

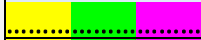







Key Stage 3 Curriculum Overview 2025-26

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	Unit description	<p><b>Introduction to the Formal elements:</b> What is art? /How is it created? Exploration of</p> <ul style="list-style-type: none"><li>Line</li><li>Tone</li><li>Texture</li></ul> <p><b>Baseline Drawing test</b></p> <p><i>Intent: Students will learn the basic principles of art, to inform how art is created &amp; to begin to establish key skills in drawing and recording.</i></p>  <p><b>Key Words/terms:</b> Formal Elements Linear Tone/Value Sketch Expressive Gestural</p>	<p><b>Application of the Formal elements:</b> Drawing exercises applying Line &amp; texture. Exploration of media to include printing and clay outcomes.</p> <p><i>Intent: Students will learn how to apply the formal elements to their own work, developing skills in observation &amp; recording.</i></p>  <p><b>Key Words/terms:</b> Exploration Experimentation Refinement Ceramic Textural Surface Quality</p>	<p><b>Colour project:</b> Colour theory exercises exploring the structure of colour wheel &amp; mixing a range of Analogous colours. <b>Painting:</b> Application of paint, focusing on mixing, accuracy, and control.</p> <p><b>Baseline Drawing test</b></p> <p><i>Intent: Students will learn how to mix and apply poster paints with accuracy &amp; control and to apply a range of mark making techniques.</i></p>  <p><b>Key Words:</b> Blend Stipple Sgraffito Primary Secondary Tertiary Complementary Analogous</p>	<p><b>Compositional designs</b> Repeat/rotational design based on the work of William Morris &amp; mathematical Islamic patterns.</p> <p><i>Intent: Students will learn about artists work &amp; apply ideas for composition, focusing on mathematical elements such as symmetry and rotation.</i></p>  <p><b>Key Words/terms:</b> Composition Rotation Repetition</p>	<p><b>Landscape:</b> Observational drawing, focusing on applying the Formal elements- Line/Tone/Texture.</p> <p><i>Intent: Students will learn how to draw from direct observation recording shape, form &amp; texture to suggest 3d form.</i></p>  <p><b>Key Words/Terms:</b> Composition Foreground Middle Ground Background Orientation Proportion Perspective Distance</p>	<p><b>Landscape response:</b> Colour response applying ideas &amp; techniques from Fauvism.</p> <p><i>Intent: Students will learn about the Fauve art movements use of colour &amp; mark making and apply to their own work.</i></p>  <p><b>Key Words:</b> Wild Beasts (Fauve) Exaggerated Vibrant Expressive</p>
	Assessment	<p><b>Drawing Assessment:</b> Summative assessment (B/M/S/E)</p>	<p><b>Formal elements booklet:</b> Formative verbal &amp; written feedback ongoing during lessons. Final Summative assessment at end of unit.</p>	<p><b>Compositional design:</b> Verbal &amp; written feedback given during lessons for designs. <b>Compositional design:</b> Summative assessment (B/M/S/E)</p>	<p><b>Drawing Assessment 2</b> Summative assessment (B/M/S/E) <b>Painting Outcome:</b> Formative verbal &amp; written feedback ongoing during lessons. Summative assessment (B/M/S/E)</p>	<p><b>Fauvism research:</b> Formative written feedback</p>	<p><b>Landscape Outcome:</b> Summative assessment (B/M/S/E)</p>

Key Stage 3 Curriculum Overview 2025-26

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 8 Art	Unit description	<p><b>Still life</b>-Introduction- What makes a good still life? Creating an effective composition.</p> <p><b>Drawing exercise</b>- Simplification of form using simple shapes. <b>Tone</b>-Appling tone to suggest 3d form.</p> <p><b>Observational drawing</b>: A4 pencil study from direct observation.</p> <p><i>Intent: Students will learn how to apply the formal elements to their own work, building on skills in observation &amp; recording.</i></p>  <p><u>Key Words/terms:</u></p> <p>Composition</p> <p>Construction lines</p> <p>Horizon line</p> <p>Contour</p> <p>3d form</p> <p>Foreground</p> <p>Middle ground</p> <p>Background</p>	<p><b>Ceramic/Painting project</b>- response to still life focusing on shape, form, and texture.</p> <p><i>Intent: Students will learn about the properties &amp; how to handle clay, and to model ideas in 3d form.</i></p>  <p><u>Key Words/Terms:</u></p> <p>Pinch</p> <p>Coil</p> <p>Leather hard</p> <p>Score</p> <p>Attach</p> <p>Blend</p> <p>Relief</p> <p>Surface quality</p>	<p><b>Masks</b>- To identify the purpose of masks from different cultures. An exploration of masks for a specific purpose-Celebration/Ceremony/performance/protection.</p> <p><b>Cultural context</b>: masks from Asia/Africa/S. America/ Europe</p> <p><i>Intent: Students will learn 3d modelling construction techniques.</i></p>  <p><u>Key words/Terms:</u></p> <p>Identity</p> <p>Disguise</p> <p>Ceremony</p> <p>Protection</p> <p>Expression</p>	<p><b>Mask Making</b>- To construct a 3d mask, exploring purpose, cultural influences colour &amp; pattern.</p> <p><i>Intent: Students will learn how to handle 3d materials, to create shape &amp; form.</i></p>  <p><u>Key words/terms:</u></p> <p>Mod roc</p> <p>Gum Strip</p> <p>Construct</p> <p>Sculpt</p>	<p><b>Composite faces</b>- ‘What are you made of?’ creative portrait design using objects to create a face.</p> <p>Exploration of composition, colour, shape texture and 3d form. To include drawing, collage and mixed media.</p> <p><i>Intent: Students will learn how to arrange images into a complex composition.</i></p>  <p><u>Key Words/ Terms:</u></p> <p>Arcimboldo</p> <p>Composite</p> <p>Illusion</p> <p>Inverted</p> <p>Mannerism</p>	<p><b>Response to artist</b></p> <p>Watercolour/Ceramic /Collage response to artist Guiseppe Arcimboldo.</p> <p><i>Intent: Students will learn how to apply paint using accuracy &amp; control.</i></p>  <p><u>Key words/Terms:</u></p> <p>Saturation</p> <p>Opaque</p> <p>Accuracy</p> <p>Control</p> <p>Blend</p> <p>Stipple</p>
	Assessment	<p><b>Still life booklet:</b></p> <p>Formative verbal &amp; written feedback ongoing during lessons.</p> <p><b>Observational drawing:</b></p> <p>Summative assessment (B/M/S/E)</p>	<p><b>Ceramic outcome:</b></p> <p>Summative assessment (B/M/S/E)</p>	<p><b>Project booklet:</b></p> <p>Formative verbal &amp; written feedback ongoing during lessons.</p>	<p><b>Mask Outcome:</b></p> <p>Summative assessment (B/M/S/E)</p>	<p><b>Project booklet:</b></p> <p>Formative verbal &amp; written feedback ongoing during lessons.</p>	<p><b>Painting outcome:</b></p> <p>Summative assessment (B/M/S/E)</p>

