



<p><b>Subject Overview</b></p>	<p>Throughout Year 7, students will explore a broad range of artistic styles, techniques, and cultural influences to develop both creative confidence and practical skill. They will learn how to observe the world around them, record ideas, and express their imagination through different media.</p> <p>Students begin by studying <b>Angie Lewin</b>, exploring <i>painting and printmaking inspired by nature</i>, to understand pattern, texture, and composition. They then move on to <b>Jim Dine</b>, learning how <i>ink and biro pen</i> can be used to create expressive mark-making and tone. Through <b>Quentin Blake</b>, they study <i>character design and watercolour techniques</i>, developing storytelling through drawing.</p> <p>Cultural awareness is introduced through the <i>Day of the Dead mask-making project</i>, where students learn about Mexican art traditions, symbolism, and colour meaning. Later in the year, they investigate <b>Van Gogh</b>, focusing on <i>painted landscapes</i> to explore expressive brushwork, emotion, and use of colour. Finally, through <b>Henri Matisse</b>, students experiment with <i>collage and abstraction</i>, learning to simplify forms and compose using bold shapes and colour.</p> <p>Together, these projects help students understand how artists across history and cultures communicate ideas and emotions through visual language.</p>	
<p><b>Curriculum Intent &amp; Skills</b></p>		
<p><b>Autumn 1</b></p>	<p>In this unit, students explore the work of <b>Angie Lewin</b>, a contemporary artist known for her nature-inspired prints and paintings. They will research her style, analyse her use of colour, pattern, and composition, and practise colour mixing through a painting colour wheel task. Students will then develop their own <b>design ideas inspired by natural forms</b> before creating a <b>final painted outcome</b> based on their chosen design.</p>	<p>This project helps students build skills in observation, painting, pattern-making, and creative idea development.</p>
<p><b>Autumn 2</b></p>	<p>In this unit, students explore the work of <b>Jim Dine</b>, focusing on his expressive use of <b>ink and biro pen</b> to capture natural forms. They will research the artist, analyse his techniques, and practise mark-making through <b>biro pen studies</b> and <b>ink-and-water experiments</b>. Building on these skills, students will create a <b>final large A4 response</b> combining ink, water, and biro pen to depict a natural form of their choice.</p>	<p>This project develops observational drawing, control of different media, and creative interpretation, helping students refine technical skills and visual expression.</p>
<p><b>Spring 1</b></p>	<p>In this unit, students explore the imaginative illustration style of <b>Quentin Blake</b>, beginning with an artist research page to understand his energetic line work and expressive watercolour technique. They complete a <b>watercolour skills page</b> and practise <b>character drawing from imagination</b> before developing design ideas to depict <b>themselves in Blake's style</b>. The project concludes with a <b>large watercolour outcome</b> based on their chosen design.</p>	<p>This topic strengthens students' illustration skills, creativity, and confidence in using expressive line and colour to convey character and personality.</p>
<p><b>Spring 2</b></p>	<p>In this unit, students explore <b>Mexican Day of the Dead art</b>, researching the cultural significance and decorative style of traditional sugar skulls. They begin with an <b>artist research page</b>, followed by a <b>mixed media skills page</b> where they experiment with pattern, colour, and texture. Students then develop a series of <b>sugar skull design ideas</b>, using symbolic motifs and bold decorative elements, before creating a <b>final mixed media mask</b> based on their chosen design.</p>	<p>This project builds cultural understanding, creativity, and confidence in using a range of materials and techniques.</p>
<p><b>Summer 1</b></p>	<p>In this unit, students explore <b>Henri Matisse's</b> bold, expressive approach to colour and abstraction. They begin with an artist research page to understand his use of shape, simplification, and collage. Students then complete <b>expressive drawings to music</b>, experimenting with rhythm, line, and colour to loosen their style. Using these explorations, they develop <b>abstract landscape design ideas</b> before creating a <b>large final abstract landscape collage outcome</b> based on their chosen design.</p>	<p>This project encourages creativity, confidence, and an understanding of how landscapes can be interpreted through expressive colour and simplified form.</p>
<p><b>Summer 2</b></p>	<p>In this unit, students explore <b>Vincent van Gogh</b> and the wider Impressionist approach to colour and brushwork. They begin with an artist research page,</p>	<p>This project builds confidence with painting, deepens</p>



	<p>then develop their understanding of <b>colour theory</b> and expressive mark-making inspired by Van Gogh's energetic style. Students practise creating texture, movement, and light through short, layered brushstrokes before producing a <b>large painted Impressionist-style landscape outcome</b>.</p>	<p>understanding of colour and technique, and encourages students to respond to nature in an expressive, personal way.</p>
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Additional Information		
<p><b>Assessment</b></p>	<p>Throughout the KS3 Art course, students are assessed on their ability to develop ideas, refine skills, and produce creative outcomes across a range of projects. Assessments include an <b>Angie Lewin-inspired painted outcome</b>, where students demonstrate colour control, pattern work, and composition; <b>Quentin Blake design ideas</b>, which assess imaginative thinking, character development, and use of expressive line; and a <b>Henri Matisse artist research page</b>, focusing on analytical skills, presentation, and understanding of artistic style.</p>	
<p><b>Inclusion</b></p>	<p>We ensure all students can access the Art curriculum by providing a <b>range of projects and media</b> that cater to different interests and skill levels, from painting and printmaking to sculpture and collage. Clear step-by-step tasks, including artist research pages, skill-building exercises, and structured design and final outcome stages, support learning progression. Opportunities for <b>choice and personalisation</b> within projects, such as selecting natural forms, characters, or landscape designs, allow students to engage creatively at their own level. Differentiated guidance, visual examples, and practical demonstrations ensure every student can develop technical skills, express ideas, and achieve success.</p>	
<p><b>Homework Structure</b></p>	<p>Homework in our Art curriculum is designed to <b>reinforce learning and prepare students for upcoming lessons</b>. This includes tasks such as <b>sourcing photographs or reference materials</b> to inspire and inform their own work, and <b>pre-teaching key vocabulary or knowledge</b> to support understanding of techniques, artists, or cultural contexts. These homework activities, set on <b>Google Classroom once a half term</b>, encourage independent research, build confidence, and allow students to engage creatively and thoughtfully with the curriculum beyond the classroom.</p>	
<p><b>Online resources</b></p>	<p>BBC Bitesize: <a href="https://www.bbc.co.uk/teach/topics/c973zv6xzedt">https://www.bbc.co.uk/teach/topics/c973zv6xzedt</a></p>	<p>Covers important topics like: Women in art, what is art? And careers in art and design</p>
<p><b>Extra Reading</b></p>	<p>Llewlyn's Little Book of The Day of The Dead - Available in the school library</p>	
<p><b>Enrichment</b></p>	<p>Lunchtime catch up sessions</p>	