New Line Learning Academy
Believe and Achieve

Art and Design Curriculum Intent

Year 7

At Key Stage 3, our Year 7 Art and Design curriculum is designed in line with the National Curriculum to inspire creativity, curiosity, and self-expression while developing practical artistic knowledge and skills. The curriculum is ambitious, inclusive, and accessible to all learners, providing opportunities for every pupil to succeed regardless of prior experience or ability.

The Art and Design curriculum actively encourages pupils to engage with and reflect upon the work of a wide range of artists, designers, and craftspeople from different cultures, backgrounds, and historical periods. Through exploring diverse artistic styles, techniques, and ideas, pupils are encouraged to "think like artists" and use these experiences to inspire and inform the development of their own creative work. The Year 7 Formal Elements scheme of work introduces pupils to the fundamental building blocks of art and design, including line, tone, colour, texture, shape, pattern, and form. Through a range of practical tasks and satellite projects, pupils develop transferable skills that provide a strong foundation for future Year 8 and Year 9 projects. Pupils experiment with a variety of materials, techniques, and processes, building confidence, resilience, and independence as creative learners.

Art and Design is a subject that often reveals different strengths and talents in pupils from a wide variety of backgrounds and academic abilities. All pupils are encouraged to challenge themselves creatively, visually, orally, and through written reflection. Developing oracy skills is an important part of the curriculum, with pupils regularly discussing ideas, evaluating artwork, giving feedback, and explaining their creative decisions using subject-specific vocabulary.

A holistic approach is taken when assessing pupil achievement, with progress measured through technical skill, creativity, experimentation, presentation, and the ability to reflect critically on both their own work and the work of others. Through this approach, pupils develop confidence in communication, problem-solving, and creative thinking.

Our aim is for all pupils to leave Year 7 with a strong foundation in Art and Design, equipped with the practical skills, knowledge, confidence, and creative mindset needed to progress successfully through KS3 and into future creative pathways at KS4 and beyond.

Term 1
Topic

Line Drawing

Big Picture
What are the main ideas and big questions in this topic?

Drawing is one of the oldest and most fundamental forms of artistic expression. Throughout history, artists have used line to observe, communicate, record and challenge the world around them. This enquiry introduces pupils to line as one of the formal elements of art, providing the foundation upon which all future artistic study is built.

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Pupils explore how artists manipulate line to create movement, texture, emotion, pattern and form through a range of practical experiences using both traditional drawing materials and three-dimensional wire construction. Alongside developing technical skills, pupils learn to observe carefully, discuss artistic choices using subject-specific vocabulary and reflect critically on both their own work and the work of others.

The curriculum is ambitious for every learner. Through experimentation, resilience and refinement, pupils begin to think and work like artists, developing confidence in creative decision making whilst recognising that there are multiple successful ways to communicate ideas visually.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The enquiry begins by introducing pupils to line as one of the fundamental formal elements of art, establishing it as both a visual language and a practical tool through which artists communicate ideas, structure, movement and emotion. Pupils develop substantive knowledge by understanding that line can describe contour, texture, direction, rhythm, pattern, tone and form, whilst recognising that different artists manipulate line for different expressive purposes. Through retrieval activities and teacher modelling, pupils revisit prior experiences of drawing before extending their understanding through increasingly sophisticated artistic techniques.

Teacher demonstrations explicitly model a wide range of mark-making techniques using graphite, pen, fineliner, charcoal and wire, allowing pupils to investigate how changes in pressure, direction, scale and repetition alter the visual impact of an artwork. Pupils explore specialist vocabulary including contour line, continuous line, broken line, gestural line, expressive line, cross-contour, cross-hatching, negative space, balance, proportion, rhythm, movement and three-dimensional form, developing confidence in applying this language accurately through discussion, annotation and written evaluation.

Attention then turns to investigating the work of Alexander Calder and Henry Moore, enabling pupils to understand how artists have used line to challenge traditional approaches to sculpture and drawing. Through carefully structured artist analysis, pupils develop substantive knowledge of each artist's historical context, artistic style, influences and creative intentions, recognising how Calder transformed line into kinetic three-dimensional sculptures whilst Moore explored flowing organic forms inspired by the natural world. Gallery collections, artist interviews and museum resources provide authentic opportunities for pupils to engage directly with professional artistic practice beyond the classroom.

As the enquiry progresses, pupils increasingly develop disciplinary knowledge by working as artists themselves. Sketchbooks become working journals in which pupils record observations, investigate artists, experiment with mark-making techniques, annotate practical investigations, refine ideas and evaluate their own artistic decisions. Through first-hand observational drawing, pupils learn that successful artists continually revisit and improve their work rather than seeking perfection in a single attempt. Practical investigations encourage experimentation with scale, composition, overlapping forms and wire manipulation, allowing pupils to discover how two-dimensional drawings can be transformed into expressive three-dimensional outcomes.

Teacher modelling gradually becomes less directive as pupils assume greater ownership of their creative decisions. Structured critique, paired discussion and whole-class feedback develop pupils' confidence in using increasingly sophisticated subject-specific vocabulary to explain artistic choices, justify improvements and evaluate the effectiveness of both their own work and the work of others. This deliberate emphasis on oracy enables pupils to communicate as young artists whilst strengthening analytical thinking and reflective practice.

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Throughout the enquiry, pupils continually revisit and apply the disciplinary processes that underpin artistic practice: observing, recording, analysing, experimenting, refining, presenting and evaluating. These habits are explicitly modelled by teachers and embedded within every practical activity, helping pupils understand that artistic success is achieved through thoughtful investigation, resilience and continual refinement rather than simply producing a finished piece of artwork.

