KS3 Art Curriculum Map

Year 7 Fine Art

-The course is taught on rotation throughout the year due to availability of equipment, resources, studio space and the art technician's timetable.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7U1: Elements of Design	**7U2: Elements of Design**	**7U3: Still Life**	**7U4: Still Life**	**7U5: Totem Poles**	**7U6: Totem Poles**
Students build upon the KS2 art curriculum, solidifying their knowledge of the formal elements of design and learning: ● Observational drawing skills and painting techniques ● Colour theory ● Working in the style of an artist	Students will complete an artist study on Van Gogh, learning about Van Gogh's landscapes. They will create a final outcome in the style of the artist. Students will use the formal elements of design in their artwork, developing their drawing and painting skills.	Students learn about still life objects and artwork through understanding and working in a range of still life artists, styles and art movements. They will focus on: ● Observational drawing ● Drawing skills and painting techniques ● Analysing artists' work	Students are introduced to the still life artwork of Michael Craig-Martin. They will engage in observational drawing, depicting objects in the artist's style to create a still life final outcome.	Students learn about Native American culture, artists and Haida artwork by: ● Studying the legends of the culture ● Learning the meaning of symbols used ● Developing ceramics skills	Students will use their knowledge of Haida Art and draw symbols and animals from the Native American culture in their totem pole designs. Students will learn about the media of clay and develop ceramics skills, creating a personal clay totem pole for a final outcome.
Assessment: Tonal study Still Life drawing of 3D geometric forms, using chalk and charcoal. Students	**Assessment:** Elements of Design final outcome inspired by colour and line in Van Gogh's artwork. Students will use	**Assessment:** Cubism painted artwork with drawing in the style of Georges Braque and Pablo Picasso. Students will draw	**Assessment:** Still life drawing final outcome inspired by Michael Craig-Martin's artwork. Using coloured	**Assessment:** Haida animal drawing completed in coloured pencils and felt tips with a focus on clear	**Assessment:** Totem Poles sculptural clay final outcome inspired by Haida Art. Students will sculpt clay totem poles of North

will draw clear, defined shapes and 3D forms with a range of tone, highlights and shadows.	drawing skills to convey expressive lines, patterns, shapes and texture in a landscape.	fragmented still life objects with tonal pencils and coloured pencils. Then use watercolour paint for their background.	pencils and felt tips, students will draw still life objects from observation with a focus on composition, clear outlines, shapes and colour.	shapes, defined lines and flat, even colour. Students will draw Haida ovoids and symbols in their artwork.	American animals and Haida symbols with a focus on defined shapes, 3D forms and animal features.
Builds upon: • KS2 understanding of the Formal Elements of Design. • Drawing skills developed at KS2. • Fundamental KS2 knowledge of colour and 2D shapes.	**Builds upon:** • KS2 understanding of the Formal Elements of Design. • KS2 exposure to artists' work and styles. • Painting skills developed at KS2.	**Builds upon:** • KS2 knowledge of recording from observation. • Drawing and painting skills learnt at KS2. • Some prior knowledge of art styles and movements.	**Builds upon:** • KS2 fundamental drawing skills. • KS2 knowledge of 2D and 3D shapes. • Prior learning of composition and colour theory.	**Builds upon:** • KS2 animal or creature drawing. • KS2 exposure to art history. • Appreciation for cultures around the world.	**Build upon:** • KS2 knowledge of 3D forms. • KS2 fundamental sculpture making skills. • Exposure to cultural art and creating an artwork response.
Introduces: • Students use a range of techniques to record their observations in sketchbooks. • They focus on	**Introduces:** • Students learn about a Post-Impressionist artist and link the artist's work to their own artwork.	**Introduces:** • Students learn about still life art. • They understand still life through the history of art	**Introduces:** • Students learn about a still life artist and link the artist's work to their own artwork.	**Introduces:** • Students learn about the Culture of Haida Art and First Nations people.	**Introduces:** • Students learn about Haida Art and First Nations people's totem pole artworks. • They develop

one element of art each week, developing fundamental art skills.	• They create a landscape final piece in the style of an artist.	movements, styles and artists. • They analyse and evaluate artists' work and their own work in the style of different artists.	• They create a still life final piece in the style of an artist.	• They understand new ways of drawing, linking a culture, symbolism and meaning to an artwork.	clay and ceramics techniques, building a 3D clay final piece in the style of a particular culture.
Key vocabulary: line, space, texture, colour, shape, pattern, tone and form	**Key vocabulary:** mark making, brushstrokes, landscape, texture, line, detail, contrast, warm and cool colours	**Key vocabulary:** still life, objects, foreground, middle ground, background, tone, colour, composition, angles, perspective	**Key vocabulary:** observational drawing, proportion, shape, outlines, layering, perspective	**Key vocabulary:** Haida, totem pole, ovoid, First Nations, patterns, 2D shapes, positive and negative space	**Key vocabulary:** maquette, clay modelling tools, slip, scoring, rolling, carving, ceramics, kiln, firing

