

Department	ART AND DESIGN
Key Stage	KEY STAGE 3 Year 7
Course Level	
Exam Board	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Autumn 1 to Autumn 2	Still life	Students will begin by exploring what a still life is, looking at key historical art movements. They will learn how we have been influenced by different artists and how a still life has developed over time. Students will learn the basic skills of drawing and painting and apply their knowledge to create their own still life pieces inspired by different art movements they have studied. Students will use their own objects to represent themselves in their artwork.	Art history	<ul style="list-style-type: none"> Identify different time periods 	Initial baseline test – Assessment points Written and verbal feedback	Still life knowledge book
			Investigating still life	<ul style="list-style-type: none"> Understanding a still life Art movements and key vocabulary Recognising different art time periods. How to present information 		
			Renaissance – Drawing	<ul style="list-style-type: none"> Observational drawing Tone and shade Primary and secondary sources Art history 		
			Impressionism – watercolours	<ul style="list-style-type: none"> Working with paint Colour theory Primary observation Artist research and analysis 		
			Cubism – Mark making and collage	<ul style="list-style-type: none"> Working with different media Secondary observation Artist research and analysis 		
			Pop art – Acrylics	<ul style="list-style-type: none"> Colour theory Painting skills Secondary observation Artist research and analysis 		
			Final outcome – students' choice of materials.	<ul style="list-style-type: none"> Making creative choices Imaginative drawing Artist research and analysis 		

Spring 1 – Spring 2	Under the sea	<p>Students will investigate current issues related to the ocean. Students will explore the issue through their artwork exploring a range of techniques across all disciplines of art and design. Students will use what they have learnt about different materials, techniques, and processes to create a final outcome that makes others aware of the problem. Students will have a greater understanding of how art can be used to raise awareness of current issues and to educate others</p>	Exploring issues through Art	<ul style="list-style-type: none"> • Visual language • Formal elements • Contemporary Art • Artwork analysis • Environmental issues. 	<p>Assessment points</p> <p>Written and verbal feedback</p>	<p>Sea life knowledge book</p>
			Painting using watercolours in response to an artist's style	<ul style="list-style-type: none"> • Understanding of the artist's work • Colour theory • Illustration • Blending • Gradients • Realism 		
			Contemporary art - Press Printing	<ul style="list-style-type: none"> • Print making process • Formal elements • Positive and negative space • Understanding of the artist's work 		
			Neo Expressionism – Collage/Mixed media	<ul style="list-style-type: none"> • Process of collaging and working with different materials. • layering, mark making and expression, • How to respond to an artist when the subject matter changes. 		
			Contemporary art - Working with Fabric	<ul style="list-style-type: none"> • Visual language and formal elements • Working with typography • Use of slogans • How to communicate an appropriate message linked to the topic. • Colour Theory • Manipulating fabric. • Working collaboratively. 		
			Contemporary art - 3D construction	<ul style="list-style-type: none"> • Visual language and formal elements • How to work three dimensional • Understanding of the artist's work 		

			Artwork and current poster analysis	<ul style="list-style-type: none"> • Campaign advertising • Poster design • Conveying emotion • Analysing existing campaign artwork 		
			Design ideas and final piece	<ul style="list-style-type: none"> • Drawing to communicate • Visual impact and audience response. • To select an artist and appropriate materials to create your artist response. 		
Summer 1 and Summer 2	Architecture	Students will be exploring different types of architecture. Exploring key movements and architectural styles will provide them with a broad knowledge. Students will research and respond to key architects and styles to create their own artwork using various materials, techniques, and processes. Students will then choose one movement to investigate further, choosing their own materials and style to create a final piece.	Architecture time periods	<ul style="list-style-type: none"> • History of architecture • Identifying different architectural styles • Artist research and analysis • Presentation techniques 	Assessment points Written and verbal feedback	Architecture knowledge book
			Zaha Hadid	<ul style="list-style-type: none"> • Artist research and analysis • Creative presentation • Paper collage techniques • Layering techniques • Colour theory • Abstract sculpture 		
			Hundertwasser	<ul style="list-style-type: none"> • Artist research and analysis • Creative presentation • Cardboard construction • Colour theory • Painting techniques • Sculpture 		
			Gothic Architecture	<ul style="list-style-type: none"> • Artist research and analysis • Creative presentation • Charcoal studies • Pen studies • Mark making • Experimenting with scale • Perspective drawing 		
			Islamic architecture	<ul style="list-style-type: none"> • Artist research and analysis • Creative presentation • Understanding pattern 		

	<ul style="list-style-type: none">• Colour theory• Symmetry• Cultural representation
Antoni Gaudi	<ul style="list-style-type: none">• Artist research and analysis• Creative presentation• Understanding mosaics• Working with different materials.
Final outcome	<ul style="list-style-type: none">• Refining ideas by selecting one architectural movement to explore further.• Experimenting with different materials and techniques• Developing an outcome on a larger scale.

Department	ART AND DESIGN
Key Stage	KEY STAGE 3 – Year 8
Course Level	
Exam Board	

Dates Delivered	Unit Title	End Points	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Autumn 1 and Autumn 2	Food for thought	Students will be exploring the theme of food. Students will begin by researching their food theme (chosen by the teacher) and exploring how food has been used within art and design over centuries and why. Students will explore both traditional and contemporary methods of creating artworks, drawing inspiration from a range of artists. Students will explore areas of ceramics; 3D design and craft within their project. The project will build upon their knowledge learnt in Year 7 with students being able to develop their knowledge and	Food in Art	<ul style="list-style-type: none"> How has food been portrayed in art over time. Exploring different food groups. 	Assessment points Written and verbal feedback	Food for thought knowledge book
			Initial ideas mood board	<ul style="list-style-type: none"> How to present information in a creative way. How to use colour, shapes and textures that links with their theme. How to analyse the artwork using key vocabulary 		
			Primary observation	<ul style="list-style-type: none"> How to consider angles and perspective when recording from primary observation. 		

