

Year 7 Art Curriculum Overview

Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Use of pencil: pressing lightly to plan and building up with drawing. Use of tone (light to dark), line, mark-making, planning and utilising space, shape, development and understanding of artistic terminology, use of titles, definitions and notes. Understanding how artists use the visual elements within their work. Use of paintbrush / Use of primary colour / Use of secondary colour / Use of tints and shades / Ability to mix and blend / Ability to stay within the lines. Ability to study and copy artist's work. Ability to create a personalised outcome based on artist's work. Ability to form critical judgements based on analysis of own work. Ability to plan and test materials.					
Knowledge	MARK MAKING – ON SURFACES AND IN SPACE Observation/experimental mark making – various scales using ink, handmade tools Exploring automatism, chance & order, the 'accidental' – through automatic drawing; drawing machines; collaborative mark making Introduction so 3D mark making	EXPRESSIVE APPROACHES – INTRODUCING COLOUR & MIXED MEDIA Observational/experimental recordings within various environments using drawing, writing, photography, sound recording... Exploring colour, including theory, application, expression, interpretation Developing expressive/experimental responses with mixed media	STRUCTURE AND FORM – AND WORDS AND ART Observational/experimental recordings of geometric forms – formal and playful translations from 3D to 2D Experimental sculptures using card, string, wire, tape in response to text, poetry, music... Visual / conceptual/text-based experiments – representing 'dialogues' between artworks			
Alive and British Values (Explored through Threshold Concepts)	ARTISTS MAKE MARKS TO DRAW OUR ATTENTION Why and how artists make marks The benefits of experimentation and 'play' 'Reading' (and talking about) artists marks	ART COMMUNICATES IN EVERY SENSE How art can impact upon all our senses How works of art 'speak' in various ways Why words are not always sufficient to explain our experiences of art	ART HAS ITS OWN VOCABULARY & SHAPES ACROSS TIME AND SPACE The visual elements of an artwork – the language and 'grammar' we need to know How elements combine to communicate How artists play with (visual) language			
Assessment	Baseline Assessment based on observational drawing skills		Assessment based on development of formal elements and application and outcomes.		Assessment based on development of formal elements and application and outcomes.	
Careers	https://www.thecreativeindustries.co.uk/		https://creativejourneyuk.com/		https://opportunities.creativeaccess.org.uk/	

How this builds on learning (knowledge and skills) from Key Stage Two: the knowledge and skills built on learning from key stage 2 are broadened through the techniques introduced and explored through a wide range of materials that advance a range of drawing, painting, printing and making methods. Key stage 3 encourages students to develop themes and explore them with more self-expression and personal interpretation. Typically, at key stage 3 there will be an increased independence within the projects that allow for more creative freedom and decision making. Students will develop their ability to critically analyse and learn to evaluate their own work and that of their peers. Continuing exploration of historical and cultural context runs throughout all key stages, but at key stage 3 it's the integration with the subjects where interdisciplinary projects often use techniques and skills found within art.

Year 8 Art Curriculum Overview

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills	Use of pencil: pressing lightly to plan and building up with drawing. Use of tone (light to dark), line, mark-making, planning and filling space, observation and composition. Use of collage to create a personal outcome – story telling. Use of design ideas that develop drawing skills gridding up and scaling down. Use of mixed media to create a personal outcome. Ability to study and copy artists work and create outcome inspired by artists' work. Develop ability to understand composition methods. Ability to form critical judgements based on analysis. Ability to plan and test materials. Development of artistic terminology including understanding artist research and analysis: Use of keywords to describe / Use of key words to compare Use of keywords/annotations to show judgements and personal ideas.					
Knowledge	EXPLORING (AND 'ABUSING') A GENRE – Dia los Muerte Direct observational instruction using pencil, charcoal, chalk, paint... Experimental responses in 2 and 3D including mark making, relief, assemblage, performance		CRAFT, DESIGN AND INVENTION – THE PLAYFUL, PURPOSEFUL & ABSURD / Street Art Developing imaginative and absurd inventions through drawing games/collage Experimenting with interaction, automata and kinetic art using paper, card, wire assemblage		MATERIAL MATTERS – INTUITION, TOUCH, SENSATION Observational/expressive responses to tactile/physical explorations and sensations Exploring the resistances and affordances of various materials, surfaces, actions... Documenting/responding to movements through a landscape/environment	
Alive and British Values (Explored through Threshold Concepts)	ARTISTS USE AND ABUSE TRADITIONS Why/how cultures develop art 'traditions' Why/how artists 'abuse' these expectations How artists continually influence one another		ARTISTS PLAY WITH MATERIALS, IDEAS AND FAILURE Purposeful 'play' – how and why? Embracing risk-taking, intuition, mistakes Valuing 'journeys' – becoming lost, finding your way, problem solving via materials		ART ENGAGES: HEAD, HANDS AND HEART Artist sensitivities to sensations of relationships with ideas, materials, feelings The varying degree to which artists rely/have relied on their ideas, hands, heart, How artists have/can engage with the world	
Assessment	Baseline Assessment based on observational drawing skills		Assessment based on development of formal elements and application and outcomes.		Assessment based on development of formal elements and application and outcomes.	
Careers	https://www.thecreativeindustries.co.uk/ https://creativejourneyuk.com/ https://opportunities.creativeaccess.org.uk/					

