

HOLLAND PARK SCHOOL ART DEPARTMENT

KS3 Map of Learning

Curriculum Intent Statement

Our Art curriculum focuses on the continuous acquisition and refinement of artistic skills, including drawing, painting, and sculpting. These core skills are revisited and rotated each term, allowing students to continually develop and master their craft through consistent practice and re-engagement. Students explore a variety of materials while studying both traditional and contemporary artists to deepen their understanding and inspire creativity. The curriculum develops technical abilities, experimentation, and students' capacity to critically analyse and discuss artistic works.

	Term	Year 7
1	Unit 1: The Drawing Myth: Pencil Skills & Techniques	<p>Topic: Recording, Drawing & Marking Making</p> <p>Knowledge focus: Understanding and applying the formal elements of art - tone, line, shape, texture, scale, proportion, and composition - through drawing and observational studies. Students learn how to render objects three-dimensionally using tone and shading techniques and analyse how artists use form and light.</p> <p>Associated Art Movements/Artists: Christophe Piallat – sculptural drawing exploration, Alison Watt – observational fabric drawing, Edward Weston – photographic still life, focus on form, light, and shadow.</p> <p>Skill focus: Developing tonal drawing techniques (e.g., tonal ladder, sphere shading, types of shading), creating observational drawings using proportion, perspective, and composition, applying texture and detail through careful observation, Annotating and analysing artwork using art vocabulary, using the grid method for accurate transcription and studying light and shadow effects, producing personal responses and artist research pages.</p>
2	Unit 2: The Drawing Myth Mark: Mixed Media Recording	<p>Topic: The Drawing Myth – Reconsidering Drawing</p> <p>Knowledge focus: Exploring drawing as a versatile, expressive, and experimental process by studying mark making, line, tone, and texture through everyday objects. Students investigate how artists reinterpret drawing with mixed media, scale, and conceptual approaches.</p> <p>Associated Art Movements/Artists: Jim Dine – Neo-Dada, expressive drawing of household objects, Wayne Thiebaud – Pop Art, use of vibrant colour, texture, and nostalgic subject matter, Gillian Kyle – Contemporary graphic designer, celebrating national identity through commercial art.</p> <p>Skill focus: Developing mark making techniques (e.g., stippling, cross-hatching, line weight), mixed media experimentation (biro, oil pastel, collage, monoprint), creating observational drawings of everyday objects using varied lines and textures, artist transcription using grid and tonal techniques, research and analysis of artists' work using the artist analysis writing framework (Context, Concept, Technical, Visual) and producing personal responses and annotations using subject-specific vocabulary.</p>
3	Unit 3: Colour Theory & Watercolour Techniques	<p>Topic: Exploring Colour</p> <p>Knowledge focus: Understanding colour theory - including hue, value, saturation, tints, tones, shades, and colour relationships (complementary, analogous, warm, and cool). Students explore the history, symbolism, and cultural significance of colours, alongside studying how artists use colour to create mood, form, and emphasis.</p> <p>Associated Art Movements/Artists: Terry Frost – British abstract artist known for geometric forms and bold colour, Claude Monet – Impressionist painter exploring light and colour in landscapes, Paul Klee – Abstract use of colour for mood and symbolism, David Hockney – Contemporary artist using vibrant hues and contrasting palettes</p> <p>Skill focus: Watercolour techniques (washes, resist, layering, implied line), colour mixing and application of tints, tones, and shades, creating and analysing colour wheels and swatches, developing abstract compositions using chosen colour schemes, annotating and analysing artwork using the artist analysis writing framework structure (Context, Concept, Technical, Visual), creating artist research pages and reflective evaluations.</p>
4	Unit 4: Colour Pencil & Watercolour Techniques	<p>Topic: Exploring Colour – The Secret Lives of Colour</p> <p>Knowledge focus: Developing a deeper understanding of individual colours and their cultural, historical, and technical significance, inspired by Kassia St Clair's The Secret Lives of Colour. Students also explore colour mixing, identification, and observational drawing through various media including watercolour and coloured pencil.</p> <p>Associated Art Movements/Artists: Josef Albers – colour theory and interaction, Cy Twombly – expressive use of line, Patrick Heron – abstract colour and shape relationships, Terry Frost (recap) – abstract artist exploring rhythm and colour.</p>