The enquiry concludes with pupils producing an ambitious wire sculpture inspired by the work of Alexander Calder and Henry Moore, demonstrating increasingly secure understanding of line, form and spatial relationships. By synthesising their artist research, observational studies and practical experimentation, pupils produce a personal response that reflects both technical accuracy and creative interpretation. Through this process, pupils begin to recognise themselves as artists who investigate, experiment, refine and communicate ideas visually, establishing the disciplinary foundations that will underpin all future learning throughout Key Stage 3 and prepare them for increasingly independent artistic practice.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

During Key Stage 2, pupils have developed an understanding that art provides opportunities to communicate ideas, observations and emotions through a range of media. They have experimented with drawing, painting and sculpture using different materials and have begun to understand that artists make deliberate choices when creating their work.

Pupils should have experience of:

- using sketchbooks to record ideas and observations
- experimenting with a range of drawing materials
- creating simple observational drawings
- exploring the work of artists from different periods and cultures
- discussing artwork using simple artistic vocabulary.

Pitch Up

How will we challenge ourselves?

This enquiry establishes the foundations for all future learning in Art and Design. By developing confidence in observational drawing, mark-making and the manipulation of line, pupils gain the technical skills required to progress into the study of Colour Theory during Term 2.

As pupils move through Key Stage 3 they continually revisit and refine these fundamental drawing skills whilst applying them alongside the remaining formal elements, including colour, tone, abstraction and collage. The reflective and evaluative skills developed throughout this enquiry also prepare pupils for the independent project-based approach encountered throughout KS3 and the AQA GCSE Art, Photography and 3D Design courses at Key Stage 4.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry supports the National Curriculum for Art and Design by enabling pupils to:

- produce creative work through exploration and experimentation
- become proficient in drawing and sculpture
- evaluate and analyse creative works using the language of art, craft and design

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

The study of line provides opportunities for pupils to appreciate how artists across different cultures and historical periods have communicated ideas through drawing. Pupils investigate the sculptural wire drawings of Alexander Calder alongside the expressive forms of Henry Moore, recognising how line extends beyond paper into three-dimensional space.

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• develop knowledge of significant artists and artistic movements • build confidence in creative thinking, visual literacy and independent artistic practice.	Connections are made to illustration, architecture, engineering, animation and product design, helping pupils appreciate how drawing remains a fundamental skill across many creative professions. Pupils also explore how careful observation sits at the heart of scientific illustration, design and visual communication.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, pupils develop spiritual understanding by exploring how artists communicate emotion, identity and personal experience through visual language. They learn that creativity provides meaningful opportunities for self-expression, imagination and reflection whilst developing confidence in expressing their own ideas. Social understanding is strengthened through collaborative discussion, peer critique and respectful evaluation of artwork. Pupils learn to appreciate diverse viewpoints, recognising that artistic success can be achieved through a range of different creative approaches and interpretations. Moral understanding develops as pupils explore how artists communicate messages, challenge assumptions and influence society through visual imagery. They begin to understand the responsibility artists have when representing people, places and ideas. Cultural understanding is developed through the study of influential artists including Alexander Calder and Henry Moore, enabling pupils to appreciate how artistic styles, techniques and traditions have evolved across different cultures and historical periods whilst recognising the importance of art in shaping identity and society.

The enquiry supports the development of British Values, particularly individual liberty through creative expression and mutual respect by valuing the ideas, opinions and artistic interpretations of others within a supportive studio environment. There are strong cross-curricular links with English through discussion, annotation and evaluation, Mathematics through shape, proportion and spatial awareness, Design Technology through three-dimensional construction and modelling, and Science through careful observation, materials and the properties of different media.

Throughout the enquiry, pupils develop important personal attributes including creativity, resilience, independence, critical thinking and reflective practice. They learn that successful artistic outcomes are achieved through experimentation, perseverance, refinement and responding positively to feedback.

The enquiry explicitly develops the Skills Builder competencies of Creativity, as pupils generate and refine original ideas; Problem Solving, through selecting appropriate techniques and overcoming artistic challenges; Listening, by responding thoughtfully to teacher modelling and peer feedback; and Speaking, by discussing, presenting and evaluating artwork using increasingly sophisticated artistic vocabulary.

The enquiry also introduces pupils to the wide range of careers that rely upon confident drawing, observation and visual communication. Pupils explore how line underpins professional practice in fields including illustration, architecture, animation, engineering design, product design, graphic communication, concept art and tattoo artistry, recognising that the ability to observe carefully, communicate ideas visually and think creatively are highly valued across both creative and technical industries.

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Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
• Sketchbooks • Graphite pencils • Fine liners • Charcoal • Wire for sculpture • Artist reference materials • Visualiser • National Gallery digital collections • Tate resources • Subject-specific vocabulary displays • www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study • www.nationalgallery.org.uk • www.tate.org.uk • www.npg.org.uk • www.vangoghmuseum.nl/nl • www.turnercontemporary.org	**Baseline Assessment:** Retrieval activities and a diagnostic drawing task assess pupils' prior understanding of line, observational drawing and mark-making. **Mid-Point Assessment:** An assessed observational drawing and artist study demonstrate pupils' developing understanding of line, experimentation and annotation. **End of Enquiry Assessment:** Pupils produce a sustained wire sculpture inspired by Alexander Calder and Henry Moore, demonstrating technical development, creative refinement and a personal response. **40% Substantive Knowledge** Pupils demonstrate knowledge and understanding of: • the formal element of line • mark-making techniques • observational drawing • the work of Alexander Calder and Henry Moore • key artistic vocabulary • how artists use line to communicate meaning **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • observe accurately from primary sources • experiment with a range of drawing materials and techniques • refine work in response to feedback • evaluate artistic decisions • communicate ideas using appropriate subject vocabulary • produce increasingly independent creative outcomes.

