YEAR 7 - ART						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/ Specification reference	**Birds**		**Insects**		**Organic Forms**	
Knowledge	• Understanding basic colour theory, including how colours mix and work together • Learning about the style and techniques of artist Mark Hearld • Understanding how composition, colour, and collage can represent seasons and time of day • Developing knowledge of British birds and their features		• Learning about the work and style of artist Emile Alain Séguy • Understanding how insects and nature can inspire patterns and design • Exploring how repetition and symmetry are used in surface pattern design • Understanding how artists develop ideas from research into an outcome		• Understanding how nature influences art and design • Learning about the work and style of Lisa Stevens • Understanding form, structure, and surface in 3D clay work • Recognising how artists develop ideas from observation and research into an outcome	
Skills	• Observational drawing through detailed feather studies using pencil, biro, and coloured pencil • Exploring painting techniques and colour mixing • Researching and analysing an artist's work • Designing and developing ideas using collage and colour schemes • Creating a final collage inspired by Mark Hearld		• Researching and analysing an artist's work • Creating detailed drawings using charcoal, chalk, and coloured pencil • Using mono-printing & poly-printing techniques to explore pattern and texture • Developing design ideas into a repeating surface pattern • Creating a final artwork inspired by insects and artist research		• Researching and analysing an artist's work • Creating observational drawings from natural forms • Designing a 3D pinch pot inspired by organic shapes • Using clay techniques, including shaping and adding texture • Applying watercolour painting to a 3D surface • Evaluating and reflecting on their own work	
Key vocabulary	• Observation • Proportion • Detail • Colour Theory • Primary, Secondary, Mix • Collage, Composition, Texture • Pattern, Shape, Layering • Artist, Style, Analysis		• Pattern • Repetition • Symmetry • Texture • Tone • Detail • Charcoal & Chalk • Mono-Print • Poly-Print • Surface Design • Composition • Artist • Analysis		• Organic • Architecture • Structure • Form • Texture • Surface • Clay, Pinch Pot, Sculpt • Observation, Design, Evaluation • Watercolour, Detail, Pattern	
Assessment	Students' understanding and skills are regularly checked through teacher feedback, self-assessment, and peer review. At the end of each project, students complete a final assessment based on four key areas: • **AO1: Research** – exploring artists and ideas • **AO2: Refine** – developing and improving their work • **AO3: Record** – drawing and documenting observations • **AO4: Plan & Create** – producing an outcome					

YEAR 8 - ART						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/ Specification reference	**Day of the Dead**		**Ali Golzad / Portraits**		**Frankenstein Illustration**	
Knowledge	• Understanding the cultural significance of the Day of the Dead festival, including key traditions and Spanish vocabulary • Learning about the work and styles of artists Patricia Castillo, Frida Kahlo, and Lourdes Villagomez • Recognising how artists use symbolism, pattern, and personal meaning in their work • Understanding how research and artist influences can be used to develop ideas for a final artwork		• Research the life and work of contemporary Iranian artist Ali Golzad, including his experiences as a refugee and his portraits made from recycled materials. Students will also research another well-known refugee and present their findings. • Students will follow a design process, using inspiration from Ali Golzad and their research, to plan and create a final piece of artwork.		• Understanding the story of *Frankenstein*, including key themes, characters, and its historical context • Learning how illustration can communicate ideas through symbolism and visual storytelling • Exploring the work and style of contemporary artist Jim Dine • Understanding how to work to a design brief and use research to develop ideas for a final book cover design	
Skills	• Researching and presenting information about the Day of the Dead festival • Analysing an artist's work and identifying key ideas and styles • Creating observational drawings of animal skulls, focusing on shape and detail • Developing and refining design ideas inspired by research • Using clay techniques to build and shape a 3D skull • Applying decoration and pattern to create a final ceramic outcome		• Researching and analysing an artist's work and life • Developing portrait drawing skills (both independently and with guidance) • Drawing and simplifying facial features in a stylised way • Presenting research clearly and creatively • Transferring drawings into relief designs • Using materials (e.g. cardboard) to build and construct a 3D relief sculpture • Applying creative ideas from research into an outcome		• Researching and analysing a story to understand themes and ideas • Drawing from secondary images to develop accuracy and detail • Observational drawing of tools • Exploring typography to create expressive lettering • Designing and planning a book cover using layout and composition • Creating a final illustrated outcome based on a design brief	
Key vocabulary	• Day of The Dead (Día De Los Muertos) • Tradition • Calavera (Skull) • Symbolism • Observation • Proportion • Detail • Design • Pattern • Composition • Clay, Sculpt, Form, 3D		• Portrait • Stylised • Facial Features • Research • Analysis • Present • Relief • Transfer • Recycled Materials • Texture • Layers		• Analysis • Symbolism • Observation • Proportion • Detail • Typography • Layout • Composition • Illustration • Design Brief • Secondary Source • Refinement	
Assessment	Students' understanding and skills are regularly checked through teacher feedback, self-assessment, and peer review. At the end of each project, students complete a final assessment based on four key areas: • **AO1: Research** – exploring artists and ideas • **AO2: Refine** – developing and improving their work • **AO3: Record** – drawing and documenting observations					

