

Year 7

Term	1	2	3	4	5	6
Topic Title	Tropical Fish		Colour Theory	Buildings/Architecture	Illustration	
Rationale	Students will explore colour theory and key terminology throughout this project. They will carry out accurate observational drawing activities from secondary resources provided for them as well as sourcing their own imagery either first hand or via the internet. Students will then go on to explore a variety of different media to capture the essence of tropical fish (bright, bold, colourful) and record this in their sketchbook. They will also have the opportunity to work on a larger scale with wire and recycled materials when we begin to link the environmental impacts of the ocean into the project.		Introduction to the colour wheel, tint and shade. Students will be able to compare colour work of different artists and designers. Watercolour and coloured inks – transcription.	Overarching subject of buildings and architecture with a focus on classical, neo-classical, renaissance, baroque, gothic, art nouveau styles. Students will learn how to identify buildings from different historical periods with a specific focus on European architecture.	A focus on research relating to the graphic work of Quentin Blake, specifically illustrations of Roald Dahl children's books.	
Prior Knowledge			Students will have experienced various art techniques at primary school, however they will now focus on being able to recognise the colour wheel and complimentary/contrasting colours.	The topic will assess drawing capabilities of all pupils from a wide range of primary schools and create an interest in art to enable pupils to produce a range of drawings of buildings from historical periods.	Students will have experienced various illustrations and illustrators at primary school via fiction books and virtual drop in artists days. World book day will also have exposed the students to illustrators from around the world.	
Key Knowledge / Skills Development	<p>Key Knowledge: understand what Tropical Fish are and be able to recall the meaning, definition and explanation of the words, describe and explain how this project links to plastic pollution in the ocean, facts about Tropical Fish e.g. their environments/habitat, how they communicate, their appearance, how they protect themselves, information of artist's work and how it links to the project</p> <p>Skills Development: capturing accurate observations from primary and secondary sources, adding accurate colour to work, blending colours when working with pencil crayons, using watercolours effectively to create both muted and strong colours, working with wire and other 3D materials to create a sculpture,</p>		Students will carry out observational drawings of natural forms using oil pastel. They will also demonstrate key research skills by generating imagery to assist with a personalised response to a task. Watercolour and coloured inks – transcription.	Students will learn how to identify buildings from different historical periods with a specific focus on European architecture. They will develop skills in the use of different wet / dry media and focus on how to create an effective sketch book presentation and mixed media collage.	Students will experiment with mark making using watercolours and inks. Development will allow them to design their own original illustration and they will present all skills learned in their sketchbooks. Black and white ink drawing – transcription.	
National Curriculum / Specification Links			All will have experienced various art techniques at primary school, however they will now focus on being able to recognise the colour wheel and complimentary/contrasting colours.	Develop knowledge of the history of art, architecture, including styles and major movements.	To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	
Literacy	Students will understand what Tropical Fish are and be able to recall the meaning, definition and explanation of the words		Colour theory, etymology of words e.g. primary, secondary, tertiary etc.	Architectural terminology	The Twits - read an extract from the book and draw how they imagine the characters to look.	
Numeracy			Ratio of colour e.g. black to white and the different tones. Proportion of colour. Link to percentages with colour mixing.			
STEM	Students will be able to describe and explain how this project links to plastic pollution in the ocean and will research into the environmental impacts on the oceans linking this to their work in class. We will focus on the idea of pollution within the ocean, with a key link to plastics and subsequently create a final piece with this in mind.		Primary colours in Art vs. primary colours in Science.	Structure of buildings, materials used and why they're used e.g. reflective qualities of glass, brick etc. Focus on environmental issues such as why some materials are better than others, the impact of materials and buildings on the environment/planet	Sustainability with regards to paper and ink. Scientific qualities of different printing techniques and materials e.g. hidden plastic, lead, rubber. Where rubber comes from? How is it made?	
Cross Curricular Links	Geography, Science, English		Technology, Science, History	Technology, English, Geography, History	Technology, English	
Key Vocabulary	<p>General: tropical fish, aquatic environments, environment, habitat, communicate, appearance</p> <p>Art specific: observational, drawing, accurate, colour, shape, sketch, detail, tone, tissue paper, cellophane, texture, design, fishing wire, elements, sculpture, wire,</p>		Primary, secondary, tertiary, contrasting, complimentary	Architecture, Classical, Neo Classical, Renaissance, Baroque, Gothic, Art Nouveau	Illustrations, illustrators, fiction, transcription	

