Key Stage 3/Thrive Curriculum Map Art

Year 7	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
	Knowledge acquired					
	Formal Elements of art Pupils explore the formal elements of art: line, shape, texture, colour, and space. Pupils develop practical skills in drawing, colour mixing, and applying texture. Pupils study the work of Paul Klee and use his	**Abstract Art.** Pupils explore abstract art and its expressive possibilities. Pupils transform 2D designs into 3D forms and construct a wooden sculpture framework. Pupils study the work of Alexander Calder and apply his	**Portraits.** Pupils compare portraits by different artists. Pupils study facial features, symmetry, and proportion. Pupils explore abstract styles and use colour to show mood. Pupils create a self-portrait using	**Architecture** Pupils explore architectural design through a visit to Birmingham City Centre, observing structure, style, and materials. Pupils create a building using clay and mosaic, inspired by Antoni Gaudí.	**Clay tiles** Pupils create a clay tile and explore surface decoration techniques on tiles Pupils learn how to apply glaze to fired clay to enhance colour and texture. Pupils study the work of artist Heather Knight.	**Collaborative frieze Modern Artist Study** Pupils work collaboratively to plan and create a large frieze in the style of a modern artist. Pupils make large flowers and assemble a flower garden display. Pupils study the work of Georgia O'Keeffe and use her style as inspiration.

	techniques for inspiration.	techniques to their own sculptures.	Modroc in the style of Van Gogh.	Pupils study Antoni Gaudí's work and apply his decorative and organic style to their own designs.		

Skills acquired

- Develop observational drawing skills with a focus on symmetry and proportion.
- Understand how artists use colour and style to express mood and emotion.
- Learn how to construct 3D forms from 2D designs using wooden frameworks.
- Understand Alexander Calder's approach to movement, balance, and abstraction.
- Develop practical skills in drawing, colour mixing, and using line, shape, texture, and space.
- Understand how Paul Klee used formal elements to create expressive and imaginative artworks.
- Develop practical skills in creating 3D forms and constructing wooden sculpture frameworks.
- Understand Alexander Calder's use of movement, balance, and abstraction in sculpture. Develop practical skills in clay shaping, surface decoration, and glazing techniques.
- Understand how Heather Knight uses texture, pattern, and colour in contemporary ceramic art.
- Develop practical skills in teamwork, large-scale construction, and composition.
- Understand Georgia O'Keeffe's use of scale, colour, and form in floral artwork

Key Assessments taking place

- **Observation and Drawing Skills**
- Ability to accurately observe and represent facial features, shapes, textures, and forms in 2D and 3D.

	• **Use of Materials and Techniques** • Skill in applying drawing, painting, clay modelling, mosaics, glazing, and sculpture techniques effectively. • **Creativity and Expression** • Ability to experiment with colour, texture, abstraction, and personal style to express mood and ideas. • **Knowledge of Artists and Styles** • Understanding of key artists studied (e.g., Van Gogh, Alexander Calder, Antoni Gaudí, Paul Klee, Heather Knight, Georgia O'Keeffe) and their techniques, style, and artistic intent. • **Collaboration and Presentation** • Ability to plan, work as part of a team on group projects (e.g., frieze), and present finished work thoughtfully, showing development and reflection.

Year	Autumn Half Term	Autumn Half Term 2	Spring Half Term	Spring Half Term	Summer Half Term 1	Summer Half Term 2

8 Rotating	1		1	2		
	Knowledge acquired					
	Still Life Drawing & Artist Study: Paul Cézanne Draw a fruit bowl from direct observation using formal elements. Study Paul Cézanne's approach to still life and mark-making. Explore composition, tone, and form in pencil and colour media.	**Pop Art & Screen Printing:** Artist Study – Andy Warhol Explore the Pop Art movement and its cultural impact. Learn screen printing techniques inspired by Andy Warhol. Create bold, graphic artwork using repetition and vibrant colour.	**Ceramics: Coil Pots** Artist Study – Clarice Cliff Learn how to build coil pots using clay. Study Clarice Cliff's decorative style and ceramic design. Design and decorate a functional or sculptural ceramic piece.	**Cultural Art** Aboriginal Dot Painting & Map Design Explore Aboriginal art traditions and symbolism. Create a dot-painted map using cultural motifs and storytelling. Understand the significance of pattern, repetition, and colour.	**Animation** Create a Short Film Using Stop Motion Learn the basics of animation and storyboarding. Use the Stop Motion app to create a short animated film. Explore timing, movement, and narrative structure. Artist study Nick Park	**Illustration** Creative Writing Artist Study – Quentin Blake Explore the relationship between text and image in illustration. Study Quentin Blake's poetic and artistic style. Create an illustrated short story or poem with symbolic imagery.