		Skill focus: Research and creation of the writing framework colour research page (Context, Concept, Technical, Visual), watercolour techniques: dry on dry, wet into wet, and line precision, observational painting from life (fruit/vegetables), coloured pencil techniques: mark making, gradients, and blending, matching and extracting colour from references (magazines/photos), annotation and self-evaluation of technique and process.
5	Unit 5: Oceanic Artistry: Mixed Media Observational Techniques	<p>Topic: Organic Forms in Nature: Drawing, Texture, and Sculpture Inspired by the Natural World</p> <p>Knowledge focus: Exploring how the natural world - its forms, textures, and patterns— inspires artists across time, from prehistoric to contemporary practice. Students investigate organic shapes, marine life, and the visual language of nature through drawing, sculpture, and artist research.</p> <p>Associated Art Movements/Artists: Courtney Mattison – environmental ceramic sculptures inspired by coral reefs, Aki Inomata & Hubert Duprat – nature-collaborative and conceptual art, Andy Goldsworthy – land art using natural materials</p> <p>Skill focus: Mind-mapping and visual brainstorming, Tonal and textural drawing (barnacles, shells), watercolour painting techniques (wet-on-wet, dry brush, layering), observational drawing with pencil, pen, and ink/stick, texture studies and mark making (scumbling, hatching), sculptural thinking through planning and outdoor art (Goldsworthy), artist analysis and creative research page building using the artist analysis writing structure.</p>
6	Unit 6: Ceramic Reefs: Nature in Form	<p>Topic: Designing and Sculpting Organic Forms</p> <p>Knowledge focus: Understanding how artists develop ideas through research, sketching, and experimentation before producing final 3D outcomes. Students learn how organic forms, inspired by marine life and nature, inform sculpture design, planning, and clay construction techniques.</p> <p>Associated Art Movements/Artists: Courtney Mattison – ceramic coral reef sculptures, environmental themes, Peter Randall-Page – geometric natural patterns and forms in stone, Ernst Haeckel – scientific illustration and influence on Art Nouveau, Angela Schwer – clay sculpture inspired by textures from nature, Salvador Dalí, Henry Moore – sketching and planning as part of sculpture design process</p> <p>Skill focus: Creating a moodboard and design sketches for sculpture, developing and refining ideas through annotated designs, clay construction techniques: building bases, attaching forms, slip usage, and mark making, applying texture and detail using tools and natural object impressions, watercolour studies of completed sculptures using relevant palettes, evaluating artwork and connecting design choices to artists studied.</p>