	• **AO4: Plan & Create** – producing an outcome					
YEAR 9 - ART						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Topic/ Specification reference	**Sustainable Fashion**		**Picasso's Guernica**		**Allison Kunath - Endangered Animals**	
Knowledge	• Understanding the impact of fast fashion on the environment and society • Learning about sustainable fashion and responsible design choices • Exploring the work and values of designers of their choice. Options are Vivienne Westwood, Nicole McLaughlin, and Jaden Smith • Understanding how artists and designers develop ideas into a final collection		• Understanding the meaning, themes, and historical context of Picasso's *Guernica* • Learning how art can respond to political, social, and environmental issues • Recognising how artists use symbolism, composition, and distortion to communicate powerful messages • Understanding how research and personal ideas can be developed into an artwork		• Understanding the work and style of artist Allison Kunath, focusing on her use of animals and visual storytelling • Learning about endangered animals and the importance of conservation • Understanding how artists use shape, colour, and simplification (e.g. geometric/low poly style) to create images • Recognising how ideas can be developed into products or final outcomes	
Skills	• Researching and analysing designers and sustainability issues • Creating observational work in the style of a chosen designer • Experimenting with materials and techniques including tie-dye, plastic fusion, weaving, denim distressing, painting, and poly-printing • Developing ideas into a collage and refining them into a fashion collection • Presenting creative ideas visually and producing an outcome		• Researching and analysing an artwork, including detailed zoom-in studies • Creating mixed media studies using a range of materials • Developing ideas through mind mapping and thematic research • Producing observational drawings linked to a chosen issue • Designing and refining ideas for a final composition • Creating a final collage using mixed media such as pen and wash, pencil, graphite or paint		• Researching and analysing an artist's work • Creating observational drawings of an endangered animal, presented in a sketchbook style • Simplifying forms into geometric (low poly) designs • Experimenting with materials and techniques for backgrounds • Developing design ideas for a product or digital outcome • Using digital tools (e.g. PhotoPea) or Textiles to create an outcome such as a tote bag	
Key vocabulary	• Sustainability • Fast Fashion • Ethical Design • Upcycle • Recycle • Materials • Tie-Dye • Weave • Distress • Print • Collage • Illustration • Collection		• Guernica • Symbolism • Context • Political, Social, Environmental • Composition • Distortion • Abstract • Mixed Media • Collage • Tone • Analysis • Theme • Development		• Endangered • Conservation • Habitat • Observation • Detail • Geometric • Low Poly • Shape • Background • Texture • Design • Product • Digital	
Assessment	Students' understanding and skills are regularly checked through teacher feedback, self-assessment, and peer review. At the end of each project, students complete a final assessment based on four key areas: • **AO1: Research** – exploring artists and ideas • **AO2: Refine** – developing and improving their work • **AO3: Record** – drawing and documenting observations					

	• **AO4: Plan & Create** – producing an outcome