**Rolling Programme of Themes – KS3 Subject: Art and DT**

These themes follow the cultural studies themes. These areas are vast, so please choose from the areas given, including a variety of techniques from painting, drawing, sculpture, architecture, and developing the use of colour, pattern, texture, line, shape, form and space across the curriculum. I have included possible design projects, and one of these should be completed each year., space, , , ,

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|  | **Autumn – Britain** | **Spring USA** | **Summer AUSTRALIA –** pattern |
| **Year A** | **Digital Media (1) line, colour and pattern.**  **Print Making (1) - Explorative mark making using pattern and texture.**  Encountering line and pattern.  Exploring using digital media to create ideas for differing media.  Developing understanding of creatively using digital media.  Encountering simple printing.  Exploring printed rubbings.  Developing understand of tie dye. | **Collage (2) – Faces and everyday objects using line and form**  **Sculpture (1) form and space.**  Encountering differing artists who use food, junk etc.  Exploring the work of differing artists who use their wider imagination to create images of faces.  Developing understanding and creating facial collages  Encountering 2D and 3D shapes.  Exploring various 3D shapes.  Developing understanding of how to make various 3D shapes. | **Painting (4) - Colour, pattern and space.**  Encountering the colour pattern and space used in aboriginal art.  Exploring the colour pattern and space used in aboriginal art.  Developing understanding of the colour pattern and space used in aboriginal art. |
|  | **Autumn - France** | **Spring – Canadian Art** | **African Art** |
| **Year B** | **Drawing (1) – line and space**  **Painting (2) - Colour exploration**  Encountering mark making and the use of hands and feet to create line and space.  Exploring fine motor movement and mark making.  Developing understanding of mark making.  Encountering colour exploration  Exploring colour and tone  Understanding and developing colour and tone | **Print making (2) – Mono-printing using pattern and line**  **Textiles (1) weaving**  Encountering mono-printing.  Exploring positive and negative printing  Developing understand of various printing techniques.  To encounter differing materials and media to push and pull through holes or spaces to create a tactile surface.  To explore the process of using differing materials to push/pull/poke in and out/over and under to create a woven effect.  To develop an understanding of the concepts of in, out, over and under to create a ‘woven ‘effect. | **Painting (1) – Colour, tone, pattern**  **Painting (3) - Tonal exploration**  Encountering primary and secondary colour  Exploring primary and secondary colour  Developing and understanding of primary and secondary colour.  Encountering water as an element to altering tone when painting.  Exploring tonal painting through the varied use of water.  Developing understanding of the process of variation of tone. |
| **Year C** | Autumn – Mexico | Spring - Brazil | Summer – Spain |
|  | **Drawing (3) - line, tone and texture.**  Encountering drawing faces  Exploring how parts of the face look separately and together. Learning to look.  Developing understanding of the face as parts and as a whole. | Large stamps/physical stamps  Rollers  **Textiles (2) texture and pattern**  To encounter the process of collage to create tactile tiles/panels.  Exploring the patterns and textures that are all around us.  Developing understanding of recreating patterns and/or textures | GMS large outdoor sculptures  **Collage (1) – pattern, texture, form.**  **Sculpture (2) form, shape and pattern.**  Encounter patterns using a variety of objects and materials.  Explore copying and continuing a pattern using a variety of objects  Develop understanding of differing 2d and 3d shapes and forms when used in collage.  Encountering 3D sculpture.  Exploring 3D sculpture  Developing understanding of 3D sculpture. |

**Rolling Programme of Themes – KS4: Subject: Art and DT**

In the first year, these themes follow the cultural studies themes. Please include a variety of techniques from painting, drawing, sculpture, architecture, and developing the use of colour, pattern, texture, line, shape, form and space across the curriculum. Year 2 is a full year long art and design technology project.

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|  | **Autumn - India** | **European Artists** | **Summer -** **JAPAN** |
| **Year A** | **Textiles (2) further texture and pattern**  **Sculpture (3) – form, shape and space**  Encountering various textures and patterns.  Exploring textile collage  Developing understanding of creating a textile collage.  Encountering clay and shaped clay.  Exploring the versatility of clay.  Developing understanding of sculpture. | **Drawing (2) – line, shape and tone**  **Encountering line and shape.**  **Exploring line and shape.**  **Developing understanding of tone and line.** | **Collage (4) – Texture**  **Digital Media (2) – animation**  Encountering differing textures  Exploring different textures  Developing understanding of different textures.  Encountering animation  Exploring animation.  Developing understanding of animation. |
| **Year B** | **Surrealism** | **China** | **Collage Popular culture** |
|  | **Digital Media (2) photography, photomontage - Surrealism**  Experiencing the possibility and potential of digital media.  Exploring surrealist invention and free form.  Developing understanding of Surrealism. | **Print Making (3) pattern and texture**  **Encountering collagraphy.**  **Exploring collagraphy with repeat patterns.**  **Developing understanding of collagraphy.** | **Collage Popular culture (3) – using colour. Negative and positive shape and space**  Encountering coloured collage, layering, and both positive and negative spaces.  Exploring coloured collage, layering, and both positive and negative spaces.  Developing understanding of coloured collage, layering, and both positive and negative spaces. |

**Rolling Programme of Themes – Post 16 : Subject: Art and DT**

Any art and design in Post 16 will relate to work –related learning and mini-enterprise. E.g. designing and making craft items to sell at coffee mornings etc.