Year 8

Term	1	2	3	4	5	6
Topic Title	Natural forms	Aboriginal Art	Japanese Art	African Art		Cubism
Rationale	All students will use trees as a starting point. They will create a wide range of drawings focusing on developing their existing drawing skills and use this work as a starting point for an A3 piece. Students will experiment with mixed media backgrounds.	This is the first point of reference as students start to study art from around the world. They will research and investigate from the first cave paintings to modern day Aboriginal Art gaining knowledge of the techniques and materials used to produce Aboriginal Art. This topic will focus on the crafts used such as: dot and rock painting, rock engraving, tree bark painting, carvings and sculptures.	Students are to focus on one area of Japanese art and produce a final piece using one of the following techniques: ink painting and calligraphy on paper, ukiyo-e paintings and woodblock prints, origami, and manga (which is modern Japanese cartoons and comics along with a myriad of other types). This topic covers a wide range of art styles and media. Students will create their own Japanese art book containing four different styles including: The Great Wave, Yayoi Kasuma, Anime and The Rising Sun.	Researching into African masks will act as a starting point. Students will present research in their sketch books and develop their own ideas for a mask design which will be inspired by their research. They will take part in a workshop on creating card constructions.		Research work of Picasso and Braque will be their starting point. Students will demonstrate their understanding of links between African art and Cubism, presenting all research in their sketchbook. They will use the the gridding technique to produce a fragmented portrait drawing.
Prior Knowledge	Students will develop skills learnt in Y7 and become proficient in drawing and painting techniques.	Studying natural forms will have given students essential drawing skills which they can now develop when creating their Aboriginal work.	Studying natural forms will have given students essential drawing skills which they can now develop when creating their Japanese work.	Students will be able to recognise and describe how art from the past influences contemporary art.		An understanding of different historical and cultural art movements will occur during this project, building on knowledge from the previous topics.
Key Knowledge / Skills Development	Students will carry out observational drawings from natural forms, extending their watercolour skills and laying down of washes, building up textures and mixing colours (all covered in Year 7 also). They will generate their own research – photos and secondary source images of plants, grasses, shells, fruits, seeds.	Students will develop their tonal drawing skills and improve their practice of accuracy and detail. Developing skills in interpretation of image and application of personal style will be built upon throughout the project. Monochromatic colour will be revisited and knowledge will be applied to their own painted outcome based on fragmented viewpoints.	Development of drawing skills will occur throughout their project with a key focus on accuracy and planning. Students will get an introduction to new media whilst also exploring the work of different artists. They will collect primary resources such as photography and drawing, allowing them to contextualise their research. They should be able to form opinions on the work of others and justify them.	Students will collect a range of images with a focus on natural and man-made features of the landscape. They will produce a photo-collage using three layers and consider how to compose this within the space of the box. They will also identify possible additional media which might augment and extend the collaged composition.		Presentation of images in sketchbooks will be a priority throughout the project but students will also extend and work into photographs with colour media such as paint and / or collage. Students presentation of research should include their own images, drawings and maps as well as their own written input. They should show their ability to combine and amalgamate elements of research to devise new and unique designs.
National Curriculum / Specification Links	Use a range of techniques to record observations and explore ideas.	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms	Develop knowledge of the history of art, and landscape artists.		
Literacy	Finding definitions of 'natural forms' to understand the breakdown of the word.	Research into 'aboriginal' and what it means. Cave painting and the notion of storytelling.	Reading backwards, understanding some of the Japanese words, taking Manga books/comics out of the library.	Reason behind wearing tribal masks - research task homework?		The word 'collage' was first used to describe Picasso's work, it originates from the French verb coller, meaning 'to stick'.
Numeracy		How shapes, forms and symbols are created and the importance of symmetry and accuracy of measurement.	How origami folds are made e.g. importance of symmetry and accuracy of measurement.	How African masks use symmetry.		Looking at how artists use symmetry and angles within their work. Linking to vocabulary for vocabulary for geometry e.g. naming shapes, identifying types of angles.
STEM	The science behind what makes something 'natural' rather than 'man-made'.	What the paints are made of e.g. natural elements?	Washi paper and how it's made (video).	What are the face paints made of? Oil, clay and chalk are the most common.		
Cross Curricular Links	Technology, History		Geography	Technology		
Key Vocabulary	Impact, shading, contrast, tonal, observation	Symbols, indigenous, cultural, ceremonial	The Great Wave, Yayoi Kasuma, Anime, The Rising Sun	Impact, colour, commerce, graphic design, African Art		Picasso, Braque, demonstrate, African art, Cubism