Term 2 Topic	**Colour**

Big Picture
What are the main ideas and big questions in this topic?

Colour is one of the most expressive and influential formal elements of art. Throughout history, artists have used colour to evoke emotion, communicate ideas, create atmosphere and influence how audiences interpret their work. This enquiry builds upon pupils' understanding of line by introducing colour theory and exploring how artists use colour deliberately to create meaning and visual impact.

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Pupils investigate the relationships between primary, secondary and complementary colours whilst developing confidence in colour mixing, paint application and observational techniques. Alongside developing practical skills, pupils explore the work of influential artists, recognising how colour choices reflect different artistic styles, movements and cultural contexts.

The curriculum is ambitious for every learner. Through experimentation, reflection and refinement, pupils develop increasingly sophisticated artistic decision-making, learning that colour is not simply decorative but a powerful visual language that enables artists to communicate ideas, mood and emotion.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Attention then turns to developing a secure understanding of colour theory, enabling pupils to recognise colour as one of the most powerful formal elements within art and design. Pupils develop substantive knowledge by learning how artists organise and manipulate colour through the colour wheel, understanding the relationships between primary, secondary and tertiary colours, alongside complementary, analogous and monochromatic colour schemes. They investigate how tint, tone and shade alter colour intensity and mood, recognising that colour can communicate atmosphere, symbolism and emotion as well as visual realism.

Teacher demonstrations explicitly model colour mixing, paint application, brush control and colour matching techniques, allowing pupils to understand the practical processes artists use when creating harmonious compositions. Pupils experiment with a range of media, refining their understanding through increasingly independent practical investigations before applying colour purposefully within their own artwork. Specialist vocabulary including hue, saturation, intensity, complementary, analogous, monochromatic, tint, tone, shade, harmony, contrast and palette is explicitly taught and revisited through discussion, annotation and evaluation.

Pupils investigate artists including Vincent van Gogh, Henri Matisse, Jackson Pollock and selected Impressionist and Expressionist painters, developing substantive knowledge of how colour has been used differently across artistic movements to communicate emotion, movement and meaning. Through artist analysis, pupils recognise that colour choices are deliberate creative decisions influenced by artistic intention, historical context and cultural influences.

As the enquiry progresses, pupils increasingly develop disciplinary knowledge through recording colour investigations within their sketchbooks, analysing artists using specialist vocabulary, experimenting with paint handling techniques, refining colour combinations and evaluating the effectiveness of their compositional choices. Teacher modelling gradually gives way to greater independence as pupils begin selecting colours intentionally rather than simply replicating what they observe.

Structured critique and collaborative discussion strengthen pupils' oracy, encouraging them to justify colour choices, compare artistic styles and explain how colour influences the viewer's emotional response. Practical investigations encourage pupils to experiment confidently, recognising that successful artists continually test, modify and refine colour relationships before reaching final outcomes.

Throughout the enquiry pupils revisit the disciplinary processes of observing, investigating, experimenting, recording, refining, presenting and evaluating, recognising that colour theory is not simply factual knowledge but a creative tool used by artists to communicate ideas effectively.

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The enquiry concludes with pupils producing a sustained painted outcome that demonstrates increasingly confident application of colour theory, thoughtful compositional choices and personal creative decision-making. By synthesising artist research, practical experimentation and reflective evaluation, pupils continue developing the artistic habits that underpin future success throughout Key Stage 3 and beyond.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils have previously explored line as a formal element of art and have developed confidence in observational drawing, mark-making and recording ideas within a sketchbook. They understand that artists make deliberate creative choices to communicate meaning and have begun to analyse the work of significant artists using subject-specific vocabulary.

From Key Stage 2, pupils have experience of using paint and colour in simple compositions and understand that artists use different materials and techniques to create visual effects.

Pitch Up

How will we challenge ourselves?

This enquiry develops pupils' understanding of colour as a powerful visual language, building upon the observational skills established through the study of line. By mastering colour theory, colour mixing and paint application, pupils gain greater control over how they communicate mood, atmosphere and meaning within their artwork.

The knowledge and techniques developed throughout this enquiry prepare pupils for the study of tone in Term 3, where they will investigate how artists use light and shadow alongside colour to create depth, realism and three-dimensional form. As pupils progress through Key Stage 3, they continually combine the formal elements studied throughout the curriculum, becoming increasingly confident in selecting appropriate artistic techniques and media to communicate increasingly sophisticated ideas.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry supports the National Curriculum for Art and Design by enabling pupils to:

- produce creative work through exploration, experimentation and refinement
- become proficient in painting and colour application techniques
- evaluate and analyse artwork using increasingly sophisticated artistic vocabulary
- develop knowledge of significant artists and artistic movements
- build confidence in visual literacy, creative thinking and independent artistic practice.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

The study of colour enables pupils to appreciate how artists have used colour to shape artistic movements and communicate ideas across different cultures and historical periods. Pupils explore how colour has influenced Impressionism, Expressionism and contemporary artistic practice, recognising that colour choices are often influenced by emotion, symbolism, culture and technological developments.

