Westfield Academy - Curriculum Information

The curriculum provides students with the knowledge and skills to experiment, invent and create their own works of art with the opportunity to work in both two and three dimensions and across a wide range of media, techniques and processes. Students will gain critical thinking and understanding the history and culture of a range of artists, craft makers and designers.

Art

Head of Department	Miss A Cattini
Head of Department email	aci@westfield.academy
Lessons per 2 week cycle	2
Specification/Board details/Key stage	Year 9

Term by term

Autumn 1	Autumn 2	Spring 1

Structures

- To gain further understanding of the formal elements- line, shape, tone, colour, texture, pattern and form
- Observational drawing using primary and secondary source images
- Purpose, understanding and application of an artist transcription
- Visual analysis skills looking at the artists Marilyn Henrion and Tracey Snelling
- Study of the Favela's and their context in art and society

Spring 2	Summer 1	Summer 2

Change makers

- To gain understanding about the context of art in society
- To gain understanding of the application of a range of materials
- Knowledge of proportion and scale through observational drawing
- Visual analysis skills of artwork
- Understanding the skill of typography and lettering

Key Skills developed	Observational skills, fine motor skills, understanding and applying the elements of art, experimentation with media and materials, creative thinking and problem-solving, knowledge of art history and context, critical thinking and self-reflection, collaboration and

	communication
Useful Websites	https://www.tate.org.uk/kids https://www.royalacademy.org.uk/families
Reading/Literacy requirements /Key Words	**Elements of Art** 1. **Line**: A mark made by a tool, such as a pencil or brush, that can vary in width, direction, and length. 2. **Shape**: A two-dimensional area defined by lines or edges, which can be geometric (e.g., square) or organic (e.g., leaf). 3. **Form**: A three-dimensional object or the illusion of three dimensions in a two-dimensional artwork. 4. **Colour**: The visible spectrum of light; includes primary, secondary, and tertiary colours, as well as hue, tone, and shade. 5. **Texture**: The surface quality of an object, either actual (how it feels) or implied (how it looks like it would feel). 6. **Tone**: The lightness or darkness of a color or shade, used to create contrast and depth. 7. **Space**: The area around, between, or within objects; can be positive (occupied) or negative (empty). **Drawing equipment** 8. **Pencil**: A tool with a graphite core, available in different hardness levels (e.g., HB, 2B, 6B) for light or dark lines. 9. **Eraser**: Used to remove pencil marks or lighten areas of a drawing. 10. **Sharpener**: A tool for maintaining a fine point on pencils for precise drawing. 11. **Charcoal**: A drawing material made from burnt wood, ideal for bold, expressive lines and shading. 12. **Ruler**: A straight edge used for drawing precise lines and measuring distances. **Painting Tools**

	6. **Paintbrush**: A tool with bristles used to apply paint; available in different shapes (e.g., flat, round) and sizes. 7. **Palette**: A flat surface for mixing and holding paint. 8. **Acrylic Paint**: A fast-drying, water-based paint that is versatile and widely used. 9. **Watercolor Paint**: A translucent paint that is diluted with water for soft effects. 10. **Oil Pastels**: A stick of pigment and oil binder used for vibrant, blendable colours.
Homework requirements	Students will be set 1 piece of homework every 2 weeks. This homework should take a minimum of 1 hour to complete.
Personal Development Links	Personal development in KS3 art fosters creativity, confidence, and emotional expression, helping students grow both personally and socially. Through exploring diverse cultures, artistic techniques, and self-reflection, students develop empathy, resilience, and critical thinking. Art provides a safe space for expressing emotions and ideas, promoting well-being and a growth mindset. Collaborative projects enhance teamwork and communication, while individual tasks build independence and problem-solving skills. By encouraging exploration and self-discovery, KS3 art supports holistic development that extends beyond the classroom.
Trips/Visits (If applicable)	KS3 Art club KS3 Photography club