

Curriculum Overview 2025-26 Art and Photography KS3

Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Curriculum Content:	Colour Theory	Colour Theory	Fonts and typography	Fonts and typography	Pattern and line	Pattern and line
Priority Essential knowledge and skills that will be taught.	<p>Prior Learning: Unknown as just coming from Primary School.</p>	<p>Prior Learning: Primary, secondary, and tertiary colours. Artist research.</p>	<p>Prior Learning: Primary, secondary, and tertiary colours. Artist research, colours for emotion and effect.</p>	<p>Prior Learning: Letter types. Fonts, working with grid lines.</p>	<p>Prior Learning: Line, shape, presentation, colour and depth.</p>	<p>Prior Learning: Line, shape, presentation, colour and depth. Pattern and line.</p>
	<p>Key Knowledge: Know what Primary colour are Know what Secondary Colours are Know what Tertiary Colours are Know that there are warm and Cold Colours Know what a tone is Know what shades are</p>	<p>Key Knowledge: Know how carry-out independent research into the work of an artist Know how analyse and evaluate the work of an artist using the language of opinion Know to record and communicate observations upon the work of an artist Know how to use a wide range of media in response to the work of an artists Know the three different types of Colours Know what a tone is Know what shades are</p>				
<p>Colour theory Line and shape Tone Value pattern</p>		<p>Key Knowledge: Know how carry-out independent research into the work of an artist Know how analyse and evaluate the work of an artist using the language of opinion Know to record and communicate observations upon the work of an artist</p>	<p>Key Knowledge: To know the different types of Line To know the different types of Shading To know how to create different versions of Perspective To understand the History of language To know how to create Mood boards</p>	<p>Key Knowledge: To know the different types of Line To know the different types of Shading To know how to create different versions of Perspective To understand the History of language</p>	<p>Key Knowledge: To know different creative lines To know there are free form and geometric shapes and the differences between them To know what forced perspective To know and be able to use different tones</p>	<p>Key Knowledge: To know different creative lines To know there are free form and geometric shapes and To know how to use clay and other new mediums To know what a thumb bowl is and how to make them To be able to add texture To know and use Colour skills To know how to outline</p>

	<p>Skills: To be able to use new terminology and knowledge To be able to Improve colouring and shading skills. To be able to develop Personal Responses To be able to Evaluate personal responses To be able to use the language of opinion</p> <p>Future links: Shading and shadow Patterns/ depth</p>	<p>Know how to use a wide range of media in response to the work of an artists Know the three different types of Colours Know what a tone is Know what shades are</p> <p>Artists and Genres: Kandinsky, Da Blue Ritter, Picasso, Cubism</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve colouring and shading skills. To be able to develop Personal Responses To be able to Evaluate personal responses To be able to use the language of opinion</p> <p>Future links: Presentation of work Eye catching lettering</p>	<p>To know how to create a mind map To know how to evaluate personal work</p> <p>Artists and Genres: Michael Craig Martin, Pop Art, Banksy Street Art</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve line and perspective skills. To be able to develop Personal Responses To be able to evaluate personal responses To be able to understand art quotations</p> <p>Future links: Work to a brief</p>	<p>To know how to create Mood boards To know how to create a mind map To know how to evaluate personal work</p> <p>Artists and Genres: Michael Craig Martin, Pop Art, Banksy Street Art</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve line and perspective skills. To be able to develop Personal Responses To be able to evaluate personal responses To be able to understand art quotations</p> <p>Future links: Self-evaluation language of opinion</p>	<p>To know what value means in art To know and use Colour skills To know how to outline To know how to add contrasts</p> <p>Artists and Genres: Mr Doodle, John Burgerman, Doodle art, Zen doodles</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve line and perspective skills. To be able to develop Personal Responses To be able to evaluate personal responses To be able to understand art quotations</p> <p>Future links: Perspective, illusions, depth, and shadow</p>	<p>To know how to add contrasts</p> <p>Artists and Genres: None specific, this half term has more of a focus on cultural patetrn by multiple artists.</p> <p>Skills: New terminology and knowledge Improvement in line and pattern skills. Developing Personal Responses Artist research pages Independent work Linking an artist to your own work</p> <p>Future links: Perspective, illusions, 3D artwork, new mediums</p>
<p>SMSC</p>	<p>Spiritual development Use of imagination and creativity in their learning</p>	<p>Spiritual development Knowledge of, and respect for, different people’s faiths, feelings and values</p>	<p>Moral development An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England</p>	<p>Moral development An understanding of the consequences of their behaviour and actions</p>	<p>Spiritual development A sense of enjoyment and fascination in learning about themselves, others and the world around them</p>	<p>Cultural development An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others An understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</p>