Year 9

Term	1	2	3	4	5	6
Topic Title	Pop Art				Surrealism	
Rationale	Students will understand what Pop Art is in relation to food/consumerism and gain an insight into artists that were creating work within that art movement at that time. They will understand the impact of Pop Art on contemporary culture as well as gaining knowledge of how historical events and social history contributed to the development of this art movement. Students will begin to apply contextual knowledge to their practical, creative work and will transfer this skill to highlight what is relevant in popular culture today e.g. McDonalds, tacos, donuts etc. They will also be able to recognise key artists and imagery from this art movement and state how they know it is Pop Art.		Students will explore a different area of Pop Art, portraits, and gain an insight into artists that were creating work within that art movement at that time. They will begin to apply contextual knowledge to their practical, creative work and will transfer this skill to highlight what is relevant in popular culture today by looking at celebrities or people that inspire them. They will also build on their ability to recognise key artists and imagery from this art movement and state how they know it is Pop Art.		Students will be able to identify the impact of psychoanalysis on development of this artistic movement	Exploration of how collage and photocollage can be used creatively to explore ideas will be something students look at throughout this project.
Prior Knowledge	Retrieving and recalling knowledge gained from studying major art movements from around the world and colour theory.		Students will build on their understanding of the impact of Pop Art on contemporary culture as well as expanding their knowledge of how historical events and social history contributed to the development of this art movement.		Being able to place the development of Surrealism in the context of 20th Century art movements	Research from Term 5
Key Knowledge / Skills Development	<p>Key Knowledge: understand the visual traditions of Pop Art in relation to food/consumerism, show an understanding of the history of the movement, what was happening contextually at that period of time and have some knowledge of artists from the movement.</p> <p>Skills Development: use colour effectively to communicate a variety of ideas and concepts, explore different media to create a 3D model in the style of Claes Oldenburg, develop creative skills by utilising iconic imagery from the movement and combine this with their own ideas.</p>		<p>Key Knowledge: understand the visual traditions of Pop Art in relation to portraits and 'selfies', show an understanding of the history of the movement, what was happening contextually at that period of time and have some knowledge of artists from the movement.</p> <p>Skills Development: use colour effectively to communicate a variety of ideas and concepts, explore different media to create prints in the style of Andy Warhol and Roy Lichtenstein, develop creative skills by utilising iconic imagery from the movement and combine this with their own ideas.</p>		Recognise how key artists from the post war period used dreams as a source of inspiration	Use of photocollage and collage creatively to generate a range of ideas which draw on Surrealist art for inspiration
National Curriculum / Specification Links	develop knowledge of the history of art and colour theory including styles and major movements.		develop knowledge of the history of art and colour theory including styles and major movements.		Develop knowledge of the history of art, architecture, including styles and major movements.	Develop knowledge of the history of art, architecture, including styles and major movements
Literacy	Students will create a presentation/booklet about the movement and be encouraged to explore their use of language. Prompt sheets, sentence starters and key vocabulary lists will be provided.		Students will create a presentation/booklet about the artist and be encouraged to explore their use of language. Prompt sheets, sentence starters and key vocabulary lists will be provided.		Homework task: What is Surrealism? Students will create a presentation/booklet about the movement and be encouraged to explore their use of language. Prompt sheets, sentence starters and key vocabulary lists will be provided.□	
Numeracy	Students will be able to develop their understanding of scale and proportion when looking at Claes Oldenburgs large scale work and understand the impact this has.		Students will be able to develop their understanding of scale and proportion when looking at Andy Warhol and Roy Lichtenstein large scale work and understand the impact this has.		Students will be able to develop their understanding of scale and proportion when looking at Salvador Dali large scale work and understand the impact this has.	
STEM	Students will look into how the large scale sculptures are built, supported and displayed in exhibitions and large spaces.		Students will look into the technology behind screen printing, looking at colour theory in Art and how it is different in printing e.g. CYMK. They will understand how the layering of colours can create different colours when printing and look into how this technology is different (or similar) to what is currently used today.			
Cross Curricular Links	Technology, History		Technology, History		IT, technology, history	
Key Vocabulary	General: scale, proportion, popular Subject specific: Pop Art, art movement, sculpture, colour theory, bold, bright, primary, Claes Oldenburg		General: scale, proportion, mass production, popular Subject specific: Pop Art, art movement, sculpture, colour theory, bold, bright, primary, Andy Warhol		Freud, psychoanalysis, concept	Photocollage, Dada