	Unit 1	Unit 2	Unit 3
Y7	**Theme:** Formal Elements – Line & Shape **Visual Concepts:** Line, Shape **Media:** Drawing, cut-outs Students are introduced to the formal elements of art, with a focus on line and shape. Students learn how artists use line to describe form, movement and expression through practical experiments and observational drawing. They study the work of **Van Gogh**, analysing how line quality and mark making can convey energy and emotion, before producing both copied and personal responses. Students then develop their understanding of shape through the work of **Matisse**, exploring how objects can be simplified into block shapes and reassembled using cut-out techniques. This unit establishes expectations around presentation, artist research and sketchbook use, while developing core drawing skills and confidence in recording observations.	**Theme:** Formal Elements – Tone **Visual Concepts:** Tone, Light, Form **Media:** Pencil drawing Building on students' understanding of line and shape, this unit introduces tone as a way of showing light, form and depth. Students learn how to create smooth and stepped tonal gradients and apply these skills to observational drawing. Through the study of **Giorgio Morandi**, students analyse how tone is used to describe form and atmosphere in still life. They produce tonal studies and personal responses, applying an understanding of light source and shading to improve the accuracy and realism of their drawings. This unit strengthens students' ability to refine work and make informed decisions when developing outcomes.	**Theme:** Formal Elements – Colour & Texture **Visual Concepts:** Colour, Texture, Composition **Media:** Oil pastel, pencil, mixed media, collage Students explore colour theory and texture, learning how artists use colour to create mood, and meaning. Through the work of **Cézanne**, students develop their understanding of colour mixing and application using oil pastels, producing still life studies and personal responses. They will investigate texture through artists such as **Dürer** and **Karl Blossfeldt**, exploring how texture can be created using mark making, frottage and collage. The unit concludes with a sustained still life project that combines shape, tone, texture and composition, encouraging students to spend longer observing and refining their work
Y8	Theme: Portraiture & Tone Visual Concepts: Tone, Form, Proportion Media: Pencil drawing	Theme: Cubism & Colour Visual Concepts: Shape, Colour, Form	Theme: Narrative, Pattern & Print Visual Concepts: Line, Pattern, Tone Media: Printing

	Students develop their understanding of tone and form through portraiture. Building on the tonal skills introduced in Year 7, students learn how to apply shading to describe facial features accurately and convincingly. Through the study of Chuck Close, students analyse how tone and proportion can be used to construct detailed portraits. Students complete a series of observational studies of facial features before producing a sustained self-portrait, focusing on shape, proportion and tonal range. This unit strengthens students' ability to refine work over time and apply prior learning to a more complex outcome.	Media: Watercolour Students will analyse Cubism, building on their prior understanding of shape and colour. Students explore how artists break down and reassemble form to represent multiple viewpoints within a single image. Looking at Pablo Picasso, students learn colour theory and experiment with colour mixing to create depth and structure in watercolour. They paint a Cubist portrait that demonstrates an understanding of abstraction, composition and expressive use of colour. This unit develops students' confidence in painting while extending their ability to use colour purposefully to change meaning.	Students explore the relationship between narrative, pattern and design through printmaking. Drawing on their prior portrait work, students study links between historical portraiture, illustration and playing card design. Through artists such as Holbein and M.C. Escher, students analyse how line, pattern and tonal contrast can communicate identity and storytelling. Students develop their technical skills in printing, producing a final design based on a self-portrait. This unit consolidates students' understanding of planning, refinement and presentation while introducing a new media.
Y9	Theme: Space & Perspective Visual Concepts: Line, Space, Form Media: Pencil drawing, mixed drawing media In this unit students explore the concept of space in art through the study of perspective and architectural drawing. Students learn how artists and designers	Theme: Space, Shape & Meaning Visual Concepts: Shape, Colour, Composition Media: Collage, mixed media Building on their understanding of perspective, students explore how space can be altered and manipulated to change meaning.	Theme: Surreal & Transformed Spaces Visual Concepts: Tone, Texture, Scale Media: Drawing, mixed media, 3D processes In this unit students investigate how artists transform space to create surreal and unexpected imagery. Through the study of Giorgio de Chirico and Surrealism, students

	create the illusion of depth using one- and two-point perspective. Through practical investigations, students construct three-paper dimensional forms and analyse the relationship between form and space. They develop accuracy in drawing by applying perspective rules to interior and exterior spaces, by looking at Alberto Brunelleschi. Students' practice technical drawing skills to introduce the idea that space itself can be the subject of an artwork.	Through the study of artists such as Patrick Caulfield and Billie Zangewa, students analyse the use of simplified shape, colour and flat perspective within interiors. Students experiment with collage and layered imagery, combining architectural spaces with figures and objects inspired by contemporary practice. This unit develops students' ability to combine media, make compositional decisions and explore how visual choices affect interpretation.	analyse how scale, placement and atmosphere can alter meaning. Students produce a sustained outcome that combines observational drawing, tonal work and imaginative composition, bringing together objects, figures and spaces in unfamiliar ways. The unit concludes with exploratory three-dimensional work inspired by design and sculpture, encouraging students to consider how scale and space operate beyond the page. This unit consolidates KS3 learning and prepares students for the conceptual and technical demands of KS4.