will learn about the work of Gabriel Garcia Roman - Gay Icons. We will also learn about initial editing of self-portrait photos, painting over backgrounds and adding text.
3.	Gabriel Garcia Roman (Part 2)	<ul style="list-style-type: none">In this lesson, we will learn about a range of mixed-media techniques to develop design variations inspired by Gabriel Garcia Roman's work.
4.	Tim Okamura: Intro to grid portraiture	<ul style="list-style-type: none">In this lesson, we will look at Tim Okamura's portrait work. We will complete Stage 1 of developing a grid drawing from a portrait: Outline drawing.



5. Tim Okamura: Shading and planning grid portraiture

- In this lesson, we will review Tim Okamura's work by considering background and other finishing elements. We will look finishing grid with shading and other meaningful detail relevant to your empowerment idea.
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6. Kehinde Wiley: An introduction

- In this lesson, we will learn about Kehinde Wiley's portrait work, using Photopea to preview our portrait drawing against photographic backgrounds.
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7. Kehinde Wiley: Painting preparation

- In this lesson, we will look at painting techniques, including how to make homemade gesso to prime and prepare surfaces for painting. We will develop a painted test of our portrait drawing using gouache and planning next personal empowerment stages.
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8. Composition ideas for final piece

- In this lesson, we will look at ways of developing and testing our personal composition ideas. The teacher will be developing a Tim Okamura-inspired personal response using the theme of Roller Derby.
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9. Final Piece (Part 1)

- In this lesson, we will start our final piece/s inspired by the different artists. We will use digital techniques to visualise pattern with our designs. We will also learn ways of transferring your designs to your primed surfaces.
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10. Final Piece (Part 2)

- In this lesson, we will complete our piece/s inspired by the different artists. The teacher will be completing their two final patterned pieces using gouache and mixed-media.



11. Evaluation

- In this lesson, we will evaluate our work by understanding ways of discussing an image or an artist and how to feedback, annotate key impressions and overall feedback. We will get to rate the artists' work and explain our creative journey.
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4. Learn More



Contents

Section number	Section content
1.	Introduction to Oak's key stage 3 art and design curriculum
2.	Curriculum flexibility
3.	The structure of art
4.	Content selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through learning
8.	A curriculum of quality
9.	Further information about sequence

1. Introduction to Oak's key stage 3 art and design curriculum



The Oak key stage 3 art and design curriculum is structured around the National Curriculum aims to ensure that students are encouraged to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Oak's key stage 3 art and design curriculum will engage, inspire and challenge students. It will train students in the necessary techniques to be able to produce creative work, explore ideas, think creatively and critically and become inventive. The curriculum will begin by ensuring that all students have the correct grounding in artistic techniques. Once this is established the thematic projects can be worked through in our suggested sequence or in the school's preferred order.

2. Curriculum flexibility

The first unit at KS3 is the building block for the curriculum. By ensuring that students have a solid grounding in essential techniques and knowledge, the following units can be taught in any sequence. The units are designed to be transferable and act as building blocks to create your own curriculum sequence.

3. The structure of art

The topics and proposed sequence of units across Oak are organised around thematic units. Each unit teaches knowledge of the artists and their art, as well as the techniques they use. Pupils build a cumulative understanding of art through the knowledge they acquire and the techniques they practise.

4. Content selection

We are seeking to support schools to deliver the National Curriculum to children who cannot attend school. Our choice of what to teach will be guided by the content specified in the National Curriculum. In some cases we have chosen to broaden this to add increased challenge (e.g. to include more personal responses to artists and themes at KS3).



Decisions about knowledge selection have been guided by the National Curriculum and the work of the NSEAD. The knowledge learnt will enable students to be visually literate. The diversity of the curriculum will promote depth and understanding across the art world and connect students to the real world. This curriculum provides a broad and varied selection of artists and cultures. Teachers will want to provide students with alternative examples within their own curriculum offer. For example, you may wish to provide your students with opportunities to engage with other artists or craft people.

When studying modern artists and artistic movements we will draw links between the artists being studied and the great artists of the past that influenced their work, in order to expose pupils to the full wealth of artistic tradition.

5. Inclusive and ambitious

We want Oak's art lessons to be able to support all children. Our lessons will be pitched so that all can get an early sense of success. Students need to spend as much time as possible developing their skills to become proficient within the subject, where application of skills is often the evidence of knowledge and understanding. In this approach the teacher is the subject expert and the emphasis is on instruction and explanation, followed by deliberate practice supported by modelling, guided practice and scaffolding.

Our resources are written in a style that minimises potential barriers to understanding and is accessible to the widest range of students. Where appropriate, skills will be modelled, or in the case of written tasks, model answers will be given after work is complete so that pupils can develop a concept of good analytical and evaluative writing.

6. Pupil engagement

Pupil engagement is built through the creative process: the intrinsic need to want and enjoy creating. Where themes allow, we will include examples that are topical, complex and thought provoking.

We need pupils to be thinking during art lessons - to engage with the subject and to grasp the skills and ideas being taught. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons with key 'pause points' for students to follow teacher demonstrations. This will also involve questions throughout instruction, just as we would with classroom teaching.

7. Motivation through learning



Through carefully selected engaging projects, our teachers will reveal the intrinsic value in learning about the world around us through art. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The intention is that pupils feel so motivated that they feel the need to go beyond the lessons and wish to find out more about the artists, techniques, skills, cultures and movements we explore.

We will instill a sense of togetherness in the way we motivate students; we will use the collective 'we' and 'our' work so as to ensure students feel a sense of camaraderie and do not feel alone in their studies.

8. A curriculum of quality

The curriculum ensures that students acquire new skills, knowledge and understanding beyond their everyday experiences, allowing them to make sense of the world around them.

This curriculum is ambitious because it is skill and knowledge-rich, promotes deep thinking, allows students to think, apply and question like artists; encouraging them to engage with the world. From this base, students will be able to be creative and engage with future/ alternative ideas beyond the curriculum.

9. Further information about sequence

The units that follow are flexible in that as long as students have the grounding from unit 1 they are able to access the units. The suggested sequence shows a progressively challenging thematic approach whereby students look at themes and issues which ask challenging questions.

Lessons within a unit follow the broad format of 1) exposure to new concepts and ideas 2) skill development and/or exploration of media 3) application of the skills/ideas taught.

This ensures that students are given specific opportunities to learn the skills and relevant theory that they need to progress.