

Long Term Plan

ART

KS3 (Year 7,8 and 9)

Vito Drago June 2026/27

Subject intent/vision:

In Art we provide our students with the opportunities to thrive and flourish academically by equipping them with the vocabulary to understand and discuss the visual arts, mediums and techniques.

In Art we provide our students with the opportunities to thrive and flourish personally by encouraging young learners to think creatively and innovatively.

To enable all students to achieve, our subject curriculum is underpinned by the following principles:



Ambitious - The art curriculum is planned backward ensuring a deep and purposeful sequence of activities for a wider knowledge, instead of narrow learning episodes.



Sequenced / Spiral – Key learning (and practical skills) is repeated throughout the curriculum for equal access, regardless of the students starting point during the academic year.



Literacy - Key learning is embedded through contextual studies, giving students a chance to think and write critically about responses or personal outcomes. Students also write about the process and materials relevant to their project.



Cultural Capital – The department is committed to expose students to a range of artists and designers throughout the curriculum and gallery visits and is working towards building a relationship with local creative people and institutions to organise visits and workshops.

Long term plan:

Y7

Formal elements: line, shape Tone, Texture			Formal elements: Colour theory		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Contextual studies: Henri Matisse page featuring a copy/ies of relevant artwork. Designed title and critical study as part of a planned design Skill focus: using the artist style for an effective layout. Organic and geometric collage in response to Henri Matisse. Skill focus: cutting paper accurately/ composition. Presentation page about tone featuring examples of tone created by pressure and tone created by layers. Skill focus: Shading techniques using a pencil	Practicing tone skills: - Recording of geometric solids from secondary sources Skill focus: using the grid method for accurate recording of an image - Recording of geometric solids from primary sources Skill focus: recording shape, proportion and tone by observation	Recording texture from primary sources: Recording of a teddy bear focussing on shape proportion light direction and fur (texture) Skill focus: using geometric shape to simplify an object for accurate recording/ recording details from observation for a refined outcome. Collagraph Skill focus: Translating a drawing into a printing/ using texture on plate to create an image for printing purposes /inking/ printing on a variety of papers (including collage)	Colour wheel page Skill focus: foundation for an effective use of acrylic paint/colour theory	Contextual study: Patrick Caulfield page featuring a copy/ies of relevant artwork. Designed title and critical study as part of a planned design Skill focus: using the artist style for an effective layout. Linear drawing from observation of a Still life composition Skill focus: recording skills focussing on line and shape (Retrieval activity based on AUT2 and Spring1 L.Os) Still life painting in response to Patrick Caulfield Skill focus: Application of colour theory (mixing primary colours for a larger palette)/ Application of Acrylic paint	Blending paint chart Skill focus: use of brush and water to effectively create tonal bars using and blended colours specific to acrylic paint Painting from secondary sources of an object/objects Skill focus: Grid method for enlarging purposes/Application of acrylic paint showing shading/tone/texture
Assessment:Recording/Pr esentation/ Experimenting	Assessment:Recording/Pr esentation/ Experimenting	Assessment:Recording/Pr esentation	Assessment:Experimenti ng	Assessment:Recording/Pr esentation/ Experimenting	Assessment:Recording/Pr esentation/ Experimenting

Still life/cubism			The local area		
Autumn 1	Autumn 2	Spring 1		Summer 1	Summer 2
Context studies: Cubism page featuring a copy/ies of relevant artwork. Designed title and critical study as part of a planned design Skill focus: using the artist style for an effective layout.	Composition studies focussing on still life: - Observation studies - Juxtaposition of two points of view from observation in the style of Cubism Skill focus: Recording from observation. Tone and shading using pencil	Practicing with oil pastel;s Still life in the style of cubism finished with oil pastels Skill focus: merging oil pastels	Exploring ideas - Mind map - Title page Contextual studies: - Stanley Donwood page (with clear references to Op art) featuring a copy/ies of relevant artwork. Designed title and critical study as part of a planned design Skill focus: using the artist style for an effective layout.	Composition ideas for a trinket plate featuring local area images inspired by Stanley Donwood/Op art Skill focus: Responding to a design brief/composition ideas informed by contextual studies	Ceramic plate (souvenir) with chosen design from previously explored ideas. Skill focus: Clay wedging/Clay roll-out/Clay cutting/Clay painting and varnishing
Assessment: Presentation	Assessment: Recording	Assessment: Recording/presentation/experimenting	Assessment: Presentation	Assessment: recording/	Assessment: presentation/recording/experimenting

Products: Pop art			Dreams: Surrealism		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring and recording ideas: • Mind map • Title page • Blending colour skill blast (colouring pencils/soft pastels/oil pastels) • Sustained piece (application of skills), in the form of a photographic image using the grid method	Contextual studies and Presentation skills: • Pop Art page featuring a copy/ies of relevant pop art images. Designed title and critical study as part of a planned design	Lino prints of product: • Digital stencil image • Carving lino • Inking plate • Printing on a variety of papers	Exploring and recording ideas: • Mind map • Title page Contextual studies: • Surrealism page featuring a copy/ies of relevant artwork. Designed title and critical study as part of a planned design	Exploring the concept of surrealism through a series of collage: • Effective selection of images to cut • Composition studies • Effective glueing	Skill blast: • Painting Using the grid method to effectively enlarge preferred collage Painting of enlarged collage
Assessment:Presentation/recording experimenting	Assessment:Presentation	Assessment:Presentation/recording/experimenting	Assessment:Presentation	Assessment:Presentation/experimenting	Assessment:Recording/presentation/experimenting

Learning Resources:

Y7

[Henri Matisse for Kids, Teachers and Parents](#)

<https://www.arts.ac.uk/study-at-ual/short-courses/stories/create-a-still-life-inspired-by-patrick-caulfield>

Y8

[What is Cubism? | Tate Kids](#)

Y9

[What is Pop Art? | Tate Kids](#)

[What is Surrealism? | Tate Kids](#)