

		Year 7	Year 8	Year 9
Autumn 1	Content (Why)	Develop Pencil Values through the exploration of tonal shading, depth and three-dimensional form. Pupils will progress from controlling pencil pressure and creating a range of values to applying tonal techniques with coloured pencils and blending colours effectively.	Develop understanding of Colour Wheel and Colour Theory , building on Year 7 knowledge to explore more sophisticated colour relationships. Pupils will investigate complementary, analogous and monochromatic colour schemes before applying these concepts to split-insect and portrait studies.	Develop GCSE Art research and annotation skills through the investigation of a teacher-selected specialist theme. Pupils will research relevant artists, artworks, ideas and contextual influences, developing the depth and independence expected at GCSE level.
	Content (What)	This unit establishes fundamental drawing skills that underpin observational and representational artwork. Understanding how light, shade and tonal variation create the illusion of form provides a foundation for developing more sophisticated drawing and colour techniques.	This unit develops pupils' ability to understand and control colour as an expressive and visual tool. Building on prior knowledge allows pupils to make increasingly deliberate choices about colour relationships, contrast and harmony when developing their own artwork.	This unit establishes the foundations for GCSE Art by developing pupils' ability to research independently, respond critically to artwork and communicate their own ideas. It moves pupils beyond factual research towards personal interpretation and informed artistic decision-making.
	Acquire (Knowledge)	• Tonal values create the illusion of light, shade and depth, with pupils understanding how variations from light to dark can communicate the three-dimensional form of objects. • Pencil pressure and mark-making influence tonal range, with pupils developing control over pressure, layering, hatching and blending to create gradual changes in value. • Colour can be manipulated to communicate tone and form, with pupils understanding how coloured pencils can be layered and blended to create highlights, shadows, depth and three-dimensional effects.	• Colour relationships influence harmony, contrast and visual impact, with pupils understanding complementary and analogous colour schemes and how they affect an artwork. • Monochromatic colour schemes use variations of a single colour, with pupils exploring how changes in tone, shade and intensity can create depth and visual interest. • Artists use colour deliberately to communicate ideas and create visual effects, with pupils understanding how colour combinations can alter the mood, emphasis and overall	• Artists and artworks can provide sources of inspiration and influence, with pupils investigating relevant artists, styles, techniques, themes and contextual information linked to their chosen project. • Effective annotation communicates informed personal responses, requiring pupils to analyse visual qualities, materials, techniques, intentions and meanings rather than simply describing what they see. • Artists develop individual responses to themes, with pupils understanding how research can inform their own ideas, choices and creative direction.

			appearance of an artwork.	
	Apply (Skills)	Create tonal studies using pencil, demonstrating controlled transitions between light and dark values to represent three-dimensional forms. Apply the same principles to coloured pencil, layering and blending colours to create convincing tonal variation, highlights, shadows and depth.	Create and analyse colour studies using complementary, analogous and monochromatic schemes. Apply colour theory independently when developing split-insect and portrait artwork, making deliberate choices about colour combinations to create contrast, harmony, emphasis and visual impact.	Conduct independent GCSE-style research into a chosen theme, selecting relevant artists and artworks to investigate. Produce detailed and thoughtful annotations that analyse artistic techniques and intentions while clearly expressing personal opinions and interpretations. Use research to generate and refine individual ideas for subsequent practical artwork.
Autumn 2	Content (Why)	Develop Tonal Shading through observational drawing of natural forms. Pupils will build on their understanding of tonal values and colour by creating three-dimensional studies of apples and pears in both colour and monochrome, using annotation to communicate their observations.	Develop Colour Pencil Techniques through an enlarged observational study of a butterfly. Pupils will build on their tonal shading and colour theory knowledge to create a realistic, three-dimensional study using controlled layering and blending, supported by written evaluation.	Develop Artist Research skills by investigating a selected artist, sculptor or photographer and exploring their style, techniques, ideas and influences. Pupils will create a detailed research page that combines contextual information with their own personal response to the work.
	Content (What)	This unit develops pupils' ability to use tonal variation to create convincing three-dimensional form. It strengthens observational drawing, colour control and analytical skills while encouraging pupils to identify and communicate how light, shade and surface qualities affect natural forms.	This unit develops pupils' ability to combine observational drawing, tonal control and colour blending to create realistic imagery. It also strengthens their ability to evaluate their own artistic decisions, preparing them for the reflective and analytical demands of GCSE Art.	This unit develops the research and critical analysis skills needed for GCSE Art. Pupils will move beyond collecting factual information to forming informed opinions about artists and considering how the work can influence and inform their own creative development.
	Acquire (Knowledge)	• Tonal variation creates the illusion of three-dimensional form, with pupils understanding how highlights, mid-tones, core shadows and reflected light can communicate shape and volume. • Natural forms have observable surface,	• Colour pencils can create realistic form through layering and blending, with pupils understanding how pressure, direction, layering and colour mixing can produce subtle tonal transitions. • Accurate observation is essential	• Artists develop distinctive styles through their use of materials, techniques, subject matter and ideas, with pupils identifying and analysing these characteristics in the work of a selected artist, sculptor or photographer.