By investigating artists who manipulate colour in different ways, pupils develop a broader appreciation of artistic diversity whilst recognising the enduring importance of colour within visual communication, design and creative industries.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

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Through this enquiry, pupils develop spiritual understanding by exploring how colour communicates emotion, atmosphere and personal expression, recognising that artistic choices can reflect both individual identity and shared human experiences. Social understanding is strengthened through collaborative discussion, peer critique and respectful evaluation of artwork, encouraging pupils to appreciate that different interpretations and creative decisions can all have artistic value. Moral understanding develops as pupils consider how colour has been used throughout history to influence audiences, communicate messages and represent people, cultures and events responsibly. Cultural understanding is enhanced through the study of artists from different artistic movements and traditions, enabling pupils to appreciate how colour reflects cultural identity, historical context and creative innovation across the world.

The enquiry supports the development of British Values, particularly individual liberty through creative expression and mutual respect by valuing diverse artistic responses and interpretations. There are strong cross-curricular links with science through the study of light and colour, Mathematics through pattern and proportion, English through discussion, annotation and evaluation, and Design Technology through colour application within design processes.

Throughout the enquiry, pupils develop important personal attributes including independence, resilience, creativity and reflective practice, recognising that successful artistic outcomes are achieved through experimentation, revision and continual improvement. The enquiry explicitly develops the Skills Builder competencies of Creativity, as pupils generate and refine original ideas through colour; Adapting, by responding constructively to experimentation and refining work following setbacks; and Speaking, through presenting, discussing and evaluating artwork using increasingly sophisticated artistic vocabulary.

The enquiry also introduces pupils to careers where colour plays a fundamental role in professional practice, including graphic design, branding and marketing, interior design, fashion design, illustration, digital media, game design and advertising. Pupils recognise that an understanding of colour psychology, visual communication and creative decision-making is valued across a wide range of creative and commercial industries.

Resources
What books, websites, videos and materials will support our learning?

- Sketchbooks
- Acrylic and watercolour paints
- Paint brushes
- Colour wheels
- Mixing palettes
- Artist reference materials
- Visualiser
- Tate and National Gallery digital collections
- Teacher demonstrations
- Subject-specific vocabulary displays
- www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study

Assessment
How will we show what we know, remember and can apply?

Baseline Assessment: Retrieval activities and colour-mixing tasks assess pupils' understanding of the colour wheel and colour relationships.
Mid-Point Assessment: An assessed colour study demonstrates pupils' application of colour theory, artist research and practical experimentation.
End of Enquiry Assessment: Pupils produce a sustained painted outcome that demonstrates confident use of colour theory, composition and personal artistic choices.

40% Substantive Knowledge

Pupils demonstrate knowledge and understanding of:

- colour as a formal element
- primary, secondary and complementary colours
- colour theory and the colour wheel
- colour mixing techniques

• www.nationalgallery.org.uk • www.tate.org.uk • www.npg.org.uk • www.vangoghmuseum.nl/nl • www.turnercontemporary.org	• the work of influential artists • key artistic vocabulary and how colour communicates meaning. **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • mix and apply colour accurately • experiment with a range of painting techniques • refine work following feedback • evaluate artistic decisions using appropriate vocabulary • communicate artistic intentions confidently • produce increasingly independent creative outcomes through effective use of colour.

Term 3 Topic		**Tone**

Big Picture
What are the main ideas and big questions in this topic?

Tone is fundamental to creating the illusion of light, shadow, depth and three-dimensional form within artwork. This enquiry builds upon pupils' understanding of line and colour by introducing tonal techniques that enable artists to transform flat images into convincing representations of the world around them.

Pupils investigate how artists manipulate light and shadow to create atmosphere, realism and visual impact through observational drawing and practical experimentation. Alongside developing increasingly sophisticated technical skills, pupils explore the work of influential artists, recognising how tonal values contribute to composition, mood and artistic expression.

The curriculum is ambitious for every learner. Through observation, experimentation and continual refinement, pupils develop greater control over artistic techniques whilst learning that successful artwork relies upon careful analysis, perseverance and informed creative decision-making.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

The enquiry progresses to exploring tone, enabling pupils to understand how artists create the illusion of light, depth and three-dimensional form within two-dimensional artwork. Pupils develop substantive knowledge by investigating how tonal variation communicates volume, atmosphere, texture and realism through the careful observation of light and shadow. They explore how artists manipulate tonal contrast to guide the viewer's attention, establish focal points and create dramatic visual impact.

Teacher demonstrations explicitly model observational drawing, tonal blending, hatching, cross-hatching, stippling and smooth shading techniques, allowing pupils to understand how artists gradually build tonal values through controlled mark-making. Pupils investigate specialist vocabulary including highlight, mid-

tone, shadow, reflected light, cast shadow, form, value, gradient, chiaroscuro, proportion, volume and contrast, applying this language confidently during practical activities and artist analysis.

Attention then turns to studying Rembrandt and the dramatic use of chiaroscuro, alongside the distinctive visual style of Tim Burton, enabling pupils to understand how tone can communicate narrative, atmosphere and emotion across both historical fine art and contemporary visual media. Through artist research and discussion, pupils recognise how different creative disciplines continue to rely upon tonal understanding.

As the enquiry progresses, pupils strengthen disciplinary knowledge through sustained observational drawing, recording first-hand observations within their sketchbooks, analysing artists, experimenting with tonal techniques and continually refining practical outcomes in response to feedback. Practical investigations encourage pupils to evaluate how different materials and techniques influence tonal quality whilst developing resilience through repeated practice.

