



ART

Curriculum Overview Key Stage 3&4

KEY STAGE 3		
	Topic	Key themes
YEAR 7	Sketchbook Cover Design: Self-Identity	<ul style="list-style-type: none">□ Draw from observation□ Use research to support design development□ Develop analytical and communication skills through peer and self-assessment□ Develop pencil skills: tonal scales and blending techniques.□ Identity and describe the visual elements
	Crazy Characters!	<ul style="list-style-type: none">□ Develop ideas through experimentation□ Communicate mood and emotion through colour, gesture and expression□ Experiment with watercolour techniques□ Characterisation: emotion and story telling□ Apply basic colour theory□ Use aerial perspective to create depth□ Developing designs from direct observation
	Spring Still- Life	<ul style="list-style-type: none">□ Contrast each visual element to change moods□ Explore composition (cropping and diptych)□ Blending techniques with oil pastel□ Explore texture and pattern□ Mixed-media techniques
	Interiors and Exteriors	<ul style="list-style-type: none">□ Draw forms and structures□ Use tone and contours to create the illusion of form□ Research contextual sources□ Use linear perspective to create the illusion of space and depth□ Identify different architectural styles
	Independent Challenge Project	<ul style="list-style-type: none">□ Refine ideas as work progresses through experiments with materials and techniques□ Respond to thematic starting points□ Develop ideas through investigations informed by research□ Record ideas visually and through written annotation, using appropriate specialist vocabulary□ Realise personal intentions
	Topic	Key themes

YEAR 8	Sketchbook Cover Design: Graphic Composition	<ul style="list-style-type: none"> ❑ Use overlapping, cropping, rotating and changes of scale to create dynamic compositions ❑ Experiment with layering materials and using a stencil technique to create work in the style of the artist ❑ Understand how different colour schemes convey different mood and emotions ❑ Meet the requirements of a project brief ❑ Identify key visual elements in artist's work and applying them to their own designs
	Sea Creatures	<ul style="list-style-type: none"> ❑ Create variations of tone using linear marks ❑ Create tonal scales using colour ❑ Experiment with painted and printed textures ❑ Combine and layer materials ❑ Create movement through line and composition ❑ Understand how different colour schemes convey different mood and emotions ❑ Meet the requirements of a project brief ❑ Create artwork designs on analyses of artists' work ❑ Develop skills in a range of wet and dry media
	Abstraction	<ul style="list-style-type: none"> ❑ Experiment with mixed media ❑ Simplify shapes and forms ❑ Explore pattern and texture ❑ Record from observation ❑ Explore 3D media ❑ Express mood through colour and shape
	Environments/landscape	<ul style="list-style-type: none"> ❑ Use linear and aerial perspective to create depth ❑ Use colour to express season / temperature ❑ Observe the local environment: collect purposeful primary research to use as inspiration for design ideas ❑ Painterly mark-making: broken/fast brush marks, to capture movement ❑ Use complementary colours to create changes of tone
	Independent Challenge Project	<ul style="list-style-type: none"> ❑ Develop ideas from thematic starting points ❑ Analyse artists' work ❑ Develop skills in a range of wet and dry media ❑ Explore primary sources ❑ Develop ideas through investigations informed by research ❑ Refine ideas as work progresses through experiments with materials and techniques. ❑ Realise personal intentions
	Topic	Key themes

YEAR 9	Sketchbook Cover Design: 'Popular Culture'	<input type="checkbox"/> Explore a range of print making techniques using polystyrene, paint and oil pastel <input type="checkbox"/> Develop ideas through experimentation and evaluation <input type="checkbox"/> Identify and develop connections to artist's work <input type="checkbox"/> Respond to a brief
	Mini GCSE style project	<input type="checkbox"/> Organise and present work <input type="checkbox"/> Research and analyse relevant contextual sources <input type="checkbox"/> Investigate and record with purpose <input type="checkbox"/> Develop ideas independently in response to a theme <input type="checkbox"/> Experiment with relevant materials and techniques in response to contextual research <input type="checkbox"/> Evaluate and refine ideas as part of a sustained progressive journey
	Dreams and the imagination	<input type="checkbox"/> Draw / paint from observation <input type="checkbox"/> Conduct purposeful research to support design development <input type="checkbox"/> Use perspective to create space and distance, <input type="checkbox"/> Use research and investigative skills <input type="checkbox"/> Refining technical control in a range of media to render realistic forms
	In the style of independent challenge project,	<input type="checkbox"/> Develop ideas from thematic starting points <input type="checkbox"/> Analyse artists' work <input type="checkbox"/> Develop skills in a range of wet and dry media <input type="checkbox"/> Explore primary sources <input type="checkbox"/> Develop ideas through investigations informed by research <input type="checkbox"/> Refine ideas as work progresses through experiments with materials and techniques. <input type="checkbox"/> Realise personal intentions

KEY STAGE 4		
Examination Specification:		
	Topic	Key themes
YEAR 10	Unit 1 (60%)	<ul style="list-style-type: none"> ❑ Recording skills: observing, imagining, analysing, interpreting ❑ Investigative skills: gathering, researching, selecting, organising, exploring and experimenting ❑ Evaluative skills: Describing, modifying, refining, concluding ❑ Critical skills: analysing how meaning is communicated through visual language. Expressing own opinions and interpreting contexts, metaphors and symbolism. ❑ Practical and technical skills: controlling and manipulating visual language, learning processes and techniques, innovation and creativity
	Topic	Key themes
YEAR 11	Unit 2 (40%)	<ul style="list-style-type: none"> ❑ Develop ideas through investigations informed by selecting and critically analysing sources ❑ Refine ideas as work progresses through experimenting with media, materials, techniques and processes ❑ Record ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses ❑ Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of media, materials, techniques and processes ❑ Use drawing skills for different needs and purposes, appropriate to the context in which it is used ❑ Realise personal intentions through the sustained application of the creative process

Extracurricular and Enrichment opportunities
<ul style="list-style-type: none"> • These are under development with the objective of contextualising and complementing classroom learning and individual research.

