

## Art years 7 to 9 overviews

Click on the links below to jump to the topic summaries for years 7 to 9

### Year 7 Art

[Tools](#)

[Shape & Colour](#)

[Food](#)

### Year 8 Art

[Birds](#)

[Abstract pattern](#)

[Adapted Insects](#)

### Year 8 Art

[Protest Art](#)

[Hands](#)

[Myself](#)

Sep

Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

Jun

Jul

Sep

Oct

Nov

Dec

Jan

Feb

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Jun

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## Art Year 7

### Project 1 - Tools

#### Key content

- Drawing using accurate shape and proportion.
- Drawing from direct observation,
- Using marking making to show shading, tone and 3D form.
- Drawing using different media.
- Collagraph printmaking.

Pupils will learn to draw from direct observation using a variety of different media, focussing on the theme of 'tools'.

Pupils will learn about the work of Jim Dine and will produce a drawing inspired by his work.

Pupils will produce a collagraph print of a tool.

#### Previously studied

Learning for Art at KS2 is extremely varied and so all skills and key concepts are taught as if no prior knowledge has been acquired.

#### Future links

Fundamental drawing skills will underpin every topic at KS3 and beyond.

#### Assessment

- Assessed piece 1 – Biro tool drawing
- Assessed piece 2 – Collagraph print of tool

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Not applying basic measurement when drawing to ensure accurate shape and proportion.
- Applying shading by only adding one tone.
- Not understanding how contour lines can be applied to show 3D forms.

#### Key vocabulary

Tone/ Shading/ Form/ 3D/ Proportion/ Collagraph/ Mark making/ Cross hatching/ Stippling

#### Literacy skills development

- Explicit teaching of art key words when appropriate
- Writing about the work of others.

#### How this supports students

- Foundation skills of drawing using variety of drawing materials
- Using everyday objects as stimuli for drawing and creating art work

## Art Year 7

### Project 2 – Shape & Colour

#### Key content

- Primary, secondary and intermediate colours.
- Warm, cool, contrasting and complimentary colours.
- 3D shading and tonal techniques
- Colour blending.
- The work of Wassily Kandinsky
- Sgraffito drawing method

Pupils will learn about colour theory and produce an information page.

Pupils will learn about the work of Wassily Kandinsky and create an artwork inspired by him.

Pupils will produce a sgraffito artwork.

#### Previously studied

3D shading techniques learnt from project 1 will be applied here.

#### Future links

- Shape and colour are both formal elements of Art and underpin all future projects.

#### Assessment

- Assessed piece 1 – Wassily Kandinsky inspired drawing
- Assessed piece 2 – Sgraffito artwork

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Not understanding how to mix or blend colours effectively.
- How to show 3D form using shading and blending techniques.
- How to apply fundamental understanding of art elements (in this case shape and colour) to own ideas.

#### Key vocabulary

Primary/Secondary/Tertiary/Complimentary/Contrasting/Warm colours/Cool colours/Blending/Expressionism

#### Literacy skills development

- Colour theory information page
- Writing about the work of others.

#### How this supports students

- Makes up for possible gaps in knowledge regarding colour theory, 3D shading and colour blending
- *Sequencing / Help with unfamiliar contexts / Making up for possible lack of life experiences / Choice of exam board*

## Art Year 7

### Project 3 – Food

#### Key content

- The role of the illustrator
- Illustration techniques and processes
- Powder painting
- The work of Claes Oldenburg
- 3D sculpture making

Pupils will learn about the role the Pop artist Claes Oldenburg

Pupils will learn how to mix powder paints and will apply this knowledge to their own painting of a sweet treat.

Pupils will learn 3D modelling techniques and will use this to create a small sculpture.

#### Previously studied

Fundamental drawing skills have been taught in previous projects and will continue to be built upon in this project. Skills with a paintbrush have been touched on during Colour and Shape Project and will form a large part of the learning in this project.

#### Future links

- Fundamental drawing skills including drawing from observation will be used right up until A level.
- 3D techniques will be used again in Year 8 projects and at GCSE and A level should students wish to continue working in a 3D format.