<p>Assessment</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>
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Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Perspective Prior Learning: Shape, line and pattern from Year 7.</p> <p>Key Knowledge: To know what a Vanishing point is To know what Horizontal means To know what Vertical means To know what Parallel means To know how to create Faint lines To know what 1 point perspective is and create images To know what 2-point perspective is and create images</p> <p>Artists and Genres: Julian Beaver, street art, M.C Escher</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve line and ruler skills. To be able to Develop Personal Responses To be able to create 1-point and 2-point perspective images</p> <p>Future links: Adding depth to all aspect of artwork Improvement of line skills.</p>	<p>Perspective Prior Learning: 1 point perspective moving into 2-point perspective.</p> <p>Key Knowledge: To know what a Vanishing point is To know what Horizontal means To know what Vertical means To know what Parallel means To know how to create Faint lines To know what 1 point perspective is and create images To know what 2-point perspective is and create images</p> <p>Artists and Genres: Julian Beaver, street art, M.C Escher</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve line and ruler skills. To be able to Develop Personal Responses To be able to create 1-point and 2-p</p> <p>Future links: Observational drawing shading and colour for depth.</p>	<p>Still Life Prior Learning: Special awareness, observational drawing.</p> <p>Key Knowledge: To know how to use Primary colour in your final pieces To know how to use Secondary Colours in compositions To be able to use Tertiary Colours to create tones and shades for backgrounds To know how to create a composition</p> <p>Artists and Genres: Michael Craig Martin, Pop Art, Brit Art</p> <p>Skills: To be able to create a composition of objects To be able to use different mediums to create a final piece. To be able to evaluate another artist's work</p> <p>Future links: Line control, mark marking skills, evaluation, and opinion.</p>	<p>Still Life Prior Learning: How to create an artist research page. Observational drawing.</p> <p>Key Knowledge: To know how to use Primary colour in your final pieces To know how to use Secondary Colours in compositions To be able to use Tertiary Colours to create tones and shades for backgrounds To know how to create a composition</p> <p>Artists and Genres: Michael Craig Martin, Pop Art, Brit Art</p> <p>Skills: To be able to create a composition of objects To be able to use different mediums to create a final piece. To be able to evaluate another artist's work</p> <p>Future links: 3D artwork, abstract artists, use of mediums.</p>	<p>Texture Prior Learning: Shading, shadow, observation drawing.</p> <p>Key Knowledge: To know how to add Hatching to form shading To know how to add Cross Hatching to form shading To Know how to add Shadows To know how to create the illusion of depth</p> <p>Artists and Genres: Friedrich Hundertwasser, Alfredo Aquilizan, Isabel Aquilizan</p> <p>Skills: To be able to create a composition of objects To be able to use different mediums to create a final piece. To be able to evaluate another artist's work</p> <p>Future links: Explanations of steps of work, critical observations.</p>	<p>Texture Prior Learning: Observation drawing water colour techniques.</p> <p>Key Knowledge: To know how to add Hatching to form shading To know how to add Cross Hatching to form shading To Know how to add Shadows To know how to create the illusion of depth</p> <p>Artists and Genres: Friedrich Hundertwasser, Alfredo Aquilizan, Isabel Aquilizan</p> <p>Skills: To be able to create a composition of objects To be able to use different mediums to create a final piece. To be able to evaluate another artist's work</p> <p>Future links: Photography skills, light sources.</p>
SMSC						