KS3 Art Curriculum Map

Year 8 Fine Art

-The course is taught on rotation throughout the year due to availability of equipment, resources, studio space and the art technician's timetable.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8U1: Figures	**8U2: Figures**	**8U3: Landscapes**	**8U4: Landscapes**	**8U5: Portraits**	**8U6: Portraits**
Students learn about human forms and figure drawing through understanding the figure drawings and sculptures of the artist, Alberto Giacometti. They will focus on: ● Taking primary photos of figures ● Observational and expressive drawing ● 3D shapes and proportion of the human figure	Students will use their knowledge of figure drawing and Giacometti's sculptures in their figure designs. They will learn about the sculpture media of wood, pliers, wire and paint. Then create a final outcome in the style of the artist, sculpting a figure in a unique pose.	Students learn about landscape artwork with a focus on cityscapes. They will learn how to draw cityscapes and buildings with exposure to a range of landscape artists and styles. They will focus on: ● Selecting secondary source landscape images for a mood board ● Drawing buildings considering angles, perspective and shapes of architecture ● One point and two-point perspective drawing skills	Students are introduced to the landscape illustration artwork of Marz Jr. For a final outcome, they will engage in drawing an iconic building in the style of the artist, using one point and two-point perspective drawing, fine liner and collage techniques.	Students learn about human forms and portraiture through understanding a range of different portrait artists, styles and art movements. They will focus on: ● Studying face shape, proportions and facial features ● Taking primary photos of portraits ● Drawing from observation in a range of drawing styles	Students will learn about the mixed media portrait artist, Loui Jover. They will use their knowledge of portraiture and create a design idea of a portrait drawing from one of their primary photos. Students will then make a mixed media final outcome in the style of Jover, using collage and drawing.

Assessment: Figure study of human forms, drawing a wooden figure with oil pastel. Students will have defined 2D shapes and accurate 3D forms. They will consider proportion and angles, refining their artwork. Students will have a range of tone, highlights and shadows on their figure and complementary colours in their backgrounds.	Assessment: Wire sculpture figure final outcome inspired by Giacometti's artwork. Students will use sculpting techniques and painting skills to convey human forms, proportion, texture, 3D shapes and tone in a figure sculpture.	Assessment: Two-point perspective cityscape drawing. Students will draw a city street corner with two streets converging using tonal pencil. They will then refine their artwork, working with rulers, adjusting angles of lines, adding details and a range of light, medium and dark tones.	Assessment: Landscapes drawing and collage final outcome inspired by Marz Jr's artwork. Initially drawing in pencil, students will draw an iconic building in one point or two-point perspective, refining their angles and shapes. Then will add mark making and details in black fine liner. Lastly, students will add collage to their background, cutting and sticking geometric shapes and patterns of coloured paper.	Assessment: Portrait study, focusing on face shape, proportion and facial features, drawing and painting a Fauvist portrait. Students will have clear pencil lines and shapes in place, depicting the hair, face, shoulders and clothing of their portrait. They will then learn the colour theory of warm and cool colours and use a range of watercolour painting techniques to paint their portraits.	Assessment: Portrait final outcome created with photography, collage and drawing inspired by Loui Jover's artwork. Students will print out a primary photo of a large black and white A4 portrait. They will then fragment their portrait photo, cutting sections of facial features and arranging them with space in between in a creative composition. Using tonal pencil, students will draw a minimum of three facial features in a range of tone and detail. Lastly students will fill in the gaps with drawing lines, geometric shapes and patterns in coloured pencils.
Builds upon: • Drawing skills of 2D shapes	**Builds upon:** • Sculpture skills learnt	**Builds upon:** • Understanding of landscapes in	**Builds upon:** • Year 7 Fine Art	**Builds upon:** • Drawing the faces of	**Build upon:** • Prior understanding

