

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term Year 7	Project Title – Drawing Skills <u>Intent</u> To assess prior knowledge and foundational content. Baseline Assessment Tone – Tonal chart, Geometric shape layered shading, sphere and 3d shape shading. Negative Space, Ellipses Tea Pot – Mid-term assessment Pattern and Mark Making – Practice Rectangles Zentangle feathers Van Gogh – Sunflowers and research Observational Drawing – Shoes Observational Drawing – Fruit Rubbish still life – Final Piece	• Tonal charts are a reference guide for creating a range of tones and shades. • Gradients incorporate shadows and highlights to bring a flat design to life. Adding darker or lighter tones to a solid colour/tone brings in three-dimensional features to an otherwise two-dimensional design. • Artists use negative space to craft balance, proportion, and visual drama. • Ellipses, being able to record a circle in perspective. • To explore how ellipses are used in composition. • Imagining 2Dimensional shapes in 3Dimensional forms. • Artist research with a focus on mark making. Making connections to contextual studies. • Applying mark making and pattern. • Using basic shapes to create more complex shapes in still life drawing. • Exploring proportions, overlapping and hierarchy when producing a composition. • Using all formal elements effectively (Line, tone, texture, form, shape, pattern)	Baseline Test – Still life drawing Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment (Final Piece)

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Spring Term Year 7	Project Title – Colour Theory <u>Intent</u> To reinforce the formal elements and introduce colour as a focus. <i>Title Page – Colour Theory</i> <i>Primary, Secondary and Tertiary - colour mixing</i> <i>Watercolour – Painting techniques</i> <i>Gradients – Colour combinations</i> <i>Monochrome – Cube painting</i> <i>Bauhaus – Paper Collage</i> <i>Shade and Tints – Tonal Charts</i> <i>Value Landscapes</i> <i>Artist Research – Picasso/Cubism</i> <i>Oil Pastel – Blending skills and techniques.</i> <i>Final Piece – Picasso style portrait</i> <i>Evaluation</i>	• Exploring more advanced uses of and meanings associated with different colours (between cultures) • Knowing the relationships between different colours and colour combinations on the colour wheel. • Learning how to mix paint. • Learning how to hold and use a paint brush to apply paint. • To select colours that go well with each other and to convey the right mood or message in a piece of work. • Cube painting builds upon skills introduced in term 1 (variation of tone). • To develop knowledge of pattern and repetition. • Using tints and shades to add to describe 3D form. • Being able to balance light and dark tones in a painting. • To simplify complex forms into basic shades and shapes. • Being able to blend colours in different materials. • Understanding the difference between frontal and profile portraits (Cubism perspectives). • To make connection of own work to that of different artists using key terminology (contextual studies) • To use metacognitive skills in self-assessment (reflection)	Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment
Summer Term Year 7	<u>Intent</u> Project Title – Faces and Cartoons In preparation for year 8. Combining skills learnt so far. Proportions of the face Practicing facial features A4 Assessed Portrait – proportions, likeness and tone. Cartoons – Key features of a cartoon. Turning a photograph into a cartoon and original ideas.	• Observe proportional elements of the face and placement of the facial features. • Using correct proportions and placement of the facial features. • Draw a face based on observation. • Variations of values, most importantly with different pressures applied effectively. • Constructing irregular shapes. • To understand the basic elements and techniques of cartoon drawing. • Explore character design, with different weights of line.	Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment

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	Creating a comic – storyboarding, layout and character development. Final Piece – Comic book strip Manga Character – Character development using the key characteristics of the style. Monster Sculpture – Design and building a cardboard monster using different cardboard attachments.	• Manipulations of existing knowledge, exaggerating and simplify a person's likeness or not ness. • To understand the deeper meaning behind the work of an artist. • To utilise a visual hierarchy of information. • To understand how to compose images and text together. • To be able to identify key features of an artist's style. • Analyse the mood, meaning and feeling of a work. • To be able construct a cardboard sculpture from a series of sketches. • To be able to apply colour and patterns to a cardboard sculpture.	
Sustainability	Christmas Homework Sustainability Challenge: <i>Design and Make a Cardboard Spartan Helmet</i> Task: You are a sustainable designer tasked with creating a Spartan helmet using only recycled or reused materials. Your helmet should be inspired by ancient Spartan warriors while considering how waste materials can be transformed into something creative and useful. Steps: 1. Research and Sketch - Research images of Spartan helmets to use for reference. Produce a rough plan of what you are going to do. 2. Collect Sustainable Materials - Use recycled cardboard boxes, packaging, newspapers, or other reused materials. Avoid buying new materials where possible. 3. Construct the Helmet - Cut, bend, and join cardboard pieces to create the helmet shape. Add a nose guard, cheek plates, and a plume if desired. Use environmentally friendly adhesives where possible. 4. Decorate and Finish - Paint or cover the helmet using recycled papers or leftover paints. Add patterns, symbols, or colours inspired by Spartan armour. Why re-use cardboard for an art project? * Save Trees * Reduce Landfill Waste * Conserve Energy and Water * Lower Carbon Footprint		

