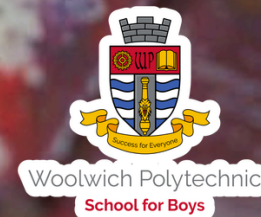


Creative Arts

Key Stage 3 Curriculum Map



YEAR 7

CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
<p>In Year 7, pupils develop secure foundations in practical, theoretical and disciplinary art knowledge. They learn to use formal elements—including line, tone, colour, texture, shape, form and space—to communicate ideas. Through drawing, painting, mixed media and three-dimensional work, pupils improve their control of materials and apply colour theory, observational drawing and compositional principles. Sketchbooks are used purposefully to record observations, investigate artists, experiment with techniques and refine ideas. Pupils study art, craft and design from different periods and cultures, learning how context, materials and artistic intentions shape creative work. They increasingly use subject-specific vocabulary to analyse, interpret and evaluate their own and others' work, making reasoned judgements that inform the development of personal outcomes. Knowledge and techniques are deliberately sequenced so that pupils build confidence, independence and readiness for further study at KS3.</p>	<p>In Year 7, pupils develop secure foundations in practical, theoretical and disciplinary art knowledge. They learn to use formal elements—including line, tone, colour, texture, shape, form and space—to communicate ideas. Through drawing, painting, mixed media and three-dimensional work, pupils improve their control of materials and apply colour theory, observational drawing and compositional principles. Sketchbooks are used purposefully to record observations, investigate artists, experiment with techniques and refine ideas. Pupils study art, craft and design from different periods and cultures, learning how context, materials and artistic intentions shape creative work. They increasingly use subject-specific vocabulary to analyse, interpret and evaluate their own and others' work, making reasoned judgements that inform the development of personal outcomes. Knowledge and techniques are deliberately sequenced so that pupils build confidence, independence and readiness for further study at KS3.</p> <p>In Year 7, pupils establish the essential practical skills required for success across KS3. They develop increasing control when drawing, painting and working with mixed media, applying their knowledge of the formal elements and colour theory. Pupils use sketchbooks purposefully to observe, experiment, research and refine ideas. They analyse the work of artists using subject-specific vocabulary and apply relevant influences thoughtfully to their own work. Through practice, feedback and evaluation, pupils become increasingly confident, independent and intentional in their creative decision-making.</p>

Creative Arts

Key Stage 3 Curriculum Map

UNIT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	FIGURE SCULPTURE AND SYMBOLISM		MASK		CULTURAL PATTERN & PORTRAITURE	
KNOWING WHAT	<p>Pupils know who Niki de Saint Phalle was and understand how her work developed from the aggressive <i>Tirs</i> paintings to the joyful, inclusive <i>Nana</i> sculptures. They know that her art explored identity, individual liberty, spirituality and the healing power of creativity. Pupils understand that an armature is an internal structure used to support a three-dimensional form and that layered papier-mâché creates a strong, smooth surface. They know how Saint Phalle used exaggerated forms, primary colours, bold patterns, high contrast and black outlines to communicate energy and emotion. Pupils understand the difference between shape and form and know how tone, colour and volume can create the illusion of three dimensions in an observational drawing. They also know that safe working, collaboration, perseverance, democratic decision-making and mutual respect are important within creative practice and exhibition.</p>		<p>Pupils know that Benin artworks and Fang Ngil masks originate from distinct African cultures and were created for different social, spiritual and ceremonial purposes. They understand how artists use stylised facial features, symmetry, proportion, shape, pattern and texture to communicate identity, status and meaning. Pupils know the basic proportions and structure of the human face and understand how tone, line and detail create form. They know that collage can be used to rearrange facial features and generate imaginative ideas. Pupils understand the design process of researching, experimenting, planning, annotating, refining, constructing and evaluating. They know that cardboard shapes can be cut, layered and attached to create a three-dimensional relief mask, and that a rubbing records its raised textures and surfaces.</p>		<p>Pupils know that different shading and mark-making techniques—including hatching, cross-hatching, stippling and blending—can create tone, texture, depth and form. They understand the basic proportions and structure of the human face and know how accurate placement of facial features supports a convincing portrait. Pupils know that cultural patterns have specific visual characteristics, meanings and contexts that should be researched and used respectfully. They understand that poly-block printing is a relief process in which a design is impressed into a surface, inked and repeated, while monoprinting produces a unique image. Pupils know that the design process involves researching, drawing, experimenting, selecting, refining and evaluating. They understand how portraiture, cultural pattern and printmaking can be combined to produce a coherent final outcome that demonstrates clear connections between visual sources.</p>	