#### Assessment

- Assessed piece 1 – Powder painted food illustration
- Assessed piece 2 – 3D food sculpture

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Not understanding how to mix or blend colours effectively and not achieving the correct colours so that the biscuits look realistic.
- Struggles to show biscuits as looking 3D/putting tone and detail in the correct places to achieve this
- Struggling to apply 2D designs to a 3D structure.

#### Key vocabulary

Illustration, Style, playful, loose, pencil, fine liner, powder paint, tone, perspective, pigment, armature, clay, inscribe, score and slip, refine, glaze, evaluate.

#### Literacy skills development

- Writing about the work of others (Claes Oldenburg)
- Explicit teaching of art key words.

#### How this supports students

- Pupils use everyday items as stimuli to create work
- Pupils will learn about Pop Art – a movement which drew inspiration from popular culture and everyday items.

## Art Year 8

### Project 1 – Birds

#### Key content

- The artists ROA and Megan Coyle.
- Mark making to depict texture and tone.
- Drawing using chalk and charcoal.
- Mono-printing.
- Collaged techniques.

Pupils will learn about the work of graffiti artist ROA and will practice drawing birds using mark making techniques used in his work.

Pupils will learn how to use chalk and charcoal as a drawing medium to show shading and tone and will draw a large scale bird inspired by the work of ROA.

Pupils will learn how to create a monoprint.

Pupils will learn about the work of collage artist Megan Coyle and will use apply this knowledge to create a collage inspired by her work.

#### Previously studied

- Basic drawing skills including composition, proportion, tone and adding details covered in Y7 Tools project.
- Y7 Shape & Colour
- Observation skills learnt in Tools and Sweet Treats project.

#### Future links

- Fundamental drawing skills will underpin every KS3 project and beyond. They are vital for GCSE preparation.
- In the Hands project in year 9, students further develop their drawing skills and use lino printing to create prints based on their drawings.

#### Assessment

- Assessed piece 1 – Charcoal chalk drawing of a bird inspired by ROA.
- Assessed piece 2 – Collage inspired by Megan Coyle

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Understanding how to recreate the texture of the feathers with charcoal chalk or observing fine details needed for mono-print.
- Selecting papers and colours for the collage, size of the strips needed and the subtlety of the colours blending from dark to light in the backgrounds.

#### Key vocabulary

Analysis, large scale, mark-making, texture, street art, tone, charcoal and chalk, mono-printing, collage, annotation, evaluation.

#### Literacy skills development

- Writing about the work of others.
- Giving effective and specific/helpful feedback
- Explicit teaching for subject specific vocabulary.

#### How this supports students

- In depth drawing skills address potential lack of experience
- Pupils will learn about the role of art in public spaces and will learn specifically about the work of a street artist.

## Art Year 8

### Project 2 – Abstract pattern

#### Key content

- An understanding of the meaning of abstract.
- Formal elements of abstract art.
- The work of Sonia Delaunay
- Abstract pattern design.
- Oil pastel techniques.
- Clay techniques and processes (slabbing, score and slip, embossing).

Pupils will learn about the meaning of abstract art and the social and historical context surrounding the abstract art movement as well as the formal elements of abstract art.

Pupils will learn about the work of Sonia Delaunay and will produce a series of abstract patterns inspired by her work.

Pupils will learn oil pastel blending techniques and will apply these techniques to create an artwork inspired by Sonia Delaunay.

Pupils will learn about clay techniques such as slabbing, score and slip and embossing and will apply these techniques to create their own abstract artwork.

#### Previously studied

Formal elements of Art and colour theory form the foundation of this project. This will have been taught in Y7.

Basic clay techniques taught in Y7.

#### Future links

- Formal elements of Art and underpin all future projects.
- Clay building techniques.
- Understanding the historical context of art movements.

#### Assessment

- Assessed piece 1 – Oil pastel abstract artwork inspired by Sonia Delaunay.
- Assessed piece 2 – Abstract clay tile.

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Not fully understanding the meaning of the terms 'abstract', or considering composition when creating abstract artwork.
- Using oil pastels neatly and understanding the colour blending process.
- Some pupils will need to be reminded how to use clay correctly so their tiles are well constructed.

