

Subject Overview

KS3 Art



In Art and Design, we aim to create a curriculum which is exciting and diverse; embodying some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of Art and Design. We aim to empower individuality and develop young minds where creativity is at the heart of their being. In fostering a stimulating environment where students feel safe, and they have the independence and self-confidence to experiment, make mistakes and problem solve. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how Art and Design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation, thus developing an understanding of how Art & Design contributes to the creative industries.

We aim to ensure that all pupils: Are provided with an opportunity to explore varied units of work which cover the formal elements of Art through drawing, painting, sculpture, and printmaking providing the platform for development to Key Stage 4 and beyond. For this reason, we change our units regularly to keep learning fresh and exciting. Students become proficient in drawing, painting, sculpture and other art, craft and design techniques using a wide range of media. Develop an appreciation for the work of others, evaluating and analysing the work of artists using the language of Art, Craft and Design. Know about great artists, craft makers and designers, and understand how they can inform the design process. Produce creative work, exploring their ideas and recording their experiences. At KS4, GCSE Art and Design provides the opportunity to develop an adventurous, creative and inquisitive approach to learning. Through the study of historical and contemporary Art practice students develop the skills to formulate and express their own understanding through written and practical artwork. The artwork produced will be a range of personal responses which embrace a range of ideas devised from starting points and artist inspiration.

Discipline		Year 7	Year 8	Year 9
Line & Tone	Process and Technique	Pencil Tone	Pencil Tone	Pencil Tone
	Curriculum Learning Concepts	Drawing - Measuring Technique Sketching - Accuracy Tonal Variation Proportion Shading skills Blending Highlights	Drawing - Grid Method Tonal Variation Proportion Shading skills - chalk and charcoal Blending	Drawing - Grid Method Tonal Variation Proportion Shading skills Directional shading
	Prior Learning Relevant Schemas Analogies	Recap Understanding of symmetry / line of reflection	Year 7 - Basic Grid Method Year 7 - Pencil Tone	Year 8 - Grid Method Year 7 / 8 Pencil Tone
	Challenge	Emulate surface texture - mark making	Introduce Subtle tones / form	Introduce directional shading / form
Colour Theory - Dry Media	Process and Technique	Pencil Crayons	Oil Pastels	Monotone
	Curriculum Learning Concepts	Drawing Measuring Technique Tonal Variation Proportion Shading Skills	Drawing - Grid Method Tonal Variation Proportion Blending Colour Mixing	Drawing - Grid Method Tonal Variation Proportion Blending Colour Mixing Colour tone

		Blending Colour Mixing		
	Prior Learning Relevant Schemas Analogies	KS2 Art curriculum: Colour Theory / Colour Wheel Primary Colours Tonal Variation	Year 7 - Colour Pencil - Colour Mixing	Year 7 – Colour Pencil Year 8 - Colour Mixing
	Challenge	Exaggeration of colour	Exaggeration of colour	Exaggeration of colour
Colour Theory - Wet Media	Process and Technique	Water colour / block colour	Water colour / colour bleeding	Water colour / Colour Mixing
	Curriculum Learning Concepts	Brush Control Colour Mixing	Brush Control Bleeding	Brush Control Colour Mixing Bleeding
	Prior Learning Relevant Schemas Analogies	Colour Mixing Concentration of cordial	Year 7 - Wax resist - Bleeding	Year 8 - Bleeding
	Challenge	Bleeding	Complex Stimuli	Complex Stimuli Exaggeration of colour
Pattern - Printing	Process and Technique	Mono Printing	Poly Block printing	Stencilling
	Curriculum Learning Concepts	Drawing - Basic Grid Method. Enlargement Mono Printing Principles Qualities of line Shape	Drawing / Measuring Technique Poly Block Printing Principles Repeat Pattern	Advanced stencilling principles Repeat Pattern
	Prior Learning Relevant Schemas Analogies	Fractions of Length Sketching - Accuracy	Symmetry / Rotation KS2 Potato Printing (parts that touch print)	Year 8 - Basic tool handling
	Challenge	Tone - controlled scribble / cross hatching	Multiple Layer Print.	Multiple layer print.
Techniques and Processes	Process and Technique	Wax Resist	Felt Making	Fabric Manipulation
	Curriculum Learning Concepts	Drawing - Basic Grid Method Enlargement Brush Control Bleeding Harmonious Colours	Felt Making Principles Harmonious colours	Artist analysis Harmonious colours
	Prior Learning Relevant Schemas Analogies	Water Colour Painting - Brush Control	Colour Theory	Colour Theory Artist Analysis
	Challenge	Multiple shades	Artist Links	Emulation of the artist work
Texture / Risk-	Process and Technique	Mark Making - printing with objects / materials onto fabric	Mark Making - Textured Surfaces using complementary colours	Mark Making – Background creation

	Curriculum Learning Concepts	Harmonious Colours Complementary Colours Qualities of line	Harmonious Colours Complementary Colours Qualities of line Emulating Textures from Textured surfaces.	Artist Analysis Composition.
	Prior Learning Relevant Schemas Analogies	Colour Theory	Qualities of Line Year 7 - mark Making Flora Blora	Year 8 – mark making
	Challenge		Colour Mixing	Emulate Artist studies
Shape Composition	Process and Technique	Textiles Applique	Paper Collage / design	Mood board
	Curriculum Learning Concepts	Composition Positive and Negative space. Abstract Harmonious Colours Scissor Control	Composition Rule of third Harmonious / complementary Colours Scissor Control	Composition Scissor control Mixed Media Artist Analysis
	Prior Learning Relevant Schemas Analogies	Positive and negative space. Balanced / Busy Composition - equal	Year 7 Composition Year 7 Applique	Year 7 positive and negative space.
	Challenge	Multiple layers	Intricate pieces	Emulate Artist Mood boarding.
2D / 3D Construction	Process and Technique	Cardboard Construction	Paper Folding	
	Curriculum Learning Concepts	Balanced Composition & focal Points Positive and Negative Space Harmonious / complementary Colours Scissor / Craft knife Control Construction Techniques	Paper Folding Principles	
	Prior Learning Relevant Schemas Analogies	Balanced Composition	Paper Fan Making - Concertina	
	Challenge	More complex construction processes	More Complex Construction Processes.	
Critical & Contextual Understanding	Process and Technique	Artist Analysis - Angie Lewin	Design (Cultural Patterns)	Artist Analysis – Lynne Perella / Russo / Andrea Lauren
	Curriculum Learning Concepts	Art Analysis Skills Descriptive Focus	Cultural Art Analysis Skills Descriptive focus Design	Art Analysis Skills Emotive and Descriptive Focus

	Prior Learning Relevant Schemas Analogies	Basic Art Analysis skills – KS2	KS2 Maths Curriculum - repeat pattern	Year 7 – Art Analysis Year 8 – Pattern formation
	Challenge	Look beyond surface level analysis.	Complex / intricate design work.	

The Art curriculum at Shireland CBSO Academy aims to support the delivery of Music through the similarities and cross overs between subjects. Students foster a deeper understanding of creative expression across both disciplines. Both subjects share foundational principles such as rhythm, pattern, and mood, which allow students to draw meaningful connections between visual and auditory forms of communication. Through integrated projects and cross-curricular learning, students are encouraged to appreciate how artists and musicians influence one another and how these disciplines collectively reflect cultural, historical, and emotional narratives. This approach enriches their appreciation of the arts while developing critical thinking and interpretive skills.