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	Learning Objective: To design and construct a Spartan helmet using recycled cardboard while exploring sustainable design and making techniques. Extension Task: Have You finished your Spartan helmet? Why not make full armour too?		
Autumn Term Year 8	<u>Project Title - Day of the Dead</u> Baseline Assessment Cultural project at the appropriate time of year. Title Page – Day of the dead Mind Map – alters/ofrenda. Skull observation drawing – animal skulls Layered skull drawing – red and blue colour pencil. Day of the dead sugar skull – full sketch Pencil Skull drawing- tonal study Felt Textile Skull – sewing skills (assessed work)	• To establish the creative process and British values. • To develop and have respect, tolerance and curiosity for other cultures. • To develop a more complex, understand of shapes and proportions. • Using simple shapes to record complex shape and form. • To utilise lines and contours in their work. • To build upon hand eye co-ordination. • Mathematical skills – symmetry incorporated into drawing. • More complex colour theory, mixing colours with patterns and meanings. • Using more complex shading techniques, hatching, cross hatching and contour hatching to build up shape and form. • To develop sewing life skills. • Learn pattern cutting and preparation of materials/workspace. Fashion and textiles. • Practice and apply different stitches – running, backstitch, applique, and cross stitch.	Baseline Test – Still life drawing Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment
Spring Term Year 8	<u>Project Title – Art Movements</u> <u>Intent</u> To explore art movements and understand why the art movements emerged	• To enhance creative thinking and create new connections between ideas and art movements. • Blending colour and tone with direction brush strokes to create form. • Understanding how to create focal points in a landscape • Creating smooth gradual variants of tone.	Baseline Test – Still life drawing Fortnightly homework Classwork Marked

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	Fauvism – Block paint Surrealism – Drawing clocks, papier mache clocks Cubism – planning and group sculptural piece of work (abstracted guitar) Pop Art – horrible soup flavours – mono printing Assessed Final Piece – Inspired from one of the 4 art movements in this project.	• Using directional lines to direct the viewers' attention to a particular section of the work. • Learn how to neaten and refine work as it progresses. • Exploring different reasons for drawing. • Expressing mood and emotion with colour, which colours to sue and how to apply them. • Complementary and analogous colours. • To be able to plan and create ideas towards for each art movements • Proceeding and receding colours. • To work in the style of an artist or an art movement. • To record a variety of design ideas. • Creating a 3Dworks as a group • Exploring mono printing • Understanding how refine ideas and produce a final piece	Peer and self-assessment End of project assessment
Summer Term Year 8	Project Title – Food in Art Intent History – A brief history of still life Archimboldo – Colour pencil drawings of fruit and vegetables to compose a portrait. Drawings collage on black paper to represent a portrait. Chocolate Bar – Pencil drawing, focus on proportions, from and tone. Wayne Thiebaud Research page Cake drawing and cake painting – Form, proportions, geometric shapes, tone and colour. Textile Doughnut – Sewing skills – Assessed work.	• To develop a more complex, understand of shapes and proportions. • New ways of holding a colour pencil, blending colour and creating value scales, again building upon skills taught in year 7. • Building upon colour theory and mark making taught in year 7. • Creating smooth gradual variants of tone • Refined analytical skills with artist research in preparation for A01 at GCSE level. • Using simple shapes to record complex shape and form. • To utilise lines and contours in their work. • To build upon hand eye co-ordination. • Using more complex shading techniques, hatching, cross hatching and contour hatching to build up shape and form. • To learn how to use a limited colour palette building upon skills learnt in year 7.	Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment

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		- Using a paint brush to represent different textures and surfaces building upon skills learnt in year 7. - To develop sewing life skills. - Learn pattern cutting and preparation of materials/workspace. Fashion and textiles. - Practice and apply different stitches – running, backstitch, applique, and cross stitch.	
Sustainability	Christmas Homework Sustainability challenge - Junk Portraits Task: You are to find a creative way to create a portrait from junk materials. Your facial features and shoulders should be created from recycled materials. Materials you could use: Old magazines, buttons, packaging, fabric scraps, cardboard, broken plastic objects etc Did you know Plastic can take 500+ years to decompose Everyday plastics persist in the environment, slowly breaking down and contributing to pollution. This longevity is why reducing plastic waste is crucial. Plastics pollute the deepest parts of the oceans Researchers have found plastic waste even in remote, deep-sea trenches, highlighting the far-reaching impact of our waste on marine ecosystems. Learning Objective - To experiment with unconventional materials and techniques to produce a unique portrait that communicates personality and character.		
Autumn Term Year 9	<u>Technical Skills</u> <u>Intent</u> Baseline Assessment	- Use a grid to accurately transfer an image from a source picture to a larger or smaller drawing surface. - Demonstrate careful observation of shapes, lines, and spaces within each section of an image.	Baseline Test – Still life drawing Fortnightly homework Classwork Marked