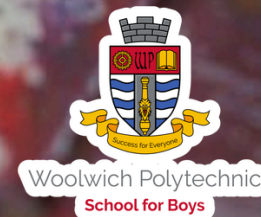
Creative Arts

Key Stage 3 Curriculum Map

UNIT	AUTUMN 1 FIGURE SCULPTURE AND SYMBOLISM	AUTUMN 2	SPRING 1 MASK	SPRING 2	SUMMER 1 CULTURAL PATTERN & PORTRAITURE	SUMMER 2
KNOWING HOW	<p>Pupils know how to research and analyse Niki de Saint Phalle's work, identifying how her use of form, colour, pattern and symbolism communicates meaning. They know how to construct a stable three-dimensional armature using recycled newspaper and masking tape, before applying layers of papier-mâché to create a strong, smooth surface. Pupils know how to design and paint the sculpture using exaggerated forms, primary colours, bold patterns, high contrast and black outlines inspired by the <i>Nanas</i>. They know how to draw their sculpture from different viewpoints, translating three-dimensional form into shape and using tone and colour to create the illusion of volume. Pupils also know how to work safely and collaboratively, persevere when solving practical problems, contribute respectfully to a democratically curated exhibition and evaluate the development and success of their work.</p>		<p>Pupils know how to research and compare Benin artworks and Fang Ngil masks, identifying their distinct visual features, cultural contexts and purposes. They know how to draw facial features accurately using proportion, line, tone and detail to create form. Pupils know how to experiment with collage by selecting, cutting and rearranging facial features to generate imaginative ideas. They know how to develop these ideas into an annotated mask design, explaining their choices of shape, pattern, texture and symbolism. Pupils know how to refine a design and safely cut, layer and attach cardboard shapes to construct a three-dimensional relief mask. They also know how to create a rubbing that records the mask's raised surface and evaluate the outcome using subject-specific vocabulary.</p>		<p>Pupils know how to apply hatching, cross-hatching, stippling and blending to create tone, texture, depth and form. They know how to measure and position facial features accurately to produce a proportionate portrait. Pupils know how to research, select and draw cultural patterns carefully and respectfully, before adapting them into an effective repeat design. They know how to transfer a design onto a poly-block, apply printing ink evenly and produce a clear repeated print. Pupils know how to create a unique monoprinted portrait by controlling line, tone, pressure and ink. They also know how to refine and combine a monoprinted portrait with a poly-block patterned background, make clear connections to their visual sources and evaluate the effectiveness of the completed outcome using subject-specific vocabulary.</p>	
PLANNED ASSESSMENT	<p>Assessment 1: Research on artists that inspire the project, Assessment 2: Design of the sculpture and the symbols on the sculpture Assessment 3: Final sculpture and the evaluation.</p>		<p>Assessment 1: Research Masks from West and southern Africa. Assessment 2: Design a mask and experimentation of ideas. Assessment 3: Final mask and evaluation.</p>		<p>Assessment 1: Research patterns and cultural symbolism. Assessment 2: Mono print of a portrait. Assessment 3: Final portrait with pattern as a background and evaluation.</p>	

Creative Arts

Key Stage 3 Curriculum Map



YEAR 8

CURRICULUM EXPECTATIONS

KEY KNOWLEDGE	KEY SKILLS
<p>In Year 8, pupils build upon the practical, theoretical and disciplinary knowledge developed in Year 7. They deepen their understanding of the formal elements—line, shape, form, tone, colour, texture, pattern and space—and know how these can be manipulated to communicate mood, movement, meaning and narrative. Pupils understand more complex approaches to proportion, composition, perspective and colour theory. They know the properties and possibilities of a broader range of drawing, painting, printing, collage, digital and three-dimensional processes.</p> <p>Pupils develop their knowledge of artists, designers, craftspeople and visual traditions from different periods and cultures, recognising how context, purpose and audience influence creative work. They understand that the design process involves researching, experimenting, recording, selecting, refining and evaluating, and know how to make meaningful connections between sources and their own increasingly personal outcomes</p>	<p>In Year 8, pupils build securely on the foundational skills developed in Year 7. They draw with increasing accuracy and control, applying their knowledge of proportion, perspective, tone, texture, composition and colour theory. Pupils explore a broader range of materials and processes, making informed choices that support their creative intentions. Sketchbooks are used purposefully to research artists, record observations, experiment with techniques, annotate decisions and refine ideas.</p> <p>Pupils make increasingly meaningful connections between contextual sources and their own work, responding constructively to feedback as their ideas develop. Through sustained practice, they become more independent in producing personal, coherent outcomes and evaluating their success using subject-specific vocabulary and visual evidence.</p>