#### Key vocabulary

Abstract/ Expressionism/ Abstract expressionism/ Formal elements / Shape/ Colour/ Texture/ Line/ Mixed media/ Collage/ Slabbing/ Score and slip/ Embossing

#### Literacy skills development

- Abstract information page
- Writing about the work of others.
- Subject specific vocabulary is explicitly taught.

#### How this supports students

- Many pupils will not have had the opportunity to work with clay before.

## Art Year 8

### Project 3 – Adapted Insects

#### Key content

- Drawing using accurate shape and proportion.
- Drawing – adding accurate tone.
- Pattern and design – exploring ‘Zentangling’ and ‘mindfulness’ drawing
- Research – botanical artworks (Christopher Marley) and Insect Adaptations in nature.
- Design – assimilating knowledge of evolution with design.
- 3D construction – cardboard sculpture.

Pupils will learn how to draw insects using accurate shape and proportions as well as shading and tone.

Pupils will learn how to apply ‘zentangling’ and mindfulness’ drawing techniques to produce an illustrative bug.

Pupils will learn about the work of Christopher Marley.

Pupils will learn about the insect world and will apply their research into their own design for an artwork.

Pupils will learn 3D construction techniques and will use this to create their own insect sculpture.

#### Previously studied

Drawing builds up previous studies in Y7 & 8 which explore ‘Formal Elements’.

Sculpture builds upon the collagraph relief pieces created in Y7.

#### Future links

- Fundamental drawing skills will underpin every topic at KS3 and beyond.
- Creative design – introduces students to developing and realising independent ideas within their work. Developed through response pieces in Y9 and beyond.

#### Assessment

- Assessed piece 1 – Insect pencil drawing.
- Assessed piece 2 – Cardboard insect sculpture.

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Inaccurate shape and proportions.
- Misunderstanding the process of evolution/adaptation.
- Not understanding process of layering and slot & groove when constructing sculptures.

#### Key vocabulary

Tone/ Shading/ Form/ 3D/ Proportion/ Design/ Zentangling/Adaptation/Evolution/Layering/Slot & Groove

#### Literacy skills development

- Writing about the work of others.
- Oracy – describing construction process, explaining the adaptations in their designs.

#### How this supports students

- Cheap, accessible materials – demonstrates how sculptures and creativity can be explored at home on minimal budget.
- Inspiration drawn from ‘Planet Earth’ TV series which many pupils will have some familiarity with.

## Art Year 9

### Project 1 – Protest Art

#### Key content

- Research – Exploring Protest Art and contemporary social issues.
- Typography Design – planning and creating a protest art poster to protest a current social issue.
- 3D Construction – constructing a 3D letterform as part of a group protest artwork.
- Embellishment – painting 3D letterforms to engage viewers with a protest slogan.

Pupils will learn about protest art and the social and historical context surrounding it.

Pupils will learn about the typographic work of Bob and Roberta Smith and will create a protest poster inspired by his work.

Pupils will learn about collaborative art and will design and develop their own letter for a collaborative artwork.

Pupils will learn how to use armatures to create 3D typographic sculptures which will be decorated.

#### Previously studied

Builds upon independent creativity developed in Y8 Insect project – encourages students to explore and realise own ideas/intentions.

3D letterform builds upon the skills developed in Y8 Insect sculpture.

#### Future links

- Engaging with ideas and concepts of other creative practitioners and wider social contexts – an essential component of GCSE Art and Photography AO1..
- Creative design – builds upon student's confidence to develop own creative ideas and outcomes, an essential component of GCSE Art and Photography, AO1 &4.

#### Assessment

- Assessed piece 1 – Protest slogan poster.
- Assessed piece 2 – Papier mache 3D letterform.

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Ill-considered planning/spacing of letterforms on posters.
- Struggles with shapes and forms of typography.
- Challenges layering and neatly building up brown paper tape 'skin' on 3D letterforms.

#### Key vocabulary

Typography, Slogan, Social Issues, Papier mache, Embellishment, Letterform, crating/gridding.

#### Literacy skills development

- Writing about the work of others.
- Oracy – describing construction process, explaining the adaptations in their designs.