Structured peer critique and teacher feedback develop pupils' ability to discuss artistic decisions using increasingly sophisticated subject-specific vocabulary, strengthening both analytical thinking and reflective practice. Sketchbooks continue to function as working journals that document experimentation, annotation, refinement and self-evaluation throughout the enquiry.

The enquiry concludes with pupils producing an ambitious tonal drawing that demonstrates increasing accuracy, observational skill and technical control. By combining artist research, practical investigation and critical evaluation, pupils deepen both their substantive understanding of tone and their disciplinary understanding of how artists observe, record, refine and communicate visual information.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Pupils have previously explored line and colour as formal elements of art and understand how artists use these to communicate ideas, create visual interest and record observations. They are confident using sketchbooks to develop ideas, experiment with materials and evaluate artistic decisions using appropriate subject-specific vocabulary. From previous enquiries, pupils understand that artistic improvement is achieved through experimentation, refinement and responding positively to feedback.	This enquiry develops pupils' ability to use tone to create realistic representations of form, depth and atmosphere, building directly upon the observational skills established through the study of line and the expressive possibilities explored through colour. By understanding how light and shadow influence perception, pupils become increasingly confident in making deliberate artistic decisions that enhance the realism and impact of their work. The knowledge and techniques developed throughout this enquiry prepare pupils for the study of abstraction in Terms 4 and 5. Having developed confidence in accurately representing the visual world, pupils will begin to challenge these conventions by exploring how artists simplify, distort and reinterpret reality to communicate ideas, emotions and personal responses. As pupils progress through Key Stage 3, they continue to combine the formal elements of art whilst becoming increasingly independent, reflective and confident creative practitioners.

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Wider Framework
How does this learning connect to future topics and bigger goals?

This enquiry supports the National Curriculum for Art and Design by enabling pupils to:

- produce creative work through sustained observation, experimentation and refinement
- become proficient in drawing techniques that communicate form and depth
- evaluate and analyse artwork using increasingly sophisticated artistic vocabulary
- develop knowledge of significant artists and artistic traditions
- build confidence in visual literacy, technical proficiency and independent artistic practice.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

The study of tone enables pupils to appreciate how artists across different cultures and historical periods have manipulated light and shadow to communicate meaning and realism. Pupils explore how tonal techniques have influenced portraiture, still life, landscape and contemporary art, recognising that an understanding of light remains fundamental across many artistic disciplines.

By investigating artists who have mastered tonal drawing and painting, pupils develop an appreciation of how observation, technical control and creative interpretation combine to produce compelling works of art. They also recognise the continuing importance of tonal understanding within photography, filmmaking and digital media.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, pupils develop spiritual understanding by appreciating how artists use light and shadow to communicate atmosphere, emotion and meaning, recognising that artistic interpretation often extends beyond literal representation. Social understanding is strengthened through collaborative discussion, constructive critique and respectful evaluation of artwork. Pupils learn to appreciate different artistic approaches whilst developing confidence in articulating their own creative decisions. Moral understanding develops as pupils consider how artists have used light, shadow and composition throughout history to influence audiences, shape narratives and communicate important social and cultural ideas. Cultural understanding is enhanced through the study of artists from different artistic traditions, enabling pupils to appreciate how techniques for representing light and form have evolved across cultures and time periods whilst recognising their continuing influence on contemporary art.

The enquiry supports the development of British Values, particularly individual liberty through creative exploration and mutual respect through valuing the artistic ideas, perspectives and achievements of others. There are strong cross-curricular links with Science through the study of light and shadow, Mathematics through proportion, perspective and spatial awareness, English through discussion, annotation and evaluation, and Photography through understanding exposure, contrast and composition. Throughout the enquiry, pupils develop important personal attributes including perseverance, resilience, independence and reflective practice, recognising that technical mastery is achieved through sustained effort, experimentation and continual refinement.

The enquiry explicitly develops the Skills Builder competencies of Problem Solving, as pupils make informed decisions about tonal techniques; Leadership, through modelling techniques and supporting peers during practical activities; and Creativity, by making increasingly sophisticated artistic decisions that communicate mood and atmosphere.

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The enquiry introduces pupils to careers where the understanding of light, shadow and visual realism is fundamental, including photography, cinematography, animation, concept art, medical illustration, forensic art, fine art and visual effects (VFX). Pupils recognise that observational accuracy, technical precision and creative problem solving are highly valued across both traditional and digital creative industries.

Resources
What books, websites, videos and materials will support our learning?

- Sketchbooks
- Graphite pencils
- Charcoal
- Blending stumps
- Erasers
- Tonal value scales
- Still life objects
- Directional lighting equipment
- Artist reference materials
- Visualiser
- Teacher demonstrations
- Subject-specific vocabulary displays

Assessment
How will we show what we know, remember and can apply?

Baseline Assessment: Retrieval activities and a tonal drawing assess pupils' understanding of light, shadow and observational drawing.
Mid-Point Assessment: An assessed observational study demonstrates pupils' developing tonal control, artist analysis and practical experimentation.
End of Enquiry Assessment: Pupils produce a sustained tonal drawing that demonstrates increasing accuracy, technical control and refinement.

40% Substantive Knowledge
Pupils demonstrate knowledge and understanding of:

- tone as a formal element
- tonal values and the relationship between light and shadow
- blending and shading techniques
- observational drawing
- the work of influential artists
- key artistic vocabulary and how tone communicates depth, atmosphere and meaning.