	Skills acquired					
	Students will develop observational drawing skills and understand how to use line, shape, and tone effectively. They will gain knowledge of Cézanne's techniques and apply them to their own work. Students will develop printmaking skills and understand layering and stencil use. They will learn how Warhol used popular imagery and colour theory to create iconic art. Students will gain practical skills in 3D construction and surface decoration. They will understand how to translate design ideas into ceramic outcomes. Students will develop skills in symbolic representation and pattern-making. They will gain knowledge of Aboriginal art's cultural meaning and visual language. Students will develop digital skills in animation and editing. They will understand how to plan and execute a visual story using sequential imagery. Students will develop skills in combining visual and written storytelling. They will gain insight into Blake's use of symbolism, composition, and expressive line.					
	. **Key Assessments taking place** Still Life Drawing Assessment					

	Students complete an observational drawing of a fruit bowl. Assessed on accuracy, use of line, tone, shape, and composition. Artist Study – Paul Cézanne Students research Cézanne's work and produce a visual and written response. Assessed on contextual understanding and application of his style. Pop Art Composition Design Students create a bold, graphic design inspired by Pop Art. Assessed on creativity, colour use, and composition. Screen Printing Outcome Students produce a final print using screen printing techniques. Assessed on technical skill, layering, and presentation. Coil Pot Construction Students build a coil pot using clay. Assessed on 3D form, craftsmanship, and surface decoration. Clarice Cliff Design Development Students plan and decorate their ceramic piece inspired by Clarice Cliff. Assessed on design thinking and visual planning. Aboriginal Dot Painting Project Students create a dot-painted map using Aboriginal symbols. Assessed on pattern, colour use, and cultural understanding.

Year 9 Rotating	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1	Spring Half Term 2	Summer Half Term 1	Summer Half Term 2
	Knowledge acquired					
	Landscape Pupils learn to divide space into background, middle ground, and foreground in a landscape. Pupils explore and apply the rules of perspective in their compositions. Pupils create landscape artworks using oil pastels, paint, and collage in the style of J.M.W. Turner.	**Life poses** Pupils learn about the human form, anatomy, and how it moves. Pupils build action figure sculptures using newspaper, straws, wire, and Modroc. Pupils study and create work inspired by Alberto Giacometti's style.	**Ceramics- Making figures** Pupils learn how to choose and design a dynamic pose for their figure. Pupils create action figures using clay to explore form and structure inspired by Antony Gormley.	**Textiles.** Pupils learn the techniques of felting and wet felting to create felted flowers. Pupils explore embellishing techniques to enhance texture, pattern, and design. Pupils study and create work inspired by the style of Andrea Graham.	**Marbling** Pupils learn the techniques of marbling to create decorative patterns. Pupils produce marbled bookmarks and gift wrap, experimenting with colour and design. Pupils study and create work inspired by the style of Rachel Maiden.	**Printing.** Pupils create a wall hanging using monoprinting and block fabric printing with repeated patterns. Pupils learn how to design and assemble a cohesive wall hanging. Pupils study and create work inspired by the style of William Morris.
	Skills acquired					
	• Develop practical skills in perspective, spatial composition, and mixed-media techniques.					

	• Understand how J.M.W. Turner used colour, light, and atmosphere to convey mood in landscapes. • Develop practical skills in constructing 3D sculptures and expressing movement through form. • Understand how Alberto Giacometti used elongated shapes and texture to convey human presence and motion. • Develop practical skills in modelling with clay and plaster to create 3D forms. • Understand Antony Gormley's approach to the human body, space, and material in sculpture. • Develop practical skills in felting, wet felting, and surface decoration techniques. • Understand how Andrea Graham uses texture, colour, and embellishment to create contemporary textile artworks. • Develop practical skills in manipulating inks or paints to create marbled effects and repeating patterns. • Understand how Rachel Maiden uses marbling and colour to create visually dynamic and decorative artwork. • Develop practical skills in printing, pattern-making, and assembling textile artworks. • Understand how William Morris used repeated patterns, colour, and decorative motifs in textile design.
	. **Key Assessments taking place** • **Technical Skills and Craftsmanship** • Demonstrates accuracy and proficiency in drawing, painting, printmaking, sculpture, clay work, textiles, and mixed-media techniques. • Uses tools, materials, and processes safely and effectively to create high-quality outcomes. • **Creativity and Experimentation** • Explores ideas independently and shows originality in developing concepts. • Experiments with techniques, materials, and processes to develop personal style and expressive outcomes. • **Formal Elements and Composition** • Shows understanding of line, shape, colour, texture, space, and form in 2D and 3D work. • Applies compositional principles, perspective, proportion, and scale effectively in artworks. • **Contextual Understanding and Artist Influence** • Demonstrates knowledge of artists, movements, and styles studied (e.g., Van Gogh, Calder, Gaudí, Turner, Heather Knight, Georgia O'Keeffe, Giacometti, Gormley, Andrea Graham, Rachel Maiden, William Morris). • Applies inspiration and techniques from these artists thoughtfully in their own work.

