

Subject - KS3

Subject: ART

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Line and Tone In Term 1a, students are introduced to formal elements and will develop experimental line studies to refine their observational drawing skills and achieve accurate outcomes. Following this, Term 1b focuses on developing students' understanding and application of tone to create the illusion of 3D shapes. Students will then apply this knowledge to create an abstract shape composition inspired by optical illusion art.		Colour, Pattern and Shape In Term 2a, students will focus on the colour wheel and colour theory, learning to use colour effectively to evoke different moods. This term, students will apply previously acquired skills to create artworks inspired by natural forms, while also developing critical analysis skills through the study of Henri Matisse's collages. They will refine the process of simplification and create templates for their own unique collage and pattern outcomes, utilizing colour theory to guide their choices.		Form and Texture Term 3a: Students will develop 3D artwork, directly aligning with assessment objectives (develop, explore, record, present). They will investigate artist Claes Oldenburg through research and further develop drawing skills. In the final half term, students develop ideas for a sculpture inspired by their investigation and then complete Term 3b they create an outcome in clay where they explore 3 dimensional textures.	
Year 8	Landscape and Climate Term 1a focuses on landscape painting, teaching students to incorporate background, middle ground, and foreground into their compositions. Students will explore the climate crisis through the work of artist and scientist Jill Pelto In term 1b, the students develop a range of thumbnail compositions of different drawn versions of the photograph they have analysed which depicts climate change, in the style of Jill Pelto. They select their best composition and scale it up to complete a refined A3 outcome in watercolour.		Frida Kahlo, Symbolism and Culture Students will research Frida Kahlo's life and work, learning about symbolism, surrealism, and realism. They'll then practice drawing the features of the face and skin tones to prepare them for the second part of the project. In Term 2b, students will celebrate their culture and identity by researching symbolic flowers representing their heritage. They'll create a collage self-portrait using these flowers, then complete an A4 colored pencil self-portrait using the grid method, focusing on depth of color and accurate outlines.		1 point and 2-point perspective: My Dream Space Students will learn 1-point perspective, vanishing points, and horizon lines by designing their "dream" interior space. They can choose to create either a surreal space (inspired by René Magritte) or a realistic space. Students in Term 3b will first complete their 1-point perspective dream interior using their chosen material. Next, they'll learn 2-point perspective drawing through practice activities, culminating in a larger, creative drawing of their dream 2-point perspective space.	
Year 9	Surreal Masks		Cityscape Relief		Deborah Roberts Collage	

	Term 1a focuses on investigating surrealism and studying the work of Peggy Bjerkan. Thai then follows a study of her work and understanding the process of making clay and ceramic masks The students then develop a range of surrealist mask design inspired by idioms and catchphrases. Following this the students then create a 3d Clay mask inspired by their designs.	Students will investigate the various architectural styles and homes across the world looking at their impact and design features. Following this the students will create a series of cityscapes or architectural designs of homes that relate to them in some way with the intention of physically making this. In Term 2b the students will construct their chosen design out of cardboard and later paint this to show off any further design features and styles.	For the final term students investigate the work of artist Deborah Roberts and how she uses collage to explore themes of Black identity, particularly Black childhood, and address the complexities of race, gender, and societal perceptions of beauty. Students learn to apply previously learnt skills; collage, drawing and painting, to put together a portrait composition, incorporating elements of their own identity.
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