#### How this supports students

- Engages students with issues that directly affect them.
- Gives agency/power to students to comment on and confront injustice and barriers in their own lives.



## Art Year 9

### Project 2 – Hands

#### Key content

- The artist Henry Moore is studied and written about with some basic understanding of how and why he creates his work.
- A further developed understanding of how to achieve realistic tone, fine details and texture when drawing and mark-making.
- Skills above learnt and applied to different drawing methods not limited to but including: biro, stick and ink, pen and water.
- Lino printing skills taught, students create their own print of a hand inspired by one of their drawings.
- Responding to feedback from others and making progress. Learning to give specific feedback to others that is helpful.

Pupils will learn about the work of Henry Moore and will focus on his drawings of hands.

Pupils will learn how to use a range of drawing material to produce realistic drawings of hands.

Pupils will learn how to create a lino print and will design, produce and print their own lino print of a hand.

#### Previously studied

- Y7 Tools, Y8 Birds - composition, proportion, tone and adding realistic details, as well as Texture and successful mark-making techniques.
- Observation skills learnt in Tools, Sweet Treats, Insect and Birds project.

#### Future links

- Fundamental drawing skills underpin every KS3 project and beyond. They are vital for GCSE preparation.
- In the Hands project in year 9, students further develop their drawing skills and also use lino printing to create prints based on drawings of their hands.

#### Assessment

- Assessed piece 1 – Biro hand study
- Assessed piece 2 – Lino Print of hand

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Not fully understanding how to use mark-making to build up textures or observing image enough whilst drawing.
- Struggling to control and use biro and stick and ink and pen and water effectively – rushing through without the care needed.
- Students can find not being able to 'rub out' intimidating and need encouragement to embrace and learn from mistakes.

#### Key vocabulary

Sculpture, mark-making, texture, fine-detail, biro, stick and ink, pen and water, observation, lino-print, ink, lino cutting tool, lino tile.

#### Literacy skills development

- Writing about the work of others.
- Annotating own work using Annotation sheet where applicable
- Giving effective and specific/helpful feedback

#### How this supports students

- Promotes GCSE level drawing and printmaking skills.
- Historical context of Henry Moore's work and looking for deeper meanings in his work.
- Exploration of Henry Moore's early life growing up in a working class home and understanding how this impacted his later work.

## Art Year 9

### Project 3 – Myself

#### Key content

- Experimental drawing techniques.
- Origins of New York street Art and the work of Jean Michel Basquait.
- Observation drawing using a variety of different media.
- Portraiture
- Mixed media picture making
- Personal response.

Pupils will learn how the basics of portraiture focussing predominantly on shape and proportion of the face.

Pupils will learn experimental drawing techniques to produce portraits.

Pupils will learn to use a variety of different drawing media to produce portrait drawings.

Pupils will learn about the work of Jean Michel Basquait and the social and historical context of New York street art.

Pupils will learn how to create a mixed media personal response to an artist using primary imagery.

#### Previously studied

Builds upon independent creativity developed in Y8 Insect project – encourages students to explore and realise own ideas/intentions.

3D letterform builds upon the skills developed in Y8 Insect sculpture.

#### Future links

- Engaging with ideas and concepts of other creative practitioners and wider social contexts – an essential component of GCSE Art and Photography AO1.
- Personal response to the work of other artists which links to GCSE AO4.

#### Assessment

- Assessed piece 1 – Skull drawing
- Assessed piece 2 – Mixed media self portrait.

#### Common misconceptions (both pre-conceived and those likely to develop during teaching)

- Shape and proportion when drawing from direct observation.
- Facial proportions
- Combining different media to create a high quality outcome.

#### Key vocabulary

Mixed media/ Experimental drawing/ Personal response/ Portrait/ Proportion/ Street art

#### Literacy skills development

- Writing about the work of others.
- Explicit teaching of subject specific vocabulary.

#### How this supports disadvantaged students

- Is directly inspired by artists from disadvantaged background, often working outside the traditional academy of Art.
- Contextual and historical understanding of New York in the 1970's and 80s and how that impacted popular culture at this time (street art, hip hop etc).