		colour and tonal qualities, requiring pupils to carefully observe proportion, shape, texture, light direction and colour relationships. • Annotation can communicate visual and technical observations, with pupils using labels to identify tonal areas, techniques and features within their drawings.	when developing realistic studies, requiring pupils to consider proportion, shape, pattern, texture, highlights, shadows and surface detail. • Evaluation supports artistic development, with pupils understanding how to reflect on their techniques, decisions, strengths and areas for improvement using appropriate subject-specific vocabulary.	• Context can influence an artist's creative work, with pupils researching relevant information about an artist's background, influences, intentions and artistic practice. • Personal responses are an important part of artistic analysis, with pupils developing the ability to express informed thoughts, feelings and opinions about artwork using appropriate subject-specific vocabulary.
	Apply (Skills)	Create accurate observational drawings of apples and pears using tonal shading to communicate convincing three-dimensional form. Produce both colour and monochrome studies , applying controlled layering, blending and tonal transitions while accurately observing proportion and surface qualities. Annotate drawings using appropriate artistic vocabulary to identify and explain key visual and technical features.	Create an enlarged observational drawing of a butterfly, applying colour theory, tonal shading, layering and blending techniques to produce a realistic three-dimensional effect. Refine detail and tonal transitions through careful observation before completing an evaluation that analyses the effectiveness of techniques, creative decisions and the final outcome.	Research a selected artist, sculptor or photographer and produce a detailed research page that combines accurate contextual information with visual analysis. Identify key features of the artist's style, techniques and intentions, and communicate a personal response explaining what is successful, interesting or influential about the work and how it could inform pupils' own artistic practice.
Spring 1	Content (Why)	Develop Mark Making skills by exploring how different marks can be used to create texture, pattern, tone and visual interest. Pupils will experiment with a range of mark-making techniques before applying their learning to a mixed-media rabbit artwork using collage and drawn marks.	Develop Tonal Shading and Enlargement through a detailed giraffe portrait. Pupils will use the grid method to explore scale and proportion, applying previous knowledge of colour theory, tonal shading and mark making to represent fur texture and background depth. The project will also develop mosaic, presentation and digital research skills.	Develop Observational Drawing skills through a range of media, techniques and approaches. Pupils will create studies based on objects, themes or artists relevant to their current projects, building accuracy, control and confidence in recording from observation.
	Content (What)	This unit develops pupils' control and confidence in using a range of artistic marks to communicate	This unit consolidates and extends previously developed drawing and colour skills while	Observational drawing is a fundamental skill in Art and provides the foundation for developing

