

Brief Overview

Year 7 – Developing students’ understanding of the formal elements: Line, Shape, Form, Pattern, Colour, Space, Value and Texture (AO2, AO3).

In year 7, students arrive with a variety of art experience, skill, knowledge and understanding. This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2D (and 3D) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome. In the autumn term, students explore the importance of observation and gain a clear understanding in basic drawing skills, using line, tone, form, shape, and texture. During the second part of autumn term, students explore colour through painting. Students develop their colour mixing skills and their understanding of primary, secondary, and tertiary colours. In the spring term, students continue to develop their colour mixing skills but this time with the exploration of line, shape, form, and pattern through observational drawing of a fabric knot. In the summer term, students gain a foundation set of sculptural skills, exploring cultural masks and underwater textures. Students will be learning how to work with cardboard relief and clay confidently when creating their cultural masks and working with clay safely and how to manipulate it when creating their cultural masks and textured vessels.

Term	Autumn		Spring		Summer	
Unit	T1 – Tonal Mark Making T2 – Colour Theory		T3 – Abstract Art		T4 – Cultural Masks T5 – Textured Vessels	
Big Ideas & Core Concepts	Foundations of Art #1 Artists tell stories. #2 Artists follow (and break) rules.		Foundations of Art #1 Artists tell stories. #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #5 Art engages in different ways.		Foundations of Art #1 Artists tell stories. #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #5 Art engages in different ways.	
Relevant Endpoints	Developing their practice and understanding of the formal elements, specifically; mark making, line, tone, form, shape, pattern, texture and colour .		Developing their practice and understanding of line, colour, pattern, composition and texture .		Developing their practice and understanding of perspective, form, shape, texture and composition .	
	Learning to experimenting with a range of media . Learning new techniques to complete a piece of work. Learning rules by practising accuracy, control and fluency .		Learning rules by practising accuracy, control and fluency . Learning to experimenting with a range of media . Learning to explore and use new materials and processes .		Learning to recognise new narratives in unfamiliar works. Learning to explore and use new materials and processes . Learning rules by practising accuracy, control and fluency	
Core Substantive Knowledge (What)	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Tone makes objects appear 3D by creating value. • Texture is created through mark making. • Shape are created by enclosing a space with a line. They are 2D and can be geometric or organic. • Colour theory – colour wheel, primary, secondary, tertiary, hues. • Forms are 3D – they have height, width and depth. 		Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Composition can be a successful arrangement that uses principles of design and the formal elements. • Colour theory – colour wheel, primary, secondary, tertiary, hues. • Pattern can be observed through repeated colour, line etc. • Texture is created through mark making. 		Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Forms are 3D – they have height, width and depth. • Texture is created through mark making. • 3D - Maquettes (card), clay, joining techniques. • Composition can be a successful arrangement that uses principles of design and the formal elements. • Pattern can be observed through repeated colour, line etc. 	
	Materiality: properties and application of materials (drawing, enlarging, painting, mark making, printmaking). <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils, pen. • Wet Media: Ink washes, brush and ink. • Printmaking: Monoprinting. 	Materiality: properties and application of materials (painting). <ul style="list-style-type: none"> • Painting: Watercolour/Tempera. • Drawing: Pencil, colouring pencils. 	Materiality: properties and application of materials (colouring, drawing). <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • Digital: Photography, iPads. • Viewfinder: Finding interesting compositions. 	Materiality: properties and application of materials (colouring, drawing, painting). <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • Viewfinder: Finding interesting compositions. • Painting: Watercolour/Tempera. 	Materiality: properties and application of materials (drawing, colouring, painting, maquettes). <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • 3D: Cardboard maquettes. • Painting: Watercolour/Tempera. 	Materiality: properties and application of materials (drawing, colouring, 3D, clay making, hand building). <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • 3D: Clay pots. • Digital: Photography, iPads.

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Core Disciplinary Knowledge (How)	<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: familiar to unfamiliar, developing narrative through use of formal elements).</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p>		<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: cultural starting point, developing narrative through use of formal elements).</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p>		<p>Artists tell stories - developing own narrative through use of formal elements).</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p>	
	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., the transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how different paints work in different ways and how this is reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how repetition of imagery is produced and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how things are made to look 3D and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how things are joined together and how is are reflected in the outcome dependent on the skill used).</p>	

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Year 8 - Refined focus on the formal elements: Space, form, line, and textures; as well as material exploration and artist movements. (AO1, AO2, AO3).

