Art and Design Overview – Year 7

	The Art and Design curriculum is an engaging spiral curriculum that progressively builds skills and knowledge with proficiency and mastery over the three-year journey of Key Stage 3. Your child will study two hours a fortnight of Art and Design, exploring a range of materials, techniques, and creative processes that develop their confidence:	
	Autumn 1 – Spring 1	Spring 2 - Summer 2
Topic(s)	Project 1: Under the Sea	Project 2: Who's behind the Mask
Topic Objectives	Students are introduced to the foundational visual elements line, tone, colour, form, pattern, texture, space and shape. Environmental awareness is woven throughout the project, helping students think about nature, sustainability and their impact on the world around them. To spark imagination and broaden their artistic understanding, students research inspiring artists such as Vincent Scarpace, known for his vibrant, abstract fish artworks, and Redmer Hoekstra, whose surreal drawings combine animals and objects in inventive ways. .	In this cultural mask project, students explore ceremonial mask traditions and develop their design skills through observational drawing skills linked to symmetry and collage. They study and respond to artists such as Picasso and Kimmy Cantrell, using their bold abstract styles to inspire their own imaginative designs, while also exploring PSHE themes through the work of Chris Ofili. Throughout the topic, pupils strengthen core artistic skills in drawing, painting, print-making and sculpture, experimenting with materials and techniques to refine their ideas. The project concludes with a vibrant mixed-media relief mask, allowing students to combine cultural understanding with confident making skills.
Acquired Knowledge/Skills	• Tonal pencil skills, including shading, blending and value control • Colour pencil techniques such as layering and blending • Watercolour techniques, including washes, wax-resist and textured finishes • Building mixed-media layering skills using drawing, paint and textured materials • Exploring typography, including decorative lettering and layout. • Developing ideas through investigation • Producing a sustained final mixed-media outcome that showcases skills and personal response	• Developing ideas through investigation and creative exploration • Strengthening drawing skills, including tonal drawing and continuous line work • Exploring collage, symmetry, and visual composition • Learning 3D design and construction techniques to build simple structures • Creating pattern-based designs inspired by cultural traditions • Practising weaving techniques influenced by the colours and geometry of Kente cloth • Final relief-based outcome.
Assessments	• Bookend baseline assessment 1 (24 marks) • Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)	• Bookend assessment 1 (24 marks) • Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)

Citizenship	• **PSHE Development -** Students build confidence and resilience by engaging in a range of creative processes that require problem-solving, experimentation, and perseverance. Through regular reflection on their practical work, they learn to recognise their strengths, identify areas for improvement, and set personal goals. They gain experience expressing emotions visually and verbally, helping them develop healthy communication skills. Constructive peer and teacher feedback enables students to practise empathy, develop self-awareness, and understand how to give and receive criticism positively. • **Careers Education -** Throughout their projects, students gain insight into a wide range of art and design career pathways, including fine art, illustration, architecture, graphic design, animation, interior design, product design, and broader creative industries. They explore how professional artists and designers work, understanding the skills, tools, and mindset required in each field. Students develop valuable transferable skills such as refined observation, creative thinking, problem-solving, and visual communication that support future career ambitions both within and beyond the arts. They also learn about portfolios, creative workflows, and the importance of innovation in modern industries. • **Fundamental British Values -** Creative activities reinforce respect for shared studio spaces, materials, and equipment, encouraging responsibility and positive behaviour. Students follow routines that promote fairness and cooperation, and they work collaboratively on tasks that require negotiation, turn-taking, and mutual support. By studying artwork from a wide range of cultures, communities, and time periods, students gain an understanding of diversity and learn to value different perspectives. This promotes tolerance, cultural appreciation, and an inclusive mindset. They also develop independence by making informed choices about their work and respecting the artistic choices of others. • **SMSC Development -** Art lessons provide opportunities for students to explore spiritual and emotional responses to the world around them. Through studying and creating artwork inspired by both natural and urban environments, they develop an appreciation for beauty, design, and human creativity. Students engage with moral issues such as environmental sustainability, responsible use of materials, and the role of art in shaping community identities. Collaborative tasks help them build social skills, encouraging teamwork, communication, and shared problem-solving. Exposure to diverse artistic styles, cultures, and traditions strengthens their cultural understanding and broadens their worldview. Under the Sea develops students' awareness of the environment and how art can be used as a way to express and highlight global issues. In Who's Behind the Mask, students focus on how masks are used in different cultures to explore identity, celebrations and traditions.

