## Key Stage Three Art Curriculum Overview



|        | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------|---|---|---|---|---|--|
| YEAR 7 | Formal elements:<br>Line, tone, shape<br>Art movements<br>Shell observation             | Formal elements:<br>Texture, colour<br>Insects<br>Colour theory<br>Fauvism landscape                | Formal elements:<br>Pattern, and positive and<br>negative space<br>Printing                           | Formal elements:<br>Colour and tone<br>Observational painting:<br>conkers/ orange | Formal elements:<br>Pattern and line<br>Printing/repeat pattern   | Formal elements:<br>Structure and shape<br>Cake designs<br>Slab building – clay        |
|        | Abstract art<br>Realism<br>De Stijl<br>Piet Mondrian<br>Pablo Picasso<br>Amiria Gale    | Fauvism<br>Post-impressionism<br>Expressionism<br>André Derain<br>Henri Matisse<br>Vincent van Gogh | Japanese art<br>Notan art<br>Modernism<br><i>Angie Lewin</i>  | Watercolour<br>Modernism<br>Georgia O'Keeffe                                      | Cultural pattern<br>Op art<br>Bridget Riley<br>Victor Vasarely    | Pop art<br>Modernism<br>Realism<br>Claes Oldenburg<br>Wayne Thiebaud<br>Sarah Graham   |
| YEAR 8 | Cubism<br>Analytical and synthetic  | Abstraction<br>Fragmentation<br>Still life abstraction<br>Colour theory                             | Still life<br>Chiaroscuro<br>Drawing in three<br>dimensions<br>Ellipses<br>Grid drawing               | <b>The figure</b><br>Proportions<br>Posture<br>Mannequins – oil pastel            | Abstract figure<br>Clay and Modroc                                | <b>Birds and mark making</b><br>Colour blending<br>Hatching techniques<br>Inks         |
|        | Pablo Picasso<br>George Braque  | Vanitas<br>Spanish still life<br>Renaissance<br><i>Diego Velazquez</i>                              | Juan Gris<br>Bartosz Jancik   | Greek sculpture<br>Auguste Rodin<br>Michelangelo                                  | Henry Moore<br>Alberto Giacometti<br>Jean-François Glabik         | Ernst Haeckel<br>Mark Powell<br>Abby Diamond   |
| YEAR 9 | Portraiture<br>Contextual understanding<br>Proportions of the face<br>The eye           | Facial features (media skills)<br>Hatching techniques<br>Watercolour<br>Chalk and charcoal          | <b>Contextual understanding</b><br>Art timeline<br>Painting focus                                     | Personal response<br>Mixed media  | Birds (revisit)<br>Colour blending<br>Hatching techniques<br>Inks | Consumerism and food<br>or<br>Architecture and<br>buildings<br>Three-dimensional focus |
|        | Portraiture<br>Renaissance<br>Pop art<br>Abstract<br>Fauvism<br>Modernism               | Chiaroscuro<br>Maurits Cornelis Escher<br>Leonardo Da Vinci<br>Titian                               | Impressionism<br>Post-impressionism<br>Fauvism<br>Pointillism<br>Blue Period<br><i>Georges Seurat</i> | Inspirational people and<br>Black History   | Art Nouveau<br>Ernst Haeckel<br>Mark Powell<br>Abby Diamond       |  |
|        | Roy Lichtenstein<br>Andy Warhol<br>Amedeo Modigliani<br>Lucian Freud<br>Kees Van Dongen |   | Paul Signac<br>Claude Monet<br>Henri Matisse<br>Pablo Picasso   |   |   |  |



## Key Stage Four Art Curriculum Overview

|         | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |  |  |  |  |
|---------|---|----------|----------|----------|----------|----------|--|--|--|--|
|         |   |          |          |          |          |          |  |  |  |  |
| YEAR 10 |   |          |          |          |          |          |  |  |  |  |
| Edexcel |   |          |          |          |          |          |  |  |  |  |
|         |   |          |          |          |          |          |  |  |  |  |
|         | Students are able to choose GCSE Art at Key Stage 4 |          |          |          |          |          |  |  |  |  |
| YEAR 11 |   |          |          |          |          |          |  |  |  |  |
| Edexcel |   |          |          |          |          |          |  |  |  |  |
|         |   |          |          |          |          |          |  |  |  |  |
|         |   |          |          |          |          |          |  |  |  |  |