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	For pupils to learn technical skills needed for GCSE Art style projects. Grid Method – Using a grid to draw an eye in charcoal. Scratchboard – Layering pastel and paint then scratching away a drawing. Watercolour – Glass and lemons. 2 point perspective – Street in pencil. 3D Modelling – Cardboard house Research Page – Henry Moore title, backgrounds info, images, analysis and study. Henry Moore – Clay designs Henry Moore – Clay sculpture Mono printing – from abstract homework	• Maintain correct proportions when enlarging or reducing an image. • Explore the properties and techniques of scratchboard art. • Use scratching tools safely and effectively to create lines, patterns, and textures. • Create a range of marks to show detail and texture. • Demonstrate control of colour, tone, and blending. • Explore how varying amounts of water affect colour intensity. • Use washes to create areas of light and shadow. • Use layering techniques to build depth, tone, and detail. • Identify and use two vanishing points in perspective drawing. • Create a sense of depth and distance. • Measure, mark, and cut cardboard safely and accurately. • Assemble cardboard pieces to create a stable three-dimensional structure. • Use folding, joining, and gluing techniques effectively. • Annotation and analysis, using subject-specific vocabulary to discuss artists and their own work. • Experience of using 3D materials. Clay and wire. • Taking 2D ideas into 3D designs. • Further developing insight into the process that have been used by artist. • Making maquettes and exploring the 3D design process. • Refined analytical skills with artist research in preparation for A01 at GCSE level. • Understanding the science of ceramics. • Developing understanding of 3D materials (Wire and Clay). • Use printing tools and materials safely and effectively.	Peer and self-assessment End of project assessment
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		• Apply ink or paint to a printing surface to create a design. Experiment with lines, shapes, textures, and patterns to create interesting prints. • Transfer an image successfully from a printing plate to paper.	
Spring Term Year 9	<u>Gcse Trial Project- Animal Portraits</u> <u>Intent</u> To experiment with a range of materials and techniques, and producing a personal response inspired by artist research and first-hand observations. Introduction – Title, Introduction, images, mind map and a study. Artist Research – Title, background info, images, analysis and study. Experimentation – Title, responses, images and annotation Final Piece Plan – Explaining final piece Final Piece	• Drawing based on the theme of Animal Portraits • Photography skills, capturing viewpoints, textures, patterns and journeys. • Research skills, investigating artists whose work explores movement, travel, landscapes or journeys. • Annotation and analysis, using subject-specific vocabulary to discuss artists and their own work. • Composition skills, arranging visual elements to create effective artwork. • Experimentation with materials, such as paint, printmaking, collage, mixed media or digital processes. • Recording ideas and observations in a sketchbook. • Developing personal responses to the theme. • Refining and improving work through testing and evaluating ideas. • Understanding formal elements including line, shape, texture, colour, tone and space. • Independent learning and project management, preparing students for GCSE coursework. • Personal expression, communicating thoughts, memories or experiences connected to the idea of trails, journeys and pathways.	Fortnightly homework Classwork Marked Peer and self-assessment End of project assessment
Summer Term Year 9	<u>Independent Project</u> <u>Intent</u>	• Introduction to new methods of recording images. • Observational drawing from natural and man-made trails, pathways and landscapes.	Fortnightly homework Classwork Marked

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	To experiment with a range of materials and techniques, and producing a personal response inspired by artist research and first-hand observations. Introduction – Title, Introduction, images, mind map and a study. Artist Research – Title, background info, images, analysis and study. Photoshoot – 10 – 8 of your best images Initial Response - A4 piece inspired by your theme using primary images. Experimentation – Title, responses, images and annotation. Refinement – At least 2 larger ideas for a final piece. Final Piece Plan – Explaining final piece Final Piece	• Photography skills, capturing viewpoints, textures, patterns and journeys. • Research skills, investigating artists whose work explores movement, travel, landscapes or journeys. • Annotation and analysis, using subject-specific vocabulary to discuss artists and their own work. • Composition skills, arranging visual elements to create effective artwork. • Experimentation with materials, such as paint, printmaking, collage, mixed media or digital processes. • Recording ideas and observations in a sketchbook. • Developing personal responses to the theme. • Refining and improving work through testing and evaluating ideas. • Understanding formal elements including line, shape, texture, colour, tone and space. • Independent learning and project management, preparing students for GCSE coursework. • Personal expression, communicating thoughts, memories or experiences connected to the idea of trails, journeys and pathways.	Peer and self-assessment End of project assessment
Sustainability	Sustainability Challenge - Recycled Animal Sculpture Main Task: You are to create a 3D animal sculpture using only reclaimed materials. You should consider texture, form, and proportion. In recent years, the art world has witnessed a significant shift towards sustainability, with artists increasingly recognising the importance of environmental responsibility in their creative practices. Sustainable sculpture, in particular, has emerged as a vital area of artistic experimentation and ecological responsibility. This movement not only challenges traditional notions of sculpture but also encourages artists to rethink their materials, processes, and the overall impact of their work on the planet.		

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	Learning Objective: To design and create a three-dimensional animal sculpture using recycled materials, developing skills in construction, creativity and sustainable art practices.
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