60% Disciplinary Knowledge
Pupils demonstrate their ability to:

- observe and record tonal variation accurately
- apply a range of tonal techniques with increasing control
- experiment with materials and refine artistic outcomes
- evaluate artistic decisions using appropriate subject-specific vocabulary
- communicate artistic intentions confidently
- produce increasingly independent and technically accomplished creative outcomes.

Terms 4 and 5
Topic

Abstraction

Big Picture
What are the main ideas and big questions in this topic?

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Abstraction encourages pupils to move beyond accurate representation and explore how artists simplify, distort and reinterpret the world to communicate ideas, emotions and personal responses. Building upon their understanding of line, colour and tone, pupils investigate how artists deliberately manipulate the formal elements to create meaning rather than simply replicate what they see.

Through practical experimentation and sustained creative enquiry, pupils learn that there is no single correct solution within art. Instead, they develop confidence in making informed artistic decisions, taking creative risks and refining their work through reflection and evaluation. By studying influential abstract artists and movements, pupils broaden their understanding of the diverse ways in which art can challenge, inspire and communicate.

The curriculum is ambitious for every learner. Pupils increasingly develop as independent creative practitioners, recognising that successful artists continually question, experiment and refine their ideas whilst drawing upon technical knowledge, imagination and personal experience.

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Having developed confidence with the formal elements, pupils begin exploring abstraction, recognising that artists often simplify, distort or transform reality to communicate ideas, emotions and personal responses rather than simply reproduce what they observe. Pupils develop substantive knowledge by investigating how abstraction evolved throughout art history and how artists manipulate shape, colour, pattern, composition, texture and repetition to create visually engaging outcomes.

Teacher demonstrations explicitly model how observational drawings can be simplified, repeated, enlarged, layered and reinterpreted through increasingly abstract processes. Pupils investigate specialist vocabulary including abstraction, simplification, composition, motif, repetition, pattern, symbolism, positive space, negative space, rhythm and harmony, applying these concepts through practical investigations and artist analysis.

Pupils investigate the work of Beatriz Milhazes and Henri Matisse, developing substantive knowledge of how artists use abstraction to celebrate culture, colour, movement and decorative design. Through structured comparison and discussion, pupils begin recognising that abstraction allows artists to communicate ideas that extend beyond direct visual representation.

As the enquiry progresses, pupils strengthen disciplinary knowledge by experimenting with composition, manipulating colour relationships, developing repeating patterns and refining increasingly personal creative responses. Sketchbooks become spaces for recording observational studies, transforming imagery through abstraction, annotating artist research and reflecting critically upon creative choices.

Teacher guidance increasingly encourages independent artistic decision-making as pupils justify compositional choices, evaluate experimentation and modify ideas in response to feedback. Practical investigations promote creativity, resilience and thoughtful risk-taking, helping pupils understand that experimentation is central to successful artistic practice.

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The enquiry concludes with pupils producing an ambitious abstract outcome inspired by their artist research and practical investigations. By combining substantive knowledge of abstraction with disciplinary processes including recording, experimenting, refining, analysing and evaluating, pupils become increasingly confident creative practitioners capable of communicating original ideas through visual language..

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils have previously developed an understanding of line, colour and tone as formal elements of art. They understand how artists use these elements to communicate meaning, create atmosphere and represent the world through increasingly accurate observational work. They have developed confidence in experimenting with materials, evaluating artistic decisions and refining work through constructive feedback.

Pupils also understand that artistic development is achieved through observation, experimentation and continual improvement rather than producing a perfect first attempt.

Pitch Up

How will we challenge ourselves?

This enquiry marks an important transition from technical representation towards increasingly personal artistic expression. By exploring abstraction, pupils learn that artists deliberately manipulate the formal elements to communicate ideas, challenge perceptions and evoke emotional responses. They become increasingly confident in making independent artistic decisions, justifying creative choices and developing individual styles whilst remaining informed by the work of established artists.

The understanding developed throughout this enquiry prepares pupils for the Year 7 Collage project, where they will combine materials, imagery and composition to create layered mixed-media outcomes. More broadly, abstraction establishes the conceptual thinking that underpins future learning throughout Key Stage 3, enabling pupils to move confidently between observational realism and creative interpretation as increasingly reflective and independent artists.

Wider Framework

How does this learning connect to future topics and bigger goals?

This enquiry supports the National Curriculum for Art and Design by enabling pupils to:

- produce creative work that records, explores and communicates personal ideas
- become increasingly proficient in selecting and manipulating artistic media
- evaluate and analyse artwork using increasingly sophisticated artistic vocabulary
- develop knowledge of influential artists and artistic movements

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

The study of abstraction enables pupils to appreciate how artists have challenged traditional expectations of art throughout history. By exploring movements such as Cubism, Abstract Expressionism and Modernism, pupils recognise that artistic innovation often develops through questioning accepted conventions and experimenting with new ideas.

Pupils investigate how abstract art continues to influence architecture, fashion, graphic design, interior design and contemporary visual culture, recognising that abstraction remains a powerful form of communication across both creative industries and everyday life.

- build confidence in independent creative thinking, visual literacy and reflective artistic practice.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

Through this enquiry, pupils develop spiritual understanding by expressing personal ideas, emotions and experiences through increasingly independent creative work, recognising that art provides powerful opportunities for self-expression and reflection. Social understanding is strengthened through collaborative discussion, peer critique and respectful evaluation of different artistic interpretations. Pupils learn that creativity is subjective and that different perspectives enrich artistic understanding. Moral understanding develops as pupils consider how artists have challenged social conventions, communicated political ideas and questioned accepted ways of thinking through abstract art. Cultural understanding is enhanced through the study of influential artists and artistic movements from different cultures and historical periods, enabling pupils to appreciate how abstraction has developed as a global artistic language that reflects changing societies and creative innovation.