Year 9 Art Curriculum Overview

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skill	Use of presentation, developing personality within the book. Developing personal style within book. Use of planning and filling space / Use of composition / Developing use of proportion / Linking colour and expression / Developing ability to research and create artist pages and ability to respond personally. Use of artists to inspire outcomes. Developing ability to experiment and respond using appropriate resources and combination of materials.			Developing and experimenting with proportion in relation to Political artists. Choice of character to respond to. Creation of a ZINE to practice and develop skill. Development and understanding of artistic terminology: Use of title, definition and notes, Use of keywords in WWW/EBI, Use of terminology in analysis, Use of self and peer evaluation, Use of keywords/annotations to show judgements and personal ideas		
Knowledge	A SENSE OF PLACE – MAPPING AND MOVEMENTS Identifying/mapping/contextualising movements, artworks, actions Creating hybrid art movements – experiments with collage/painting/assemblage Creating a new ‘movement’ influenced by contemporary culture/personal philosophies		BALANCE AND HARMONY – REPRESENTATION AND ABSTRACTION Exploring personal tastes and values by curating an (imaginary/mini) exhibition Exploring colour and ‘value’ – associations; gender myths, tastes and prejudices... Abstraction as a means of alternative representation and expression		SPEAKING TRUTH TO POWER – SOCIALLY ENGAGED / ISSUE-BASED WORK Editorial illustration responding to societal issues/current affairs Forming collectives, devising manifestos, exploring creative/performative acts The art of propaganda/revolution posters Developing art that speaks truth about power	
Alive and British Values (Explored through Threshold Concepts)	ART IS NOT FIXED IN MEANING, CONTEXT IS EVERYTHING Why meanings of art are subject to change How interpretations shape by knowledge, experiences, prejudices... Art as evidence of time, place, (inter)actions		ART HAS VALUE, IN UNEQUAL MEASURES Measuring ‘value’, indifferent ways How art histories (and values) are shaped, prejudiced, subject to change How and why art institutions are addressing inequalities/reconsidering art histories		ART MAKES PEOPLE POWERFUL, FOR GOOD AND BAD The role (and expectations) of an artist How art influences the thoughts and actions of others – for good and bad How art can be transformative; deployed as a means of speaking truth to power	
Assessment	Baseline Assessment based on observational drawing skills		Assessment based on development of formal elements and application and outcomes.		Assessment based on development of formal elements and application and outcomes.	
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How will studying this subject in Key Stage Three help students to make their unique contribution to the world?: Studying art and design at key stage 3 will empower students in various ways to make a unique contribution to the world this subject fosters creativity allowing students to think outside the box and approach problems in an innovative way art and design often involves collaborative projects, teaching students how to work effectively with others and appreciate diverse perspectives. The subject encompasses fields that connect to culture and history, giving students a broader understanding of the world and how they can contribute to it. Skills learned in art and design- like visual literacy, spatial understanding, and aesthetic judgement can be applied in various contexts and across several subject areas requiring creative thinking - making students more versatile and adaptable.