<p>Assessment</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>	<p>Formative verbal feedback on pupils' progress is provided in lesson.</p> <p>At the end of the project summative assessment of pupils' mastery of key knowledge and skills is completed.</p>
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Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Photography</p> <p>Prior Learning: First introduction to photography. Links to styles of art, conducting research and critical evaluation skills from prior KS3 learning.</p> <p>Key Knowledge: To know Key photographic terminology To know Camera controls and settings To know what Perspective and light are in photography To know what Distortion To know how to Edit To know how to craete a Collage</p> <p>Skills: To be able to Select and use camera settings To be able to Use perspective and light when producing a photographic image To be able to Use distortion in a photographic image To be able to Plan and carry-out a photoshoot To be able to Edit a photographic image To Be able to Produce a photographic collage To be able to Develop a personal response using photography</p>	<p>Photography</p> <p>Prior Learning: First introduction to photography. Links to styles of art, conducting research and critical evaluation skills from prior KS3 learning.</p> <p>Key Knowledge: To know Key photographic terminology To know Camera controls and settings To know what Perspective and light are in photography To know what Distortion To know how to Edit To know how to craete a Collage To know what the Rule of 3 and golden ratio are</p> <p>Skills: To be able to Select and use camera settings To be able to Use perspective and light when producing a photographic image To be able to Use distortion in a photographic image To be able to Plan and carry-out a photoshoot To be able to Edit a photographic image To Be able to Produce a photographic collage To be able to Develop a personal response using photography</p>	<p>3D sculpture</p> <p>Prior Learning: Clay work in year 7, structural modelling in year 8.</p> <p>Key Knowledge: To know the Proportions of a human face To know how to build with Cardboard and other mediums To know how to create depth To know how to create Perspective To know about different types of Sculpture To know how to add Edges to sculptures To know different types of Construction To know what the word Malleable means</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve 3D sculpting and physical artwork To be able to manipulate new media and tools to create sculptures. To be able to develop Personal Responses To be able to Evaluate personal responses To be able to use the language of opinion.</p>	<p>3D sculpture</p> <p>Prior Learning: Clay work in year 7, structural modelling in year 8.</p> <p>Key Knowledge: To know the Proportions of a human face To know how to build with Cardboard and other mediums To know how to create depth To know how to create Perspective To know about different types of Sculpture To know how to add Edges to sculptures To know different types of Construction To know what the word Malleable means</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve 3D sculpting and physical artwork To be able to manipulate new media and tools to create sculptures. To be able to develop Personal Responses To be able to Evaluate personal responses To be able to use the language of opinion.</p>	<p>3D sculpture</p> <p>Prior Learning: Clay work in year 7, structural modelling in year 8.</p> <p>Key Knowledge: To know the Proportions of a human face To know how to build with Cardboard and other mediums To know how to create depth To know how to create Perspective To know about different types of Sculpture To know how to add Edges to sculptures To know different types of Construction To know what the word Malleable means</p> <p>Skills: To be able to use new terminology and knowledge To be able to Improve 3D sculpting and physical artwork To be able to manipulate new media and tools to create sculptures. To be able to develop Personal Responses To be able to Evaluate personal responses To be able to use the language of opinion.</p>	<p>Illustration and illustrators</p> <p>Prior Learning: Culmination of all seven key elements of art.</p> <p>Key Knowledge: To know what a Composition is To know what a Storyboard is and how to craete one To know and use different colours for mood and feeling To know different Shapes To know there are different Forms To know and use different types of Calligraphy To know and use different types of Typography</p> <p>Skills: To be able to use new terminology and knowledge Of the key skills of illustration To be able to plan and create compositions To be able to use a known stimulus To be able to Further develop skills using colour shape and form To be able to Further develop fonts and texture in work</p>