The enquiry supports the development of British Values, particularly individual liberty by encouraging originality, independent thinking and creative expression, alongside mutual respect through valuing diverse artistic viewpoints and interpretations. There are strong cross-curricular links with English through interpretation and evaluation, Mathematics through geometric form, pattern and composition, Design Technology through creative design processes, and History through exploring how artistic movements reflect social and historical change.

Throughout the enquiry, pupils develop important personal attributes including confidence, resilience, independence, creativity and reflective practice, recognising that innovation often develops through experimentation, curiosity and a willingness to take creative risks. The enquiry explicitly develops the Skills Builder competencies of Creativity, as pupils generate original responses to artistic stimuli; Leadership, by sharing ideas, modelling techniques and supporting peers; and Listening, through responding thoughtfully to artistic critique and feedback.
The enquiry introduces pupils to careers where creative thinking, innovation and visual communication are highly valued, including fine artist, gallery curator, exhibition designer, interior designer, fashion designer, visual merchandiser, creative director and art therapist. Pupils recognise that the ability to generate original ideas, solve problems creatively and communicate visually is fundamental across many creative and cultural industries.

Resources

What books, websites, videos and materials will support our learning?

- Sketchbooks
- Acrylic paints
- Mixed media materials
- Charcoal
- Oil pastels
- Ink

Assessment

How will we show what we know, remember and can apply?

Baseline Assessment: Retrieval activities and an observational drawing assess pupils' understanding of composition, colour and the formal elements.
Mid-Point Assessment: An assessed abstract study demonstrates pupils' experimentation with colour, pattern, composition and artist inspiration.
End of Enquiry Assessment: Pupils produce an ambitious abstract composition that communicates personal ideas through thoughtful artistic decisions.
40% Substantive Knowledge

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• Printing materials • Artist reference materials • Visualiser • Teacher demonstrations • Gallery and museum collections • Subject-specific vocabulary displays • www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study • www.nationalgallery.org.uk • www.tate.org.uk • www.npg.org.uk • www.vangoghmuseum.nl/nl • www.turnercontemporary.org	Pupils demonstrate knowledge and understanding of: • abstraction as an artistic style and process • how artists manipulate the formal elements to communicate meaning • influential abstract artists and artistic movements • composition and visual communication • key artistic vocabulary associated with abstraction and artistic interpretation. **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • experiment confidently with a range of media and techniques • manipulate the formal elements to communicate ideas and emotions • justify creative decisions using subject-specific vocabulary • refine work through evaluation and reflection • respond positively to feedback and artistic critique • produce increasingly independent, imaginative and technically accomplished creative outcomes.

Term 6 Topic	**Collage**

Big Picture
What are the main ideas and big questions in this topic?

Collage encourages pupils to combine materials, textures and imagery to create layered and imaginative artistic outcomes. Building upon the formal elements explored throughout Year 7, pupils learn that artists can communicate powerful ideas by selecting, arranging and manipulating a wide range of materials rather than relying solely on traditional drawing and painting techniques.

Through experimentation with composition, mixed media and visual storytelling, pupils develop confidence in making increasingly independent artistic decisions. They investigate how artists combine found materials, photographs, paper, paint and textiles to challenge traditional approaches to art, recognising that creativity often develops through exploration, curiosity and innovation.

The curriculum is ambitious for every learner. Pupils draw together the knowledge, techniques and disciplinary habits developed throughout Year 7, becoming increasingly confident creative practitioners who understand that successful artistic outcomes are achieved through thoughtful planning, experimentation, refinement and evaluation.

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Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

The final enquiry provides pupils with an opportunity to consolidate the artistic knowledge, practical skills and disciplinary habits developed throughout Year 7 by exploring collage as a powerful method of artistic communication. Pupils develop substantive knowledge by understanding how artists combine materials, imagery and composition to create new meanings, challenge conventions and communicate increasingly imaginative visual ideas.

Teacher demonstrations model cutting, layering, composition, image selection and mixed-media techniques, allowing pupils to investigate how different materials interact to create texture, balance and visual interest. Pupils develop confidence using specialist vocabulary including collage, assemblage, juxtaposition, composition, mixed media, texture, layering, balance, focal point, contrast and visual narrative, applying these terms confidently through annotation and evaluation.

Attention turns to investigating the Dada movement, including Marcel Duchamp, Hannah Höch, automatic writing and the Exquisite Corpse technique. Pupils develop substantive knowledge of how these artists challenged traditional definitions of art through experimentation, humour and creative disruption, recognising that artistic innovation often emerges through questioning established conventions.

As the enquiry progresses, pupils strengthen disciplinary knowledge by recording ideas, experimenting with materials, manipulating compositions, refining creative responses and evaluating the effectiveness of different artistic decisions. Sketchbooks continue functioning as working journals that document research, practical investigations, annotation, experimentation and reflection, encouraging pupils to recognise artistic development as an ongoing process.

Teacher modelling gradually gives way to increasingly independent exploration, encouraging pupils to embrace experimentation, creative risk-taking and personal interpretation. Structured discussion and critique develop pupils' confidence in explaining artistic choices whilst recognising that artists continually adapt and refine ideas throughout the creative process.

The enquiry concludes with pupils producing a mixed-media collage that synthesises the knowledge, techniques and creative confidence developed throughout Year 7. By combining artist research, practical experimentation and reflective evaluation, pupils demonstrate increasingly secure understanding of both the substantive concepts and the disciplinary processes that underpin successful artistic practice, providing a strong foundation for the increasingly independent creative enquiries encountered in Year 8.