Art and Design Overview – Year 8

	The Art and Design curriculum is an engaging spiral curriculum that progressively builds skills and knowledge with proficiency and mastery over the three-year journey of Key Stage 3. Your child will study two hours a fortnight of Art and Design, exploring a range of materials, techniques, and creative processes that develop their confidence:	
	Autumn 1 - Spring 1	Spring 2 - Summer 2
Topic(s)	Project 1: It's a Bug's Life	Project 2: Cubism – Ways of Seeing
Topic Objectives	Students explore the skills needed to design imaginative insect-inspired artworks. They investigate artists such as Lucy Arnold and Hiroshi Shinno, develop observational drawing skills, and experiment with colour, tone, pattern and composition. Pupils refine ideas through experimentation, learn paper sculpture and 3D construction techniques, and evaluate their progress before producing a creative mixed-media outcome.	Students deepen their understanding of visual language, style and art movements by exploring the creative cycle of investigate, develop, refine and present. They learn about Cubism and its influences, study artists such as Juan Gris and Patrick Caulfield, and take part in drawing workshops on perspective, advanced tonal techniques across materials. Pupils experiment with collage and compositional idea before producing a refined mixed-media outcome.

Acquired Knowledge/Skills	• Exploring symmetry in drawing • Building colour pencil techniques, including layering and blending • Exploring oil pastel blending for rich tonal transitions • Working with tints, shades and tone to create depth • Learning paper sculpture techniques for 3D construction • Analysing artists' work to understand style and intention • Developing ideas through experimentation and refinement • Creating a final 3D mixed-media outcome	• Exploring Cubism, its cultural and historical influences, and its lasting impact • Developing ideas through artist investigation • Learning how to talk and write about art clearly and confidently • Building observational drawing skills, including perspective, shape and tonal work through pencil, pen, oil pastel and paint. • Experimenting with collage techniques to develop compositional ideas • Refining plans and producing a sustained mixed-media final outcome
Assessments	• Bookend baseline assessment 1 (24 marks) • Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)	• Bookend assessment 1 (24 marks) • Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)
Citizenship	• **PSHE Development -** Students build confidence and resilience by engaging in a range of creative processes that require problem-solving, experimentation, and perseverance. Through regular reflection on their practical work, they learn to recognise their strengths, identify areas for improvement, and set personal goals. They gain experience expressing emotions visually and verbally, helping them develop healthy communication skills. Constructive peer and teacher feedback enables students to practise empathy, develop self-awareness, and understand how to give and receive criticism positively. • **Careers Education -** Throughout their projects, students gain insight into a wide range of art and design career pathways, including fine art, illustration, architecture, graphic design, animation, interior design, product design, and broader creative industries. They explore how professional artists and designers work, understanding the skills, tools, and mindset required in each field. Students develop valuable transferable skills such as refined observation, creative thinking, problem-solving, and visual communication that support future career ambitions both within and beyond the arts. They also learn about portfolios, creative workflows, and the importance of innovation in modern industries. • **Fundamental British Values -** Creative activities reinforce respect for shared studio spaces, materials, and equipment, encouraging responsibility and positive behaviour. Students follow routines that promote fairness and cooperation, and they work collaboratively on tasks that require negotiation, turn-taking, and mutual support. By studying artwork from a wide range of cultures, communities, and time periods, students gain an understanding of diversity and learn to value different perspectives. This promotes tolerance, cultural appreciation, and an inclusive mindset. They also develop independence by making informed choices about their work and respecting the artistic choices of others. • **SMSC Development -** Art lessons provide opportunities for students to explore spiritual and emotional responses to the world around them. Through studying and creating artwork inspired by both natural and urban environments, they develop an appreciation for beauty, design, and human creativity. Students engage with moral issues such as environmental sustainability, responsible use of materials, and the role of art in shaping community identities. Collaborative tasks help them build social skills, encouraging teamwork, communication, and shared problem-solving. Exposure to diverse artistic styles, cultures, and traditions strengthens their cultural understanding and broadens their worldview.	