and 3D forms developed in year 7 Fine Art. • Year 7 Fine Art knowledge of tone, highlights and shadows.	in year 7 Fine Art • Prior knowledge of 3D forms. • Exposure to creating an artwork response.	Year 7 Fine Art. • Drawing skills of 2D shapes and 3D forms developed in year 7 Fine Art. • Prior knowledge of angles, scale and perspective.	knowledge of black outlines, mark making and detail. • Appreciation for different forms of art, like architecture and illustration.	animals and creatures in year 7 Fine Art. • Measuring, angles and using proportion when drawing in year 7 Fine Art. • Some prior knowledge of colour theory, art styles and movements.	of tonal pencil, shading, highlights and shadows. • Developing previously learnt cutting and pasting skills. • Cubism art movement studied and fragmentation learnt in year 7 Fine Art.
Introduces: • Students get exposure to human forms in art and the expressive figure drawings and sculptures of Giacometti. • They learn about figure drawing, proportion and	**Introduces:** • Students create a sculpture final piece in the style of a figurative artist. • They develop sculpture skills in	**Introduces:** • Students learn about one point and two-point perspective drawing techniques. • They build architecture drawing skills, working with	**Introduces:** • Students create an illustration of an iconic building in the style of an architecture illustrator. • They will draw in	**Introduces:** • Students get exposure to portraiture and drawing portraits in different styles from a range of art movements and artists. • They will	**Introduces:** • Students will develop skills in taking clear primary photos and using them in a final outcome. • They will learn new fragmentation, collage and

3D shapes of body parts.	working with wood, pliers, wire and paint.	rulers to draw precise lines, angles and shapes of buildings.	detail with mark making using fine liners • They will practise collage techniques of cutting and sticking coloured paper.	learn new portrait positions, colour schemes and painting techniques.	drawing techniques in the style of a mixed media artist.
Key vocabulary: expressive drawing, proportion, outlines, 3D shapes, body parts, highlights, shadows, tone, complementary colours	**Key vocabulary:** block of wood, pliers, bending, twisting and cutting wire, 3D human forms, proportion, size, metallic paint	**Key vocabulary:** landscape, cityscape, buildings, streets, ruler, lines, angles, one point perspective and two point perspective, tone, details, mark making	**Key vocabulary:** one point perspective, two point perspective, fine liner, black outlines, details, tone, shadows, mark making, collage, cutting, sticking	**Key vocabulary:** portraits, facial features, proportion, size, measuring, symmetry, line, shape, detail, range of tone and colour, brushstrokes, saturation, layers	**Key vocabulary:** mixed media, fragmentation, collage, primary photos, line, shape, pattern, range of tone, facial features, proportion, composition

KS3 Art Curriculum Map

Year 9 Fine Art

-The course is taught on rotation throughout the year due to availability of equipment, resources, studio space and the art technician's timetable.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9U1: Pop Art	**9U2: Pop Art**	**9U3: Surrealism**	**9U4: Surrealism**	**9U5: Printmaking**	**9U6: Printmaking**
Students learn about Pop Art through understanding a range of different Pop Art styles and artists' drawings, paintings and collage artworks. They will focus on: ● Selecting secondary source Pop Art images for a mood board ● Drawing and painting with bold outlines, implementing colour schemes and using a range of patterns ● Collage techniques and composition consideration	Students will use their knowledge of Pop Art techniques and artists, creating a Pop Art album cover as a final outcome. They will learn about mixed media, initially drawing text and a bold, vibrant composition, then they will further develop their work with collage and paint, completing an album cover in the style of Pop artists.	Students learn about the art movement of Surrealism with exposure to Surrealist artists, subject matter and techniques. They will focus on: ● Writing a mind map on Surrealism with key words and supportive drawings ● Draw Surreal objects, interior spaces and landscapes ● Painting techniques and biro drawing skills	Students will use their knowledge of Surrealism techniques and artists, creating a Surrealism-inspired landscape as a final outcome. They will develop their watercolour painting techniques and biro drawing skills as they compose their own landscape with surreal objects, natural forms and human forms.	Students learn about human forms and portraiture through understanding the German Expressionism art movement, artists and techniques. They will focus on: ● Drawing artist copies of German Expressionists' artwork ● Taking primary photos of portraits ● Responding to artists' work, drawing portraits and creating a	Students will use their knowledge of German Expressionism techniques and artists, creating expressive portraits. They will use their knowledge of portraiture, drawing a design idea of a portrait from one of their primary photos. Students will then make a printmaking final outcome in the style of German Expressionists, carving into polystyrene and linoleum surfaces.