Creative Arts

Key Stage 3 Curriculum Map

UNIT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THAMESMEAD CODEX		PUNK POSTERS		COMICS	
KNOWING WHAT	<p>Pupils know how artists represent a sense of place through landmarks, buildings, cityscapes, colour and text. They understand compositional features such as foreground, middle ground, background, scale, perspective and focal point. Pupils know that different painting techniques—including colour mixing, layering, blending, washes, texture and controlled brushwork—produce different visual effects. They understand that the creative process involves researching, generating ideas, experimenting, planning, refining and presenting a final outcome. Pupils also know that skills developed through this project connect to careers in fine art, illustration, architecture, graphic design, signwriting, public art and community arts.</p>		<p>Pupils know the historical and social origins of Punk and understand its themes of rebellion, individuality and DIY culture. They recognise Punk Art through bold slogans, collage, distressed imagery, strong colour, rough textures and handmade typography. Pupils understand how artists communicate social issues and emotion through their work. They know the characteristics of collage, monoprinting, carbon transfer, painting and typography, and understand how research, experimentation, feedback and refinement contribute to an effective final outcome.</p>		<p>Pupils know the historical and cultural origins of comics and manga and understand how they can communicate ideology, propaganda, activism and social values. They understand the conventions of visual storytelling, including panels, sequencing, characters, settings, expressions, speech bubbles and captions. Pupils know that an effective six-panel narrative requires a clear beginning, conflict, climax and resolution. They understand how line, colour, shading, composition, motion effects and consistent character design create clarity and visual impact, and how recording, proofreading and refinement lead to a coherent final comic.</p>	

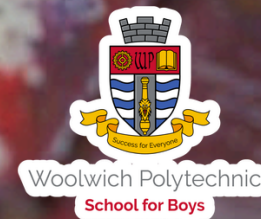
Creative Arts

Key Stage 3 Curriculum Map

UNIT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THAMESMEAD CODEX		PUNK POSTERS		COMICS	
KNOWING WHAT	<p>Pupils know how artists represent a sense of place through landmarks, buildings, cityscapes, colour and text. They understand compositional features such as foreground, middle ground, background, scale, perspective and focal point. Pupils know that different painting techniques—including colour mixing, layering, blending, washes, texture and controlled brushwork—produce different visual effects. They understand that the creative process involves researching, generating ideas, experimenting, planning, refining and presenting a final outcome. Pupils also know that skills developed through this project connect to careers in fine art, illustration, architecture, graphic design, signwriting, public art and community arts.</p>		<p>Pupils know the historical and social origins of Punk and understand its themes of rebellion, individuality and DIY culture. They recognise Punk Art through bold slogans, collage, distressed imagery, strong colour, rough textures and handmade typography. Pupils understand how artists communicate social issues and emotion through their work. They know the characteristics of collage, monoprinting, carbon transfer, painting and typography, and understand how research, experimentation, feedback and refinement contribute to an effective final outcome.</p>		<p>Pupils know the historical and cultural origins of comics and manga and understand how they can communicate ideology, propaganda, activism and social values. They understand the conventions of visual storytelling, including panels, sequencing, characters, settings, expressions, speech bubbles and captions. Pupils know that an effective six-panel narrative requires a clear beginning, conflict, climax and resolution. They understand how line, colour, shading, composition, motion effects and consistent character design create clarity and visual impact, and how recording, proofreading and refinement lead to a coherent final comic.</p>	

Creative Arts

Key Stage 3 Curriculum Map



YEAR 9

CURRICULUM EXPECTATIONS

KEY KNOWLEDGE

In Year 9, pupils consolidate and extend their practical, theoretical and disciplinary knowledge in preparation for GCSE study. They understand how formal elements, composition, perspective, proportion and visual language communicate meaning. Pupils know the properties and possibilities of a broad range of drawing, painting, printmaking, collage, digital and three-dimensional processes. They understand how artists, architects and designers respond to cultural, historical, social and environmental contexts. Pupils know how research, observation, experimentation, annotation, refinement and evaluation contribute to the development of a sustained, personal and meaningful outcome.