		surface qualities and visual effects. It encourages experimentation and shows how different media and techniques can be combined to create expressive and imaginative outcomes.	introducing greater accuracy and control. The grid enlargement process develops pupils' understanding of proportion and scale, while combining tonal techniques, texture and presentation encourages them to produce increasingly refined and resolved artwork.	ideas, understanding form and creating more sophisticated outcomes. Working across different media encourages pupils to experiment and identify techniques that best communicate what they observe.
	Acquire (Knowledge)	• Different marks create different visual and textural effects, with pupils exploring variations in line, direction, pressure, density, pattern and repetition. • Mark making can communicate the surface qualities of objects, with pupils understanding how artists use marks to represent fur, texture, pattern, form and tone. • Combining media can create contrast and visual interest, with pupils exploring how drawn marks can work alongside collage, colour and found materials to develop an artwork.	• The grid method supports accurate enlargement and proportion, with pupils understanding how a reference image can be divided into sections and transferred accurately at a larger scale. • Tonal and colour techniques can communicate texture and three-dimensional form, with pupils applying variations in value, colour and mark making to represent fur, facial features and background depth. • Presentation enhances the communication and impact of artwork, with pupils exploring mosaic techniques, composition and layout alongside digital research to contextualise their work.	• Observational drawing requires careful analysis of visual information, with pupils developing understanding of proportion, scale, shape, form, tone, texture and detail. • Different media and techniques produce different visual effects, with pupils exploring how line, mark making, tonal shading, colour and texture can be controlled to represent what they see. • Observation can inform and develop an artist's wider practice, with pupils understanding how studies of objects, themes and artists can provide sources for generating and refining creative ideas.
	Apply (Skills)	Experiment with a range of mark-making techniques and record the outcomes in a structured exploration grid. Select and apply appropriate marks to create texture, pattern and form within a rabbit artwork, combining drawn techniques with a wallpaper collage background and sunglasses to produce an imaginative mixed-media composition.	Use the grid method to accurately enlarge a giraffe portrait, maintaining appropriate scale, proportion and placement of features. Apply colour theory, tonal shading and controlled mark making to create realistic fur texture, facial detail and background depth. Combine these techniques with mosaic and effective presentation to produce a resolved final outcome, supported by a digital fact file that demonstrates relevant research.	Produce accurate observational studies using a range of media and techniques, selecting appropriate methods to communicate shape, form, texture and tonal variation. Link observational work to current artists and themes, using studies to experiment with ideas and develop increasingly confident and refined artistic outcomes.

Spring 2	Content (Why)	Develop foundational knowledge of the Colour Wheel and Colour Theory . Pupils will identify and explore primary, secondary and tertiary colours before applying their understanding through a colour wheel mandala and a sectioned colour theory artwork.	Develop Artist Analysis through an in-depth study of Lynnette Shelley , exploring her artistic style, techniques, subject matter and visual characteristics. Pupils will analyse her work, develop relevant subject-specific vocabulary and use her artwork as inspiration for their own illustrated responses.	Develop Experimental Techniques and Skills through exploration of a range of traditional and digital materials. Pupils will experiment with different processes and techniques, including the use of Canva and Corel Paint , to develop confidence and begin to identify and refine their own artistic style.
	Content (What)	This unit establishes the fundamental knowledge needed to understand and control colour in Art. It gives pupils a structured understanding of how colours are created and related, providing a foundation for future work with colour mixing, harmony, contrast and expressive colour choices.	This unit develops pupils' ability to critically analyse an artist and communicate their understanding using appropriate Art vocabulary. It also demonstrates how research can directly inform practical work, helping pupils move from studying an artist's work to developing their own creative responses.	This unit encourages experimentation, creativity and independence by giving pupils opportunities to explore different materials and digital processes. It develops pupils' ability to make informed artistic choices and recognise how different techniques can be combined to create individual and effective outcomes.
	Acquire (Knowledge)	• The colour wheel shows relationships between colours, with pupils understanding the differences between primary, secondary and tertiary colours. • Secondary and tertiary colours are created through the combination of primary and secondary colours, with pupils developing practical understanding through colour mixing and experimentation. • Colour can be organised and used deliberately within artwork, with pupils understanding how colour relationships can create visual structure, contrast and harmony.	• Artists develop recognisable styles through their use of visual elements and techniques, with pupils identifying and analysing key characteristics within Lynnette Shelley's work. • Subject-specific vocabulary enables more precise artistic analysis, with pupils developing terminology to describe materials, techniques, composition, colour, pattern, line, texture and style. • Artist research can inform personal creative responses, with pupils understanding how studying an artist's work can provide ideas, techniques and starting points without simply reproducing the original.	• Different materials and techniques create different visual effects, with pupils exploring how processes such as drawing, painting, layering, texture and digital manipulation can be controlled to achieve specific outcomes. • Digital tools provide additional methods for creating and manipulating artwork, with pupils developing practical skills using Canva and Corel Paint to edit, combine and develop visual ideas. • Experimentation supports the development of an individual artistic style, with pupils understanding how artists select, adapt and combine techniques based on their intentions and personal preferences.