In year 7, students will have gained an understanding and knowledge of the formal elements and their breadth of application using a wide range of materials and processes. This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the 'rules' of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions. In year 8, students will explore a variety of art movements and new materials within this year's projects. Students revisit their core drawing skills in the autumn term and explore the importance of observing from a primary source by gaining a clear understanding in basic drawing skills, using line, tone, form, shape, and texture. In the spring term, students will be working towards creating their own multiple viewpoint compositions taking inspiration from a variety of art movements. In the summer term, students will be developing and building their sculptural and designing skills, by exploring urban landscapes and cities. Students will be producing a series of perspective drawings and design ideas when learning how to create a cardboard structure safely and how to manipulate it when creating their urban cityscape structures. Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

Term	Autumn	Spring	Summer
Unit	T1 – Realism Still Life T2 - Cubism	T3 – Hockney	T4 – Built Environment T5 – Urban Landscapes
Big Ideas & Core Concepts	#1 Artists tell stories. #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #4 Art has its own language. #6 Artists ask questions.	#1 Artists tell stories. #3 Artists play with ideas, materials and failure. #4 Art has its own language. #5 Art engages in different ways. #6 Artists ask questions.	#2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #4 Art has its own language. #5 Art engages in different ways. #6 Artists ask questions.
Relevant Endpoints	Developing their practice and understanding of the formal elements, specifically; mark making, line, tone, form, shape, pattern, texture, colour and composition . Learning to experimenting with a range of media . Learning to ask questions about art histories and movements . Learning new techniques to complete a piece of work. Learning rules by practising accuracy, control and fluency .	Developing their practice and understanding of colour, pattern, composition, drawing, collage and 3D making . Learning rules by practising accuracy, control and fluency . Learning to develop a personal response . Learning to explore and use new materials and processes . Learning to ask questions about art histories and movements .	Developing their practice and understanding of drawing, painting, colour, 3D making, collage and composition . Learning to develop a personal response . Learning to ask questions about art histories and movements . Learning to explore and use new materials and processes . Learning rules by practising accuracy, control and fluency
Core Substantive Knowledge (What)	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Tone makes objects appear 3D by creating value. • Texture is created through mark making. • Shape are created by enclosing a space with a line. They are 2D and can be geometric or organic. • Colour theory – colour wheel, primary, secondary, tertiary, hues. • Lines can be draw in many ways to convey meaning and shape. 	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Composition can be a successful arrangement that uses principles of design and the formal elements. • Colour theory – colour wheel, primary, secondary, tertiary, hues. • Pattern can be observed through repeated colour, line etc. • Texture is created through mark making. • Tone makes objects appear 3D by creating value. 	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> • Colour theory – colour wheel, primary, secondary, tertiary, hues. • Texture is created through mark making. • 3D - Maquettes (card), clay, joining techniques. • Composition can be a successful arrangement that uses principles of design and the formal elements. • Pattern can be observed through repeated colour, line etc.

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	<p>Materiality: properties and application of materials (drawing, enlarging, mark making).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. 	<p>Materiality: properties and application of materials (collage, paper making, cardboard relief, photography, drawing).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • Digital: Photography, iPads. • 3D sculpture: Cardboard maquettes 	<p>Materiality: properties and application of materials (colouring, drawing, painting).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils, charcoal, pen, oil pastels. • Digital: Photography, iPads. • Painting: Watercolour/Tempera. 	<p>Materiality: properties and application of materials (drawing, colouring, painting, maquettes).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • 3D sculpture: Cardboard maquettes. • Painting: Watercolour/Tempera. 	<p>Materiality: properties and application of materials (drawing, colouring, 3D, clay making, hand building).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • Printmaking: Monoprinting. • Digital: Photography, iPads.
Core Disciplinary Knowledge (How)	<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: familiar to unfamiliar, starting points, developing narrative through use of formal elements)</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context)</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p>		<p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p> <p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: familiar to unfamiliar, starting points, developing narrative through use of formal elements).</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p>		<p>Artists tell stories - developing own narrative through use of formal elements)</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context)</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p>
	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how different materials work with different tools in different ways and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how things are made to look 3D and how media can be mixed and collage; and how this is reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how to transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how things are made to look 3D and how these are reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes.</p> <p>E.g., how things are joined together and how is are reflected in the outcome dependent on the skill used).</p>

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Year 9 - Exploring how to develop a sketchbook and techniques through demonstrations: e.g., drawing, printmaking, sculpture, photography etc. (AO1, AO2, AO3 & AO4).

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences. In year 9, students have acquired the knowledge of the formal elements and their breadth of application using a wide range of materials and processes. Students will use these processes to inform their own judgements and strengthen their artwork. Students will increase their understanding of handling new and different materials and to purposefully use these tools and techniques across three thematic enquiries. In the autumn term, students will be working towards creating their own tonal self-portraits. Students will be able to place all the features of the face, understanding proportions and scale accurately within their works through adding tone. In the spring term, students will be working towards creating their own Francis Bacon inspired distorted portraits using a grid system to create an expressive and gestural distortrait to show form and depth. In the summer term, students will research and learn about the German Expressionist art movement. Students design and create their own lino cuts and will be mass producing their prints.

