



Key Stage 3 Art Curriculum Map

Year 7



| Term | Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content. |
|------------------------------|--|---|--|
| Term 1 A and B (Autum) | <p>Intent To assess prior knowledge and foundational content.</p> <p>Baseline Assessment Tone – Tonal chart, Geometric shape layered shading, sphere and 3d shape shading. Negative Space, Ellipses Tea Pot – Mid-term assessment Pattern and Mark Making – Practice Rectangles Zentangle feathers Van Gogh – Sunflowers and research Observational Drawing – Shoes Observational Drawing – Fruit Rubbish still life – Final Piece</p> | <ul style="list-style-type: none">• Tonal charts are a reference guide for creating a range of tones and shades.• Gradients incorporate shadows and highlights to bring a flat design to life. Adding darker or lighter tones to a solid colour/tone brings in three-dimensional features to an otherwise two-dimensional design.• Artists use negative space to craft balance, proportion, and visual drama.• Ellipses, being able to record a circle in perspective.• To explore how ellipses are used in composition.• Imagining 2Dimensional shapes in 3Dimensional forms.• Artist research with a focus on mark making. Making connections to contextual studies.• Applying mark making and pattern.• Using basic shapes to create more complex shapes in still life drawing.• Exploring proportions, overlapping and hierarchy when producing a composition.• Using all formal elements effectively (Line, tone, texture, form, shape, pattern) | <p>Baseline Test – Still life drawing</p> <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment (Final Piece)</p> |

| | | | |
|--|--|---|--|
| Term 2 A and B (Spring) | <p><u>Intent</u> To reinforce the formal elements and introduce colour as a focus.</p> <p>Title Page – <i>Colour Theory</i> Primary, Secondary and Tertiary - <i>colour mixing</i> Watercolour – <i>Painting techniques</i> Gradients – <i>Colour combinations</i> Monochrome – <i>Cube painting</i> Bauhaus – <i>Paper Collage</i> Shade and Tints – <i>Tonal Charts</i> Value Landscapes Artist Research – <i>Picasso/Cubism</i> Oil Pastel – <i>Blending skills and techniques.</i> Final Piece – <i>Picasso style portrait</i> Evaluation</p> | <ul style="list-style-type: none"> • Exploring more advanced uses of and meanings associated with different colours (between cultures) • Knowing the relationships between different colours and colour combinations on the colour wheel. • Learning how to mix paint. • Learning how to hold and use a paint brush to apply paint. • To select colours that go well with each other and to convey the right mood or message in a piece of work. • Cube painting builds upon skills introduced in term 1 (variation of tone). • To develop knowledge of pattern and repetition. • Using tints and shades to add to describe 3D form. • Being able to balance light and dark tones in a painting. • To simplify complex forms into basic shades and shapes. • Being able to blend colours in different materials. • Understanding the difference between frontal and profile portraits (Cubism perspectives). • To make connection of own work to that of different artists using key terminology (contextual studies) • To use metacognitive skills in self-assessment (reflection) | <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |
|--|--|---|--|

| | | | |
|---|---|---|--|
| <p>Term 3 A and B (Summer)</p> | <p><u>Intent</u> In preparation for year 8. Combining skills learnt so far.</p> <p>Proportions of the face Practicing facial features A4 Assessed Portrait – proportions, likeness and tone. Cartoons – Key features of a cartoon. Turning a photograph into a cartoon and original ideas. Tim Burton – Artist research and key features of the artist’s work. Typography – Literacy, Construction of a poem and decorative fonts. Creating a comic – storyboarding, layout and character development. Final Piece – Comic book strip Tim Burton research page.</p> | <ul style="list-style-type: none"> • Observe proportional elements of the face and placement of the facial features. • Using correct proportions and placement of the facial features. • Draw a face based on observation. • Variations of values, most importantly with different pressures applied effectively. • Constructing irregular shapes. • To understand the basic elements and techniques of cartoon drawing. • Explore character design, with different weights of line. • Manipulations of existing knowledge, exaggerating and simplify a person’s likeness or notness. • To understand the deeper meaning behind the work of an artist. • To be able to understand line and spacing in typography. • To utilise a visual hierarchy of information. • To understand how to compose images and text together. • To be able to identify key features of an artist’s style. <p>Analyse the mood, meaning and feeling of a work.</p> | <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |
|---|---|---|--|



Key Stage 3 Art Curriculum Map

Year 8



| Term | Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content. |
|---|--|---|--|
| Term 1 A and B (Autum) AND Term 2 A and B (Spring) | Intent Cultural project at the appropriate time of year. Title Page – Day of the dead Mind Map – alters/ofrenda. Skull observation drawing – animal skulls Layered skull drawing – red and blue colour pencil. Day of the dead sugar skull – full sketch Pencil Skull drawing - tonal study Felt Textile Skull – sewing skills (assessed work) | <ul style="list-style-type: none">• Mind maps are used to enhance creative thinking and create new connections between ideas.• To establish the creative process and British values.• To develop and have respect, tolerance and curiosity for other cultures.• To develop a more complex, understand of shapes and proportions.• Using simple shapes to record complex shape and form.• To utilise lines and contours in their work.• To build upon hand eye co-ordination.• Mathematical skills – symmetry incorporated into drawing.• More complex colour theory, mixing colours with patterns and meanings.• Using more complex shading techniques, hatching, cross hatching and contour hatching to build up shape and form.• To develop sewing life skills.• Learn pattern cutting and preparation of materials/workspace. Fashion and textiles. | Baseline Test – Still life drawing Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment |

| | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none"> Practice and apply different stitches – running, backstitch, applique, and cross stitch. | |
| Term 3 A and B (Summer) | <p><u>Intent</u> To break away from realist drawing and painting traditions.</p> <p>Title Page – Fauvism</p> <p>Oil pastel – Gradients, colour combinations and blending.</p> <p>Oil Pastel – Landscape, oil pastel techniques.</p> <p>Mark Making – practicing textures and techniques</p> <p>Directional Painting – Colour combinations and brush strokes.</p> <p>Still life – warm and cool colours.</p> <p>Still life drawing – more complex composition and proportional skills.</p> <p><i>Assessed oil pastel landscape – wrong colours and mark making</i></p> | <ul style="list-style-type: none"> Mind maps are used to enhance creative thinking and create new connections between ideas. New ways of holding a pastel, blending colour and creating value scales, again building upon skills taught in year 7. Building upon colour theory and mark making taught in year 7. Creating smooth gradual variants of tone. Exploring stippling and sgraffito. Using directional lines to direct the viewers' attention to a particular section of the work. Learn how to neaten and refine work as it progresses. Exploring different reasons for drawing. Expressing mood and emotion with colour, which colours to sue and how to apply them. Complementary and analogous colours. To be able to plan and create ideas towards a final Fauve painting. Proceeding and receding colours. To work in the style of an artist or an art movement. | <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |



Key Stage 3 Art Curriculum Map

Year 9



| Term | Substantive Knowledge (Intent) This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) (Implementation) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment opportunities (Impact) What assessments will be used to measure student progress? Evidence of how well students have learned the intended content. |
|--|--|---|--|
| Term 1 A and B (Autum) | <p>Intent To take drawing into actual 3D models.</p> <p>Title Page - Henry Moore The Sleepers drawing – <i>wax resists, watercolours and pen</i> Henry Moore Research page Henry Moore – sculpture designs A3 assessed piece – Henry Moore drawing in his style (charcoal, wax resist, paint, brown paper) Clay techniques Clays Sculpture – Henry Moore inspired.</p> | <ul style="list-style-type: none">• Wax resist is used to show how to preserve the white of the paper as it keeps paint from staying on the paper.• Experience of using 3D materials. Clay and wire.• Taking 2D ideas into 3D designs.• Further developing insight into the process that have been used by artist.• Making maquettes and exploring the 3D design process.• Refined analytical skills with artist research in preparation for A01 at GCSE level.• Understanding the science of ceramics.• Developing understand of 3D materials (Wire and Clay) | <p>Baseline Test – Still life drawing</p> <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |
| Term 2 A and B (Spring) | <p>Intent To develop refinement skills using a variety of materials and techniques. In preparation for GCSE assessment objective 02.</p> <p>Title Page – Word Art Mind Map – Typography Jasper Johns – One through Nine</p> | <ul style="list-style-type: none">• Calligraphy skills, linked to mindfulness.• Representational art, making use script and patterns.• Cross curricular links with literacy, English and Mathematics.• To understands the difference between serif and san serif. | <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |

| | | | |
|---|---|---|--|
| | <p>Jasper Johns – License plate</p> <p>Graffiti Task – Arabic letters</p> <p>Paul Klee word art - Watercolours</p> <p>Mariscal – Pen and Ink letters with limited colour palette</p> <p>Mariscal 3D Letters – Cardboard and construction techniques</p> | <ul style="list-style-type: none"> • Utilize hierarchy, italics and bold options in their typographic decision making. • To demonstrate an understanding and respect of other cultures when exploring Spanish and Islamic calligraphy/typography (This links to the summer term 3 project). • Layering water colours and building upon skills learnt in year Fauvism with brush strokes and direction of brush strokes (GCSE A03). | |
| <p>Term 3</p> <p>A and B</p> <p>(Summer)</p> | <p>Intent Culmination of everything that has been learnt so far at KS3.</p> <p>Title Page – Chinese Arts and Crafts</p> <p>Dragon Scrolls – Monotype printing and mark making techniques.</p> <p>Chinese Calligraphy – characters, calligraphy, brushwork and ink.</p> <p>Stamps – Positive and negative shapes using lino cut techniques.</p> <p>Paper plates – Monotone willow patterns in blue – conceptual, cut-up and re-imagined.</p> <p>Yue Min happy portraits – portraits from a variety of angles.</p> | <ul style="list-style-type: none"> • Introduction to new methods of recording images. • To allow for a higher selection of appropriate materials. • To apply previously learned design skills and use the principles of design and elements of art as they create monoprints. • Building in more complex and considered mark making techniques. • Looking at the history and beliefs behind existing cultures. • How to express an opinion visually. • Show understanding of contemporary global issues. • Plaster carving, block printing. • Creating value to new materials. • Applying portrait skills in a different cultural context | <p>Fortnightly homework</p> <p>Classwork Marked</p> <p>Peer and self-assessment</p> <p>End of project assessment</p> |