	Apply (Skills)	Accurately construct and complete a colour wheel, demonstrating understanding of primary, secondary and tertiary colours. Apply colour-mixing knowledge to create a mandala and a sectioned colour theory artwork, using controlled application and deliberate colour choices to demonstrate understanding of colour relationships.	Analyse Lynnette Shelley's artwork through a detailed fact sheet, using appropriate artistic vocabulary to explain her style, techniques and visual characteristics. Create a research page combining selected copies or studies of her work with original pupil illustrations, demonstrating how the artist's ideas and techniques have influenced their own creative development.	Experiment systematically with a range of materials, techniques and digital processes, recording and evaluating the outcomes. Use Canva and Corel Paint alongside traditional media to develop and refine personal artistic ideas, selecting and combining techniques purposefully to create work that demonstrates increasing independence and individual style.
Summer 1	Content (Why)	Explore Indian Culture and Art through research into Indian culture, artistic traditions and the work of Jamini Roy . Pupils will investigate Roy's distinctive style before applying their understanding to create a symmetrical portrait influenced by his work, incorporating a soft pastel background.	Develop Texture and Mark Making skills through the study of natural forms. Pupils will explore and practise a range of mark-making techniques before creating an abstract enlarged section of a seashell on a textured paper background, incorporating their own expressive marks.	Develop Design Ideas and Personal Responses as part of the GCSE Art development process. Pupils will generate, explore and annotate a range of creative ideas linked to their chosen theme and artist research, demonstrating clear artistic intentions and progression towards a personal outcome.
	Content (What)	This unit broadens pupils' understanding of art within different cultural contexts while developing their ability to analyse and respond to an individual artist. It encourages pupils to recognise how cultural identity can influence artistic style and provides opportunities to apply research through their own practical response.	This unit develops pupils' confidence in using line, pattern and texture to communicate surface qualities and visual interest. Enlarging and abstracting a natural form encourages pupils to move beyond literal representation and make increasingly independent creative choices.	This unit develops pupils' ability to move from research and experimentation towards an individual artistic response. It establishes the importance of recording the creative process and making purposeful decisions, preparing pupils for the development and refinement expected at GCSE.
	Acquire (Knowledge)	• Art reflects cultural identity and traditions, with pupils exploring key features of Indian culture and how these have influenced artistic practices and visual expression. • Artists develop distinctive styles influenced by their cultural and artistic	• Mark making can communicate texture, pattern and surface quality, with pupils exploring how line, pressure, repetition, direction and density create different visual effects. • Natural forms provide rich sources for artistic investigation, with pupils	• Artists develop personal responses by exploring and refining ideas, with pupils understanding how research, experimentation and observation can inform the development of original artwork. • Annotation communicates artistic

