



Art curriculum overview KS3

KS3 Subject content

Pupils should be taught to develop their creativity and ideas and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including personal interests.

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- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Art Curriculum Overview – Year 7 (KS3)

Topic	1a. Colour Theory	1b. Colour Wheel	2a. Characters & Animation	2b. Tingatinga and colour theory	3a. Bugs and insect illustration	3b. Mixed media bugs and insects'
Length of topic (in weeks)	3 weeks	4 weeks	6 weeks (Holidays in this term)	10 weeks	3 weeks	10 weeks
Links to National Curriculum. <i>Students should be taught;-</i>	To learn about the relationship between colours, how to identify different categories.	To use a range of techniques and media, including painting.	To increase their proficiency in the handling of different materials..	About the history of art, craft, design and architecture, including personal interests.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.	To use a range of techniques and media, including painting.
Assessment Task(s)	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot.
Key Knowledge	Scale, composition, imagination, drawing and textural pencil work. Different type of colours. Blending pencils	Use of primary colours to start the colour wheel. Produce secondary and tertiary colours. Understand how colour theory is used in art.	A sequence of characters, adding more detail and complexity. Use shading and blending techniques. Explore design ideas using imagination with reference to different character artists.	Artist reference Tingatinga – African art. Students identify how art has been influenced by cultures and habitats.	Explore a variety of media and drawing techniques to create insect illustrations. Use of descriptive vocabulary.	Composition. Mixed media. Independence to explore ideas and use of mixed media.
Key Skills	<ul style="list-style-type: none"> Baseline assessment : Key terminology, Knowledge and drawing skills Shapes, 2D and 3D Shading and blending Shapes are studied at ks2 	<ul style="list-style-type: none"> Colour wheel Painting skills Mixing skills Understanding colour theory Colour theory introduced at ks2 	<ul style="list-style-type: none"> Blending skills Painting skills Research skills Exploring the works of other artists (Jon Burgerman) 	<ul style="list-style-type: none"> Drawing with templates Knowledge of cultural capital. Exploring the works of other artists (Tingatinga) Painting and colour techniques 	<ul style="list-style-type: none"> Drawing techniques. Exploring the works of other artists and cultures. Use of creativity and imagination. Use of scissors introduced at ks2, 	<ul style="list-style-type: none"> Mixed media composition Colour Painting Drawing/ design Collage
Enrichment	<ul style="list-style-type: none"> Lunch clubs Monday - Thursday Sketchbooks provided for homework tasks and personal work. 					

Art Curriculum Overview – Year 8 (KS3)

Topic	Indigenous American art	Indigenous Aboriginal art	Perspective and architecture.	Perspective and local architecture	Aquatic illustration	Aquatic art and composition
Length of topic (in weeks)	5 weeks	6 weeks	9 weeks	6 weeks	4 weeks	6 weeks
Links to National Curriculum. <i>Students should be taught;-</i>	About the history of art, craft, design and architecture, including personal interests.	To use a range of techniques and media, including painting.	About the history of art, craft, design and architecture, including personal interests.	To increase their proficiency in the handling of different materials.	To increase their proficiency in the handling of different materials.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Assessment Task(s)	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment
Key Knowledge	Native American history, cultures and art – Totem poles. Students will gain knowledge of indigenous Americans and how are from the land and their beliefs is a visual representative of these people. Art, craft and imagination explored with a variety of materials and techniques.	Visual representation of a Totem pole. Art, craft and imagination explored with a variety of materials and techniques. The final piece will take shape in an m=number of different ways - group work, 3D, clay, collage and painting.	Front, mid ground, background perspective to illustrate depth of field. Free hand painting of geometric shapes. Use watercolour washes. Create an illusion of distance and atmosphere. Use of imagination.	Artist reference - Lowry. Build on knowledge of perspective to create one and two point perspective compositions using depth of field and a vanishing point. Equipment creates atmosphere – wax resist, watercolour, inks.	Artist reference – Pixar films. Discuss composition - BBC video showing an sea life for inspiration. Scale and proportion, depth of field and perspective.	Artist reference - Henri Rousseau, discuss composition - BBC video showing an insight in to Rousseau’s inspiration. Scale and proportion, depth of field and perspective.
Key Skills	Design planning. Mark making, drawing, painting, colour pencils, collage techniques., 3d/clay techniques and group work. Initial studies on images and story telling.	Design planning. Mark making, drawing, painting, colour pencils, collage techniques., 3d/clay techniques and group work. Final response in a suitable media.	Drawing Perspective Measurement Exploring the work of other artists/cultures. Cultural Capital. Planning	Drawing , perspective, measurement Mixed media and painting Exploring the work of other artists and local architecture. Create depth, highlights using colour theory.	Drawing Blending and shading Measurement Construction	Drawing Blending and shading Measurement Construction

Enrichment

Lunch clubs Monday - Thursday
Sketchbooks provided for homework tasks and personal work.

Art Curriculum Overview – Year 9 (KS3)