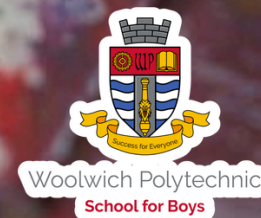
KEY SKILLS

In Year 9, pupils work with increasing independence and purpose. They can record observations accurately, analyse contextual sources and select appropriate materials, techniques and processes to communicate personal ideas. Pupils experiment, take creative risks and refine their work through feedback and evaluation. They use sketchbooks to document a sustained creative journey, make meaningful connections between sources and produce coherent final outcomes. Pupils present and discuss their work confidently using subject-specific vocabulary

YEAR 9

Creative Arts

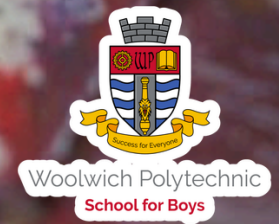
Key Stage 3 Curriculum Map



UNIT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	BRUTALIST LINO PRINTS		BASKETBALL YINKA LORI STYLE		FAVELA CLAY TILES	
KNOWING WHAT	<p>Pupils know the key principles of Brutalist architecture, including exposed concrete, geometric forms, repetition, function and visible structure, and understand its significance within the local area. They understand how collage and observational drawing can record architectural form, structure and proportion, and how line weight and tone create depth. Pupils know that printmaking designs require simplified shapes, clear composition and considered positive and negative space. They understand the differences between monoprinting and lino printing, how carved marks create line and texture, and the importance of controlled, safe tool use when producing an intentional print.</p>		<p>Pupils know how Yinka Ilori and Lakwena Maciver use bold colour, geometric shapes, pattern and symmetry to transform public spaces and communicate ideas. Maciver's practice includes basketball-court-inspired artworks and vibrant public designs. They understand comparative vocabulary and know how colour, meaning and materials can be analysed. Pupils know the principles of balance, symmetry, composition and visual impact to design their own basketball court within the school. They understand the properties of acrylic paint and how colour mixing, layering, controlled brushwork and clean edges contribute to a refined basketball-court design.</p>		<p>Pupils know the cultural and community contexts of Haas&Hahn, Laura Oldfield Ford and the Italian ceramic workshop Creazioni Luciano. They understand how Haas&Hahn collaborated with residents to transform favela buildings through large-scale colour and pattern. Pupils know how overlapping shape, colour, pattern and line can represent densely built environments through collage. They understand that clay can be shaped, textured and layered to create relief, and that scoring and slipping securely joins separate pieces. Pupils also know how artists from different countries use architecture, landscape, cultural patterns and community identity to inspire artwork.</p>	

Creative Arts

Key Stage 3 Curriculum Map



UNIT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	BRUTALIST LINO PRINTS		BASKETBALL YINKA LORI STYLE		FAVELA CLAY TILES	
KNOWING HOW	<p>Pupils know how to research Brutalist architecture and confidently present their findings using appropriate vocabulary. They can experiment with collage and produce observational drawings that show accurate form, structure, proportion and depth. Pupils know how to simplify and refine an architectural design into printable shapes, considering composition and positive and negative space. They can experiment with monoprinting, transfer a design accurately, safely control lino-cutting tools and use intentional marks and textures to produce and evaluate a successful print.</p>		<p>Pupils know how to compare Llori and Maciver using accurate subject vocabulary and analyse their use of colour, materials and meaning. They can use line, shape, pattern, symmetry and balance to design a basketball court and justify their artistic choices. Pupils know how to experiment with acrylic techniques, refine their composition and apply paint with controlled brushwork, clean edges and consistent colour to produce an effective final design.</p>		<p>Pupils know how to research and analyse artists through written and visual studies. They can layer coloured card and use fine liner to create a detailed favela-inspired collage. Pupils know how to manipulate clay safely, create relief shapes and join pieces securely using scoring and slipping. They can apply colour, pattern and cultural influences to a clay tile, work collaboratively and evaluate their creative decisions using subject-specific vocabulary.</p>	
PLANNED ASSESSMENT	<p>Assessment 1: Research on Brutalist architecture and presentation. Assessment 2: Design for Lino print inspired by collage. Assessment 3: Final Lino print and evaluation.</p>		<p>Assessment 1: Research on Lori and Maciver and presentation. Assessment 2: Design for basketball court within the school. Assessment 3: Final design and evaluation.</p>		<p>Assessment 1: Research on the favela project. Assessment 2: Design for clay tile Assessment 3: Final clay tile and evaluation.</p>	