- **Presentation, Evaluation, and Reflection**
- Presents finished work professionally, considering display and impact.
- Reflects on personal progress, evaluates outcomes, and identifies areas for improvement

Skills acquired

- Developing fine and gross motor control through sticking, pressing, and handling different textures.
- Making and expressing choices in creative activities (e.g., selecting materials, colours, or positions).
- Awareness of pirate-related symbols, objects, and vocabulary (flag, treasure, ship, parrot, map).
- Understanding that art can represent ideas (pirates, treasure, sea) through textures, colours, and shapes rather than drawing.
- Developing motor control through pressing, sticking, swirling, and handling different textures.
- Making and expressing creative choices using colours, textures, and shapes.

- Understanding that textures, colours, and shapes can represent ideas from space (e.g., stars are shiny, planets are round, black holes are dark).
- Awareness of space-related vocabulary and symbols (planet, star, moon, rocket, galaxy, infinity).
- Developing fine and gross motor skills through pressing, sticking, layering, and handling different materials.
- Making and expressing creative choices when selecting textures, shapes, and colours.
- Awareness that art can represent historical themes (WWII "Dig for Victory") through textures, colours, and symbols.
- Understanding and use of key wartime vocabulary and concepts (war, garden, grow, vegetables, ration, victory).

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Key Assessments taking place

1. **Engagement with Sensory Materials**
    a. Can the pupil explore soil, fabric, foil, or textured materials when prompted?
    b. Evidence: photos, TA observation notes.
2. **Choice-Making in Materials**
    a. Does the pupil make a choice between 2–3 textures/colours (e.g., orange vs green for vegetables)?
    b. Evidence: record which choices are made, note independence level.
3. **Motor Control in Art-Making**
    a. Can the pupil press, stick, layer, or handle materials with minimal support?
    b. Evidence: photos of process, TA prompts used.
4. **Recognition of Key Vocabulary (Objects of Reference/PECS/Signs)**
    a. Does the pupil respond to or identify key words like "carrot," "spade," or "poster"?
    b. Evidence: tick sheet for recognition, verbal/visual response.
5. **Contribution to a Group Artwork**
    a. Can the pupil place their piece (vegetable, tool, ration book) in the garden display with support?
    b. Evidence: observation of contribution, photo of placement.
6. **Understanding of Symbolic Representation**
    a. Does the pupil connect texture/colour with a symbol (e.g., green tissue = cabbage, foil = shiny tool)?
    b. Evidence: TA notes on matching task.
7. **Repetition and Memory of Process**

a. Can the pupil repeat a simple step (e.g., crumpling tissue, pressing into clay) across sessions?
b. Evidence: process portfolio, photos.

8. **Interaction with Peer or Adult About Artwork**
    a. Does the pupil share or point to their piece when prompted ("Where's your carrot?")?
    b. Evidence: TA logs, peer interaction notes.
9. **Response to Historical Theme**
    a. Does the pupil engage with the WWII "Dig for Victory" context through story, music, or poster visuals?
    b. Evidence: observation of attention/engagement, response to stimulus.
10. **Celebration and Reflection**

- Can the pupil recognise and celebrate their part in the final installation (pointing, smiling, clapping, vocalising)?
- Evidence: photo/video during final session, TA record of response.

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Key Assessments taking place

1. **Engagement with Materials**
    a. Can the pupil explore materials (paper pulp, feathers, clay, fabric, paint) when prompted?
    b. **Evidence:** Observation notes, photos.
2. **Choice-Making in Materials**
    a. Does the pupil make a choice between 2–3 textures, colours, or tools?
    b. **Evidence:** TA record of selected materials.
3. **Motor Skills & Handling**

a. Can the pupil tear, press, mush, layer, or stick materials with minimal support?
b. **Evidence:** Observation checklist or photo of process.

4. **Recognition of Key Vocabulary**
    a. Does the pupil respond to or identify key words (e.g., volcano, wings, fossil)?
    b. **Evidence:** Tick sheets, verbal or non-verbal response.
5. **Contribution to Individual Artwork**
    a. Can the pupil complete at least part of their own project (volcano, wing, fossil, fabric square)?
    b. **Evidence:** Finished piece, TA notes on independence.
6. **Connection to Theme or Story**
    a. Does the pupil show awareness of the theme (Icarus story, dinosaurs, Victorian patterns, WWII Dig for Victory)?
    b. **Evidence:** Observation of attention, response to stimulus, pointing or selecting relevant materials.
7. **Repetition & Memory of Process**
    a. Can the pupil repeat a process across sessions (pressing, gluing, layering)?
    b. **Evidence:** Portfolio photos or TA notes.
8. **Interaction & Social Participation**
    a. Does the pupil engage with peers or adults during art-making (sharing, pointing, responding)?
    b. **Evidence:** Observation of communication and interaction.
9. **Creative Expression**
    a. Can the pupil make choices to express personal preference in colours, textures, or placement?
    b. **Evidence:** TA record of choices, photos of individual artworks.
10. **Reflection & Recognition**

- Can the pupil recognise their own work in a group display or exhibition?
- **Evidence:** Observed pointing, smiling, clapping, or vocalising during celebration.