Topic	Art history & landscapes	Landscape composition	Mexican art	Asian art.	Street art and TAG's	Street art compositions
Length of topic (in weeks)	12 weeks	4 weeks	5 weeks	6 weeks	4 weeks	5 weeks
Links to National Curriculum. <i>Students should be taught;-</i>	About the history of art, craft, design and architecture, including personal interests.	To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.	About the history of art, craft, design and architecture, including personal interests.	To increase their proficiency in the handling of different materials.	To increase their proficiency in the handling of different materials.	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Assessment Task(s)	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment	Formative – ongoing visual advice and next steps in booklets Summative – Data snap shot. Own/peer assessment
Key Knowledge	Impressionism and their theories and techniques. Create a landscape painting selecting appropriate media and techniques. Students to build on their ability to form an opinion of art history and movements and be able to discuss with confidence their own work and of others.	Gain an understanding of how art movements influences future artists and link Fauvism to Impressionism. Measurement of compositions. Use colour theory to explore Fauvism. Independently select a media working in the style that has been inspired by one of the artists studied.	An introduction to Mexican folk art. Ability to select images that inspire themselves. Independently select a variety of equipment to add colour. Build on their confidence to discuss their findings.	Chinese art. Select images to explore. Independently select a variety of equipment to work with Revisit Asian art – focus on Japanese Art. Composition design.	An introduction to Graffiti art. Ability to select images that inspire themselves. Independently select a variety of equipment to add colour and stylized techniques. Build on their confidence to discuss their findings.	Graffiti art. Select images to explore and use in a composition. Independently select a variety of equipment to work with Graffiti history and Art. Design a composition using Tingatinga.
Key Skills	Art history from mid 1800's Perspective. Composition. Measurement. Drawing. Painting. Imagination. Atmosphere.	Art history, finishing with Fauvism and contemporary art. Composition. Measurement. Drawing. Painting. Mixed media.	Other types of art craft and design from different cultures. Drawing. Decision-making. Communication	Other types of art craft and design. Drawing. Decision-making.	Other types of art craft and design from different cultures & communications.. Drawing. Decision-making.	Other types of art craft and design. Drawing. Decision-making.
Enrichment	Lunch clubs Monday - Thursday Sketchbooks provided for homework tasks and personal work.					



Art curriculum overview KS4

Art Curriculum Overview – Year 10 (KS4) AQA

Topic	Circus & Entertainment	Circus & Entertainment- artist reference and personal response	Mixed media personal project. An open project to allow for personal art preferences and to build on past findings.	Mixed media personal project and personal interests
Length of topic	16 weeks	6 weeks	9 weeks	8 weeks
Links to specification	AO1 Developing ideas through investigation in to other artworks. AO2 Experimenting with media, equipment and techniques. AO3 Recording ideas, observations and insights as work progresses.	AO3 Recording ideas, observations and insights as work progress. AO4 Present a personal response realising intentions.	AO1 Developing ideas through investigation in to other artworks. AO2 Experimenting with media, equipment and techniques. AO3 Recording ideas, observations and insights as work progresses.	AO3 Recording ideas, observations and insights as work progress. AO4 Present a personal response realising intentions.
Assessment Task(s)	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.
Key Knowledge	Developing ideas through investigation in to other artworks. Experimenting with media, equipment and techniques. Recording ideas, observations and insights as work progresses. Present a personal response realising intentions.	Developing ideas through knowledge gained through other artist work. Experimenting with media, equipment and techniques through investigations. Recording ideas, observations and insights as work progresses. Present a personal response realising intentions.	Developing ideas through investigation in to other artworks. Experimenting with media, equipment and techniques and mixed media. Recording ideas, observations and insights as work progresses including sketchbook work.	Developing ideas through investigation in to other artworks. Experimenting with media, equipment and techniques. Recording ideas, observations and insights as work progresses. Present a personal response realising intentions.
Key Skills	Artist reference beginning with contemporary and historical artist reference. Drawing skill, introduction of a variety of materials.	A selection of equipment. A selection of artists. Mixed media. Personal investigations.	Artist reference study sheet – Jane Davenport Drawing skills, Gouache painting Option - Marvel comic super hero’s Drawing skills, Gouache painting – Own artists and photographers.	Personal response A1 personal response. Painting work. Independence of choice of media.

Enrichment	Lunch clubs Monday - Thursday A2 folders and equipment provided for homework tasks and personal work. KS4 Club 3:10-6pm
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Art Curriculum Overview – Year 11(KS4) AQA

Topic	Mixed media personal project and personal interests	Externally set task for present year 10 students only. Present year 11 student work on incomplete work and revisited work.	Exam	Catch up time on course work
Length of topic	2 weeks	Prep time – to be decided depending on completion of c/w	2 day = 10 hours externally set task in exam conditions.	Dependant on whole school intervention timetable.
Links to specification	AO1 Developing ideas through investigation in to other artworks. AO2 Experimenting with media, equipment and techniques. AO3 Recording ideas, observations and insights as work progresses.	AO3 Recording ideas, observations and insights as work progress. AO4 Present a personal response realising intentions.	Externally set task Exam conditions	AO3 Recording ideas, observations and insights as work progress. AO4 Present a personal response realising intentions.
Assessment Task(s)	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.	Formative – ongoing visual advise and next steps in booklets Summative – Data snap shot based on working at grade according to the AQA assessment objectives.	AO1 AO2 AO3 AO4	Moderator to work with teacher assessment grades
Key Knowledge	Developing ideas through investigation in to other artworks. Experimenting with media, equipment and techniques and mixed media. Recording ideas, observations and insights as work progresses including sketchbook work.	Developing ideas through knowledge gained through other artist work. Experimenting with media, equipment and techniques through investigations. Recording ideas, observations and insights as work progresses. Personal response realising intentions.	Present a personal response realising intentions as developed through the other three assessment objective.	Developing ideas through investigation in to other artworks. Experimenting with media, equipment and techniques. Recording ideas, observations and insights as work progresses. Present a personal response realising intentions.
Key Skills	Artist reference study sheet – Jane Davenport Drawing skills, Gouache painting Option - Marvel comic super hero skills, Gouache painting. Own findings.	A selection of equipment. A selection of artists. Development of ideas. Creativity and independence. Annotation.	Work produced that directly relates to the subject chosen by students to pursue. This must cover the assessment objectives.	Personal response A1 final portrait piece. Painting work. Independence of choice of media.

Enrichment
Lunch clubs Monday - Thursday
A2 folders and equipment provided for homework tasks and personal work.
Drop ins on arrangement.