Term	Autumn	Spring	Summer
Unit	T1 – Form & Figure T2 – Portraits	T3 – Distorted & Expressive Portraits	T4 – German Expressionism
Big Ideas & Core Concepts	#2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #5 Art engages in different ways. #6 Artists ask questions. #7 Art has value in unequal measure. #8 Art is not fixed in meaning-context is everything.	#2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #5 Art engages in different ways. #6 Artists ask questions. #7 Art has value in unequal measure. #8 Art is not fixed in meaning-context is everything.	#1 Artists tell stories. #2 Artists follow (and break) rules. #3 Artists play with ideas, materials and failure. #5 Art engages in different ways. #9 Art is powerful. #8 Art is not fixed in meaning-context is everything.
Relevant Endpoints	Developing their practice and understanding of the formal elements, specifically; mark making, line, form, shape, texture and colour .	Developing their practice and understanding of line, colour, pattern, form, composition, perspective and texture .	Developing their practice and understanding of perspective, form, shape, texture, line and composition .
	Learning new techniques to complete a piece of work. Learning rules by practising accuracy, control and fluency . Learning to question what gives work its value .	Learning rules by practising accuracy, control and fluency . Learning to experimenting with a range of media . Learning to explore and use new materials and processes .	Learning to recognise new narratives in unfamiliar works. Learning to explore and use new materials and processes . Learning rules by practising accuracy, control and fluency
Core Substantive Knowledge (What)	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> Tone makes objects appear 3D by creating value. Texture is created through mark making. Shape are created by enclosing a space with a line. They are 2D and can be geometric or organic. Colour theory – colour wheel, primary, secondary, tertiary, hues. Forms are 3D – they have height, width, depth and shape. 	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> Composition can be a successful arrangement that uses principles of design and the formal elements. Colour theory – colour wheel, primary, secondary, tertiary, hues. Pattern can be observed through repeated colour, line etc. Texture is created through mark making. Tone makes objects appear 3D by creating value. 	Formal elements: exploration of practice and application: <ul style="list-style-type: none"> Forms are 3D – they have height, width and depth. Texture is created through mark making. 3D - Maquettes (card), clay, joining techniques. Composition can be a successful arrangement that uses principles of design and the formal elements. Lines can be draw in many ways to convey meaning and shape.

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	<p>Materiality: properties and application of materials (drawing, making, collaging).</p> <ul style="list-style-type: none"> • Drawing: Pencil, charcoal, graphite. • 3D sculpture: Tinfoil sculptures, wire skeletons, papier mache, tissue paper collage. 	<p>Materiality: properties and application of materials (drawing, photography).</p> <ul style="list-style-type: none"> • Drawing: Pencil, charcoal, graphite. • Digital: Photography, iPads. 	<p>Materiality: properties and application of materials (colouring, drawing).</p> <ul style="list-style-type: none"> • Drawing: Pencil, oil pastles. • Digital: Photography, iPads. Enlarging: <ul style="list-style-type: none"> • Enlarging composition. 	<p>Materiality: properties and application of materials (colouring, drawing, painting).</p> <ul style="list-style-type: none"> • Drawing: Pencil, colouring pencils. • Painting: Watercolour/Tempera. • Digital: Photography, iPads. 	<p>Materiality: properties and application of materials (drawing, colouring, painting, maquettes).</p> <ul style="list-style-type: none"> • Drawing: Pencil, graphite, pen. • Composition: Shrinking composition. • Printmaking: Lino printing.
Core Disciplinary Knowledge (How)	<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: familiar to unfamiliar, developing narrative through use of formal elements).</p> <p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p>		<p>Learning to understand how context changes what we know, think and feel about a work or idea. Learning how art can change perception of the world.</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p>	<p>Learning to use tools and materials with accuracy and control (introduction to rules and processes, application of rules and processes dependent on context).</p> <p>Learning to explore and experiment with tools and materials, problem solving when things go wrong.</p> <p>Learning to ask questions about work and ideas so that we can make decisions with purpose.</p>	
	<p>Material properties and application (how different processes and materials produce different outcomes).</p> <p>E.g., how things are made to look 3D and how media can be mixed and collage; and how this is reflected in the outcome dependent on the skill used.</p>	<p>Material properties and application (how different processes and materials produce different outcomes).</p> <p>E.g., how to transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used.</p>	<p>Material properties and application (how different processes and materials produce different outcomes).</p> <p>E.g., how to transfer of materials to different surfaces and how these are reflected in the outcome dependent on the skill used).</p> <p>E.g., how different paints work in different ways and how this is reflected in the outcome dependent on the skill used).</p>	<p>Material properties and application (how different processes and materials produce different outcomes).</p> <p>E.g., how repetition of imagery is produced and how these are reflected in the outcome dependent on the skill used).</p>	