Art and Design Overview – Year 9

The Art and Design curriculum is an engaging spiral curriculum that progressively builds skills and knowledge with proficiency and mastery over the three-year journey of Key Stage 3. In their final year of Key Stage 3 they will develop greater independence to support them in their transition into Key Stage 4. Your child will study two hours a fortnight of Art and Design, exploring a range of materials, techniques, and creative processes that develop their confidence:

	Autumn 1 - Spring 1	Spring 2 - Summer 2
Topic(s)	Project 1: Portraits / Inspirational People	Project 2: Our City
Topic Objectives	This project has strong SMSC links, encouraging pupils to explore inspirational role models and art with a social conscience. Students study Chuck Close, who adapted creatively in the face of adversity, and Shepard Fairey, who believes art can inspire change. Pupils develop observational drawing skills, take part in technique workshops, refine ideas, and create a personal response celebrating inspirational people.	This project builds independence in research, idea development, and purposeful experimentation. Inspired by the theme, pupils explore what it means to belong to a community and to feel proud of where they live, linking directly to PSHE themes of identity, local citizenship, and personal wellbeing. Students investigate the work of urban-landscape artists such as Lizzy Mary Cullen and Jenny Ing, gaining an understanding of how artists celebrate the character and culture of the places they live. Through this lens, pupils examine the unique features of Southampton its waterfront, history, diverse communities, green spaces, historical landmarks and creative culture, encouraging them to recognise positive aspects of their own environment. This helps build a sense of belonging and pride, promoting emotional wellbeing and encouraging students to value the part they play in their city. As they develop drawing skills across a range of media and experiment with printmaking, pupils learn to express their personal connection to Southampton visually and meaningfully. The project nurtures confidence, resilience and responsible decision-making as students independently refine ideas and create a personal, well-resolved final outcome. By celebrating their local area through art, students strengthen their understanding of community identity and their role as active, positive members of the city they call home.
Acquired Knowledge/Skills	• Drawing skills including understanding proportion, tonal values, creating textures, image transfer techniques. • Using symbolic imagery to convey meaning • Exploring a range of media, including: • Mixed media • Collage • Acrylic painting • Analysing artists' work to understand style and technique • Creating a final mixed-media outcome	• Developing ideas through artist investigation • Learning how to present sketchbook pages effectively • Building technical skills through composition • Strengthening observational drawing skills • Exploring mono-print techniques • Developing and refining ideas through experimentation • Producing a final A4 two-colour print as the project outcome
Assessments	• Bookend baseline assessment 1 (24 marks)	• Bookend baseline assessment 1 (24 marks)

	• Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)	• Formative assessment is built into every lesson through discussion, questioning, reflection, and observation to understand pupils' developing knowledge and skills. • Pink Pen Point feedback provides students with areas to develop and a working at grade • Bookend assessment 2 (24 marks)
Citizenship	• **PSHE Development -** Students build confidence and resilience by engaging in a range of creative processes that require problem-solving, experimentation, and perseverance. Through regular reflection on their practical work, they learn to recognise their strengths, identify areas for improvement, and set personal goals. They gain experience expressing emotions visually and verbally, helping them develop healthy communication skills. Constructive peer and teacher feedback enables students to practise empathy, develop self-awareness, and understand how to give and receive criticism positively. • **Careers Education -** Throughout their projects, students gain insight into a wide range of art and design career pathways, including fine art, illustration, architecture, graphic design, animation, interior design, product design, and broader creative industries. They explore how professional artists and designers work, understanding the skills, tools, and mindset required in each field. Students develop valuable transferable skills such as refined observation, creative thinking, problem-solving, and visual communication that support future career ambitions both within and beyond the arts. They also learn about portfolios, creative workflows, and the importance of innovation in modern industries. • **Fundamental British Values -** Creative activities reinforce respect for shared studio spaces, materials, and equipment, encouraging responsibility and positive behaviour. Students follow routines that promote fairness and cooperation, and they work collaboratively on tasks that require negotiation, turn-taking, and mutual support. By studying artwork from a wide range of cultures, communities, and time periods, students gain an understanding of diversity and learn to value different perspectives. This promotes tolerance, cultural appreciation, and an inclusive mindset. They also develop independence by making informed choices about their work and respecting the artistic choices of others. • **SMSC Development -** Art lessons provide opportunities for students to explore spiritual and emotional responses to the world around them. Through studying and creating artwork inspired by both natural and urban environments, they develop an appreciation for beauty, design, and human creativity. Students engage with moral issues such as environmental sustainability, responsible use of materials, and the role of art in shaping community identities. Collaborative tasks help them build social skills, encouraging teamwork, communication, and shared problem-solving. Exposure to diverse artistic styles, cultures, and traditions strengthens their cultural understanding and broadens their worldview.	