Key Stage 3 Curriculum Overview 2025-6

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		AUTUMN 1	AUTUMN 2 (7wks)	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 9 Art	Unit description	<p><b>Art with a message-</b> written response to Picasso’s painting Guernica.</p> <p>Visual response to a social/news event using Symbolism.</p> <p><i>Intent: Students will learn how art can be used to influence others and to convey a powerful message.</i></p> <div><div></div><div></div><div></div></div> <p><u>Key words:</u> Analysis Abstract Symbolism Composition Propaganda</p>	<div><div></div><div></div><div></div></div>	<p><b>Cubism-</b> Drawing exercises exploring shape, angles &amp; multiple viewpoints.</p> <p><b>Artist reference-</b> Picasso, Braque, Gris</p> <p><i>Intent: Students will learn how to create an abstract composition using multiple viewpoints &amp; angles.</i></p> <div><div></div><div></div><div></div></div> <p><u>Key Words:</u> Abstracted Angular Fragment Faceted Viewpoint Opaque</p>	<p><b>Painting response-</b> Acrylic abstract still life composition.</p> <p><i>Intent: Students will learn how to arrange an abstract composition and to apply acrylic paint with accuracy and control.</i></p> <div><div></div><div></div></div> <p><u>Key Words:</u> Accuracy Stippling Sgraffito Dry Brush</p>	<p><b>Portraiture-</b> Introduction to portraiture. What is a portrait and how have artists portrayed this differently throughout history. Drawing exercises exploring Proportion &amp; measurement of the face and Facial <u>feature</u> studies.</p> <p><i>Intent: Students will learn how Artists have portrayed humans Over time &amp; how to use proportion &amp; measurements to draw a face.</i></p> <div><div></div><div></div></div> <p><u>Key Words:</u> Proportion Ellipse Contour</p>	<p><b>Portrait Response: Identity</b> Portrait exploring identity using possessions, and colour to express character.</p> <p><i>Intent: Students will learn how to express their own identity in art, demonstrating how to research, plan and evidence their decision-making processes.</i></p> <div><div></div><div></div></div> <p><u>Key Words:</u> Identity Perception Vanitas Develop Explore</p>
	Assessment	<p><b>Project Booklet:</b> <i>Formative verbal &amp; written feedback ongoing during lessons.</i></p> <p><b>Guernica report:</b> <i>Summative assessment (B/M/S/E)</i></p>	<p><b>Project Booklet:</b> <i>Formative verbal &amp; written feedback ongoing during lessons.</i></p> <p><b>Painting Response:</b> <i>Summative assessment (B/M/S/E)</i></p>	<p><b>Project Booklet:</b> <i>Formative verbal &amp; written feedback ongoing during lessons.</i></p> <p><i>Final Summative assessment at end of unit.</i></p>	<p><b>Response piece:</b> <i>Summative assessment (B/M/S/E)</i></p>	<p><b>Project booklet:</b> <i>Formative verbal &amp; written feedback ongoing during lessons.</i></p> <p><i>Final Summative assessment at end of unit.</i></p>	<p><b>Final outcome:</b> <i>Summative assessment (B/M/S/E)</i></p>

# ART KS3>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

Encouraging creative expression to connect with the inner self and the transcendent.

Across all key stages, students are encouraged to express their ideas creatively with the opportunity to work towards independent outcomes.

In Yr 9, during the portraiture project, students develop ideas for an outcome which explores the theme of identity.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

KS3- Yr7 Landscape- observational drawing in the natural environment to build a sense of awe and awareness of the natural world.

Yr7 Totem poles- Induction project to explore community and belonging.

-Yr9 Art with a message-creative response to a world issue such as the environment, poverty and war, to build empathy and a sense of responsibility towards others.