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

Pupils have developed a secure understanding of the formal elements of line, colour and tone, alongside an appreciation of abstraction as a means of communicating ideas and emotions. They have experience of observational drawing, colour mixing, tonal techniques, analysing artists' work and refining creative outcomes through evaluation and feedback.

Pitch Up

How will we challenge ourselves?

This enquiry brings together the knowledge, skills and understanding developed throughout Year 7, encouraging pupils to synthesise the formal elements of art within increasingly ambitious mixed-media outcomes. By combining drawing, painting, collage and creative composition, pupils develop confidence in selecting appropriate techniques and materials to communicate increasingly personal and imaginative responses.

They understand that successful artistic practice involves experimentation, reflection and continual improvement, and are increasingly confident in making independent artistic decisions.	The enquiry prepares pupils for the Year 8 curriculum by establishing greater independence in planning, experimenting and refining artistic work. Pupils leave Year 7 with a secure understanding of the formal elements of art and the confidence to investigate increasingly complex artistic processes, media and concepts as they continue to develop as reflective, independent and technically accomplished artists.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This enquiry supports the National Curriculum for Art and Design by enabling pupils to: • produce creative work that records, develops and communicates original ideas • become increasingly proficient in selecting and combining artistic media • evaluate and analyse artwork using increasingly sophisticated artistic vocabulary • develop knowledge of influential artists and mixed-media practices • build confidence in independent creative thinking, experimentation and visual communication.	The study of collage enables pupils to appreciate how artists have continually challenged traditional definitions of art by incorporating everyday materials, photographs, printed media and found objects into their work. Pupils explore how collage developed through artistic movements such as Cubism and Dadaism before becoming an important feature of contemporary art, graphic design and visual communication. By investigating artists from different periods and cultures, pupils recognise that collage remains a powerful means of storytelling, self-expression and social commentary, influencing everything from advertising and fashion to digital media and contemporary illustration.
Authentic connections *How does this topic connect to real life, careers, other subjects and important values?*	
Through this enquiry, pupils develop spiritual understanding by expressing personal ideas, memories and experiences through creative combinations of images, textures and materials, recognising that art provides opportunities to communicate identity and individuality. Social understanding is strengthened through collaborative discussion, peer critique and respectful evaluation of creative outcomes. Pupils learn to appreciate that different artistic approaches can communicate equally powerful ideas whilst developing confidence in explaining and defending their own creative decisions. Moral understanding develops as pupils consider how artists use collage to comment upon society, culture and important contemporary issues, recognising the responsibilities involved in selecting and representing visual imagery. Cultural understanding is enhanced through the study of influential collage and mixed-media artists from different cultures and historical periods, enabling pupils to appreciate how artistic innovation reflects changing societies, technologies and creative movements. The enquiry supports the development of British Values, particularly individual liberty by encouraging originality and independent creative expression, alongside mutual respect through celebrating the diversity of artistic responses and viewpoints. There are strong cross-curricular links with English through visual storytelling and evaluation, History through the study of artistic movements, Design Technology through material selection and design processes, and Media Studies through visual communication and composition. Throughout the enquiry, pupils develop important personal attributes including independence, adaptability, resilience,	

creativity and reflective practice, recognising that successful artistic outcomes often emerge through experimentation, revision and embracing unexpected creative opportunities.

The enquiry explicitly develops the Skills Builder competencies of Teamwork, as pupils share ideas, materials and constructive feedback; Creativity, through producing original mixed-media responses; and Problem Solving, by selecting and adapting materials to achieve intended outcomes.

The enquiry introduces pupils to careers where mixed-media practice, composition and visual communication are essential, including graphic designer, illustrator, set designer, exhibition designer, fashion stylist, advertising creative, magazine editor, visual merchandiser and multimedia artist. Pupils recognise that the ability to communicate ideas creatively through a range of materials and media is highly valued across the creative, cultural and commercial sectors.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• Sketchbooks • Coloured papers and card • Magazines and printed imagery • Fabric and textured materials • Acrylic paints • Scissors and craft knives (where appropriate) • Adhesives • Mixed-media resources • Artist reference materials • Visualiser • Teacher demonstrations • Subject-specific vocabulary displays • www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study • www.nationalgallery.org.uk • www.tate.org.uk • www.npg.org.uk • www.vangoghmuseum.nl/nl • www.turnercontemporary.org	**Baseline Assessment:** Retrieval activities and a practical composition task assess pupils' understanding of collage techniques and visual composition. **Mid-Point Assessment:** An assessed mixed-media investigation demonstrates pupils' experimentation with collage techniques, artist research and annotation. **End of Enquiry Assessment:** Pupils produce a sustained mixed-media collage that brings together the knowledge, skills and creative confidence developed throughout Year 7. **40% Substantive Knowledge** Pupils demonstrate knowledge and understanding of: • collage and mixed-media techniques • composition, layering and visual communication • the work of influential collage and mixed-media artists • how the formal elements work together to communicate meaning • key artistic vocabulary associated with mixed-media practice. **60% Disciplinary Knowledge** Pupils demonstrate their ability to: • combine a range of materials purposefully and creatively • apply the formal elements confidently within mixed-media outcomes • experiment, refine and adapt artistic ideas independently • evaluate and justify artistic decisions using subject-specific vocabulary • communicate personal intentions effectively • produce imaginative, technically accomplished and increasingly independent creative outcomes.

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