		<p>skills in more depth. Students will complete their project by working together as a group to create a joint final piece based on what they have learnt. Students will develop their collaboration skills and knowledge of installation.</p>		<ul style="list-style-type: none"> • How to apply a range of tones. • How to record detail with tone 		
			<p>Medieval food drawings pen and pencil</p>	<ul style="list-style-type: none"> • How to record accurate proportion • How to apply a range of tones. • How to work with pen • Artist research and analysis 		
			<p>Faurves – Oil pastel</p>	<ul style="list-style-type: none"> • How to blend colours using oil pastels • The different textures you can create using oil pastels • How to layer oil pastels to add detail. • Artist research and analysis 		
			<p>Mono printing</p>	<ul style="list-style-type: none"> • To understand the process of mono printing • To understand how tone and texture can be used with mono printing to add visual interest. 		
			<p>Watercolour</p>	<ul style="list-style-type: none"> • How to blend two colours together • How to add detail to a painting using the tip of your paintbrush • Artist research and analysis 		
			<p>Surrealism – Collage</p>	<ul style="list-style-type: none"> • How to cut specific sizes and shapes to fit neatly together in an image • To understand how bringing different imagery together can create unusual and peculiar imagery. • To understand the surrealist movement • Artist research and analysis. 		

			Contemporary art – Food art	<ul style="list-style-type: none"> • How art can be created using different objects. • Art vocabulary • Artist research and analysis. 		
			Pop art – Clay Sculpture	<ul style="list-style-type: none"> • How to create simple and complex structures • How to work with different 3D materials • How to apply different types of paint. 		
			Installation art – Final class outcome	<ul style="list-style-type: none"> • Use previous knowledge to create artwork • How to make decisions and improvements to your work. 		
Spring 1 and Spring 2	One rodent's journey	Students will complete an illustration project based on rodents. Students will begin by exploring the perception of rodents and their characteristics comparing these to different characters portrayed in the media. This can also be linked to real life perceptions of people. Students will then create their own rodent character providing it with an identity, profession and characteristics. Students will then create their character either using 3D materials or digitally. Using their sculpture students will then bring their character to life through creating a cartoon narrative about the a day in the life of their character and illustrating said narrative using primary and secondary observations from their sculpture.	Rodent mood board	<ul style="list-style-type: none"> • How to research appropriately • Creative presentation • How to find key information using the internet 	Assessment points Written and verbal feedback	knowledge organiser
			Character perceptions	<ul style="list-style-type: none"> • Combining historical information with their own and others' perceptions of rodents over time 		
			Artist research and analysis	<ul style="list-style-type: none"> • The role of an illustrator • Artist research and analysis 		
			Character design	<ul style="list-style-type: none"> • How characters are designed • Character profile • Characteristics • Difference between sketching and drawing 		
			3D Rodent	<ul style="list-style-type: none"> • Sculptural techniques • Working with fabric • How to create accessories • Character modelling and sculpture 		
			Observational studies	<ul style="list-style-type: none"> • Primary observation • Secondary observation 		

				<ul style="list-style-type: none"> Working with colour Blending and mark making Angles and viewpoints Perspective Warm and cool colours 		
			Writing a narrative	<ul style="list-style-type: none"> Story writing Poem writing and structure 		
			Designs and final outcome	<ul style="list-style-type: none"> Book making 		

Summer 1 and Summer 2	Insects	<p>Insects are fascinating and provide a wealth of benefits to the wider environment as they pollinate plants and crops; break down waste into fertilised soil; provide a source of food for animals and humans. In Art insects allow us to develop a wider understanding and exploration of colour, detail, and pattern.</p> <p>Students will begin by researching different insects and their relationship with the environment. Students will collect both imagery and information, presenting this in a creative way. Through traditional mediums of pencil and pencil crayon students will firstly create secondary observations to explore form and colour. Students will then use contemporary methods of textiles and Graphics to investigate colour and pattern. Students will be inspired by other artists who have used these elements as a focal point for their own work.</p> <p>Students will create a diorama based on an insect of their choice. They will draw on their</p>	Initial ideas – mood board	<ul style="list-style-type: none"> How to research appropriately Creative presentation How to find key information using the internet How insects contribute to the environment Why insects are important 	Assessment points Written and verbal feedback	knowledge organiser
			Drawing	<ul style="list-style-type: none"> Secondary observation Angles and viewpoints Perspective detail 		
			Pencil crayon	<ul style="list-style-type: none"> Colour theory Blending and mark making Symmetry Pattern 		
			Stencilling	<ul style="list-style-type: none"> Artist research Creating a stencil History of stencilling Colour Accuracy Adding detail 		
			Textiles	<ul style="list-style-type: none"> Stitching Applique Fabric manipulation 		

		<p>prior knowledge of 3D and different areas of art and design to select appropriate materials, techniques and processes.</p>		<ul style="list-style-type: none"> • Dying techniques • Wax resist • Pattern 		
			<p>Insect research</p>	<ul style="list-style-type: none"> • How to research appropriately • Creative presentation • How to find key information using the internet 		
			<p>Design ideas</p>	<ul style="list-style-type: none"> • What is a diorama • Research • Sketching • Communicating ideas • Design • Labelling 		
			<p>Diorama construction</p>	<ul style="list-style-type: none"> • Planning • Exploring techniques and materials • Construction techniques • Following a design 		