		context, with pupils analysing the characteristic features of Jamini Roy's work, including simplified forms, bold outlines, symmetry and stylised figures. • Artist research can inform original practical responses, with pupils understanding how to take inspiration from an artist's techniques and visual characteristics while developing their own interpretation.	analysing the shapes, patterns, lines and textures found within a seashell. • Enlargement and abstraction can transform observational sources, with pupils understanding how changing scale, cropping and simplifying a natural form can create a more expressive composition.	intentions and decision-making, requiring pupils to explain ideas, techniques, materials, influences and intended outcomes using appropriate subject-specific vocabulary. • A strong personal response develops through purposeful experimentation, with pupils understanding how ideas can be adapted, combined and refined in response to research and practical outcomes.
	Apply (Skills)	Research Indian culture and artistic traditions alongside an in-depth study of Jamini Roy. Analyse and identify key characteristics of his artistic style before designing and creating a symmetrical portrait influenced by Roy, applying simplified forms, controlled line and appropriate colour choices, with a soft pastel background to create a resolved composition.	Practise and refine a range of mark-making techniques, demonstrating increasing control and confidence. Use observational information from a seashell to create an abstract enlarged composition, applying personal mark making to enhance the texture and visual impact of the artwork. Combine the enlarged form with a textured paper background to create a balanced and visually engaging final piece.	Generate a range of creative ideas connected to a chosen theme and relevant artist research. Develop and annotate these ideas to explain intentions, materials, techniques and influences, demonstrating clear links between research and personal interpretation. Select, adapt and refine the most successful ideas to establish a clear direction for a final personal response.
Summer 2	Content (Why)	Explore the Great Barrier Reef through research, observational drawing and mixed-media techniques. Pupils will investigate the marine environment and its wildlife before developing illustrations that create an underwater effect, with an extension outcome influenced by Aboriginal art and wax-resist techniques.	Develop Symmetry and Mixed Media through detailed observational studies of insects. Pupils will revisit and extend their understanding of symmetry before creating a sectioned bug design, using each section to demonstrate a range of previously developed media, techniques and skills.	This provides an opportunity for pupils to demonstrate the full creative process, moving from research and experimentation to an independent, resolved outcome. It develops pupils' ability to make informed artistic decisions and create work that is personal, purposeful and clearly connected to their project journey.
	Content (What)	This unit develops pupils' ability to translate research and observation into creative artwork. It combines environmental subject matter with experimentation in composition, layering and	This unit consolidates learning from across the year and encourages pupils to combine techniques independently. It develops accuracy, composition and creative	Create a Personal Response that brings together the knowledge, skills and understanding developed throughout the project. Pupils will produce a final artwork that

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		resist techniques, while encouraging pupils to consider how cultural artistic traditions can influence visual outcomes.	decision-making while allowing pupils to demonstrate how different media can work together within a single resolved outcome.	demonstrates clear links to their chosen theme and artist, while showcasing their individual ideas, techniques and creative development.
	Acquire (Knowledge)	• Research provides a foundation for informed artwork, with pupils developing knowledge of the Great Barrier Reef, its ecosystem and the characteristics of its marine life. • Layering and composition can create depth and atmosphere, with pupils exploring how colour, transparency, overlapping imagery and placement can communicate an underwater environment. • Wax-resist techniques create distinctive visual effects, with pupils understanding how wax can resist paint or other media to create patterns, texture and contrast, while recognising Aboriginal art as a cultural tradition that should be researched and referenced respectfully.	• Symmetry creates balance and structure within artwork, with pupils understanding how a central axis can be used to observe, construct and reproduce symmetrical forms accurately. • Insects provide complex sources for observational study, requiring pupils to consider proportion, shape, pattern, texture, detail and natural symmetry. • Mixed-media artwork combines different processes to create varied visual effects, with pupils understanding how previously learned techniques can be selected and combined to communicate texture, pattern, colour and visual interest.	• A personal response develops from research, experimentation and refinement, with pupils understanding how artists use sources, influences and practical exploration to inform original outcomes. • A successful final outcome demonstrates the application of developed skills, requiring pupils to select appropriate materials, techniques, processes and compositional approaches. • Artists communicate personal ideas and intentions through their work, with pupils understanding how their final piece should demonstrate a clear relationship to the chosen theme and artist while showing individual interpretation.
	Apply (Skills)	Research the Great Barrier Reef and produce a detailed fact file demonstrating understanding of its environment and wildlife. Use observational resources to create original illustrations of reef creatures, combining imagery, colour and layering to create an effective underwater composition. Extend this learning by developing an A3 wax-resist artwork influenced by Aboriginal artistic traditions , applying pattern, symbolism and colour purposefully to create a resolved final	Create an accurate symmetrical observational study of a selected insect, using previously developed knowledge of proportion, shape and detail. Divide the design into sections and independently select appropriate media and techniques from previous learning to develop contrasting textures, patterns and visual effects. Combine these approaches into a resolved final mixed-media outcome that demonstrates technical control, creativity and	Independently plan, develop and create a final personal response that demonstrates clear links to the chosen theme and artist. Select and combine appropriate materials, techniques and processes developed throughout the course, refining ideas through experimentation and evaluation. Produce a resolved final artwork that demonstrates technical development, creative independence and a clear personal interpretation of the

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		outcome.	progression across the curriculum.	project.
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