				printmaking final outcome	
Assessment: Andy Warhol logos study, drawing Pop Art inspired logos with coloured pencils and felt tips. Students will draw four logos with precise shapes and defined black outlines. They will then apply a range of flat, even colour. Students will create a background design with colourful Pop Art patterns.	**Assessment:** Pop Art final outcome, creating an album cover artwork with drawing and collage, inspired by Roy Lichtenstein, Richard Hamilton, Andy Warhol and Keith Haring's artwork. Students will use drawing techniques, collage and painting skills to convey Pop Art objects and human forms in a bold, colourful composition with defined shapes and vibrant colours.	**Assessment:** One-point perspective drawing of a Surreal room, considering architecture lines and angles of interior spaces and furniture. Students will work in the style of Rene Magritte with a focus on distortion and scale of Surreal objects, juxtaposition and drawing using a range of tone and detail.	**Assessment:** Surrealism final outcome of a painted landscape with biro drawing, inspired by Rene Magritte and Salvador Dali's artwork. Students will develop the background of their landscapes with watercolour painting. Then they will develop their composition, creating tonal biro drawings of distorted, juxtaposed objects, adjusting scale and perspective.	**Assessment:** Artist copy charcoal drawing of The Survivors artwork by Kathe Kollwitz. Students develop their composition, learning how to draw different face shapes, expressive lines and negative space of the background. They use charcoal and chalk, building a range of tone and contrast within their work.	**Assessment:** Portrait print final outcome inspired by German Expressionists' artwork. Students will draw an A4 expressive portrait onto a polystyrene surface. They will carve expressive lines and patterns, defining shapes and provide contrast between positive and negative space. Then print onto cartridge paper with black printing ink.
Builds upon: • Primary colours learnt in year 7 Fine Art Formal Elements and complementary colours learnt in year 8 Fine Art	**Builds upon:** • Drawing clear 2D and 3D shapes with defined black outlines from year 7	**Builds upon:** • Prior understanding of landscapes in Year 8 Fine Art. • One-point perspective	**Builds upon:** • Understanding of landscape structure and natural forms form the Year 7 Fine Art Van Gogh	**Builds upon:** • Drawing portraits and human forms in year 8 Fine Art. • Black and	**Build upon:** • Prior learning of taking portrait photographs from year 8 Fine Art. • Developing

Portraits. • Year 8 Fine Art knowledge of collage techniques. • Accuracy skills of creating an artist copy from year 7 and year 8 Fine Art.	Michael Craig Martin Still Life final outcome. • Prior knowledge of colour theory, colouring flat and consistently. • Year 8 Fine Art knowledge of collage and drawing techniques in the style of a mixed media artist.	drawing skills and horizon lines of landscapes. • Drawing accurate 3D shapes and using a range of tone, in year 7 and year 8 Fine Art. • Prior architecture skills of drawing precise lines, angles, scale and perspective.	landscape final outcome. • Prior knowledge of drawing in detail with a focus on tone, clear outlines and mark making. • Painting skills developed in year 8 Portraits unit.	white drawing with fine liners, mark making and patterns learnt in year 8 Landscapes final outcome. • Some prior knowledge of tone, charcoal and chalk from year 7 Formal Elements assessment.	previously learnt drawing skills of human forms, proportions and facial features. • Year 7 and year 8 Fine Art knowledge of working in black and white, focusing on a range of tone and defined shapes.
Introduces: • Students learn about the Pop Art movement and analyse bold, colourful artworks. • Students work in the style of different Pop Artists' drawing,	**Introduces:** • Students develop painting skills. • Students consider text and font style, drawing	**Introduces:** • Students learn how to draw interior spaces, learning about angles, size and perspective of walls, floor,	**Introduces:** • Students learn how to create a watercolour wash, selecting natural colours and blending soft painted backgrounds.	**Introduces:** • Students get exposure to expressive drawing with a focus on line, contrast, tone, and	**Introduces:** • An appreciation for the German Expressionism art movement and develop historical and

painting and collage media. • They learn about how to make an artwork with imagery from popular culture, inspired by consumerism, mass produced objects, advertising and comic books.	letters precisely in their artwork. • Students experiment with collage to enhance their drawings.	ceiling and furniture. • Students learn about changing the scale and shape of objects, drawing with distortion.	• Students change the shape, scale and distort objects, natural forms and human forms. • Students build biro drawing skills.	shapes. • Drawing portraits in a German Expressionist style from a range of artists. • Students will learn portrait positions, proportions and tonal drawing.	cultural awareness. • They will learn about printmaking techniques using new materials and equipment. • Students will understand contrast and depth, creating positive and negative space.
Key vocabulary: popular and commercial culture, consumerism, advertisements, comic strips, bold outlines, flat, even, complementary colours	**Key vocabulary:** Pop Art, album cover, mixed media, advertising, font style, eye-catching, bold shapes, vibrant colours, interesting composition, background design	**Key vocabulary:** Surreal, juxtaposition, landscape, interior space, distortion, dream-like, scale, melting, unexpected, subconscious mind, one-point perspective, horizon line, tone, detail	**Key vocabulary:** foreground, middle ground, background, horizon line, dream-like skies, distortion, melting objects, biro drawing, tone, watercolour wash, contrast, muted colours	**Key vocabulary:** portraits, facial features, size, line, proportion, shape, detail, range of tone, highlights, shadows, contrast, expressive lines, details, positive and negative space	**Key vocabulary:** Contrast, depth, positive and negative space, portraits, patterns, facial features, proportion, expressive lines, composition, carving, printing, lino, polystyrene