	Term	Year 8
1	Unit 1: Memento Mori & Dia De Los Muertos	<p>Topic: Memento Mori: Exploring Mortality, Memory and Cultural Symbolism in Art</p> <p>Knowledge focus: Students explore the concept of Memento Mori and Vanitas, developing an understanding of how art can reflect on mortality, memory, and the symbolism of life and death across cultures and time periods. The unit also introduces the Mexican Día de los Muertos tradition and the power of personal and cultural symbolism.</p> <p>Associated Art Movements/Artists: Vanitas/Memento Mori traditions (e.g. Philippe de Champaigne, Edward Collier), Frida Kahlo – self-portraiture and symbolism, Alfonso Castillo Orta – Mexican ceramic skulls and folk tradition, Influence of Día de los Muertos (Day of the Dead) cultural symbolism and traditions.</p> <p>Skill focus: Tonal drawing (skulls, forms, shadows), cultural research and analysis (Día de los Muertos, symbolism, altars), artist research pages using the CCTV format, designing and annotating symbolic 3D skulls using pattern and colour symbolism, painting techniques: colour mixing for tints, tones, and shades, artist transcription (Frida Kahlo) and developing personal responses using symbolism and identity.</p>
2	Unit 2: Designing & creating a Dia De Los Muertos Clay Skull	<p>Topic: Symbols, Skulls, and Sculpture: Memento Mori in Contemporary Art</p> <p>Knowledge focus: Building on themes of mortality, memory, and symbolism, students investigate how contemporary artists use visual language to explore value, legacy, and identity. The unit contrasts traditional Memento Mori with bold modern interpretations, while teaching how to bring research into 3D sculptural outcomes.</p> <p>Associated Art Movements/Artists: Damien Hirst – For the Love of God (contemporary Vanitas and value), Alfonso Castillo Orta – symbolic ceramic skulls from Mexican folk tradition, Frida Kahlo – personal symbolism, surrealism, cultural identity</p> <p>Skill focus: Artist research and visual analysis using the CCTV structure, developing a 3D skull sculpture using papier-mâché and clay modelling techniques, incorporating symbolic motifs, colour theory (tints, tones, shades), and pattern into sculpture design, acrylic painting and fine detail work for finishing sculptural forms, evaluating creative process and linking artwork to personal identity and artist influence and creating observational colour pencil drawings of finished 3D pieces.</p>
3	Unit 3: Warped Perspectives: One-Point and Two-Point Perspective Drawing	<p>Topic: Perspective and Architecture: Drawing the Built World</p> <p>Knowledge focus: Exploring architectural styles and mastering the techniques of 1-point and 2-point perspective, students learn how to construct the illusion of depth and scale. The unit introduces architectural composition, technical drawing skills, and historical styles from Classical to Postmodern architecture.</p> <p>Associated Art Movements/Artists: Classical, Gothic, Baroque, Bauhaus, Modern & Deconstructivism architecture, Influences from Patrick Vale (cityscape drawing) and Claude Parent (dystopian architecture)</p>

		Skill focus: Drawing with 1-point and 2-point perspective, designing title pages and architectural forms, constructing architectural drawings using line, tone, texture, and form, applying scale, proportion, and viewpoint and creating cityscapes and dystopian buildings with attention to depth, detail, and structure.
4	Unit 4: Frames of Reality: Architecture & 3D Modelling	<p>Topic: Architectural Collage and Deconstruction: Reimagining Space</p> <p>Knowledge focus: Investigating how architecture can be deconstructed, abstracted, and reconstructed through collage and mixed media. Students explore the intersection of architecture, art, and perspective through the lens of digital manipulation, Cubism, and futurist design.</p> <p>Associated Art Movements/Artists: Klaus Frahm – generative architectural collage, Zaha Hadid – deconstructivist architecture and flowing forms, M.C. Escher – optical illusion and impossible architecture and influences of Cubism and digital abstraction.</p> <p>Skill focus: Creating warped perspective collages using found architectural imagery, understanding and applying abstraction, layering, and deconstruction, designing pop-up paper architecture and 3D paper sculptures, artist research and visual analysis (Klaus Frahm and Zaha Hadid), using chalk, pencil, and pen to develop expressive architectural sketches, reflecting on technical drawing, form development, and visual communication.</p>
5	Unit 5: Landscape Mastery: Developing Techniques in Watercolour and Colour Pencil	<p>Topic: Painting the Landscape: Light, Mood and Mark Making</p> <p>Knowledge focus: Students explore the evolving genre of landscape art, from classical to contemporary interpretations. The unit examines how landscapes can convey emotion, memory, and place through composition, perspective, and expressive use of colour. Focus is placed on understanding the structure of space (foreground, middle ground, background) and how artists like David Hockney transform everyday views into vivid, imaginative artworks.</p> <p>Associated Art Movements/Artists: David Hockney – expressive landscapes, Pop Art influence, Georgia O’Keeffe – symbolic, abstracted natural forms, Influence of Fauvism and modern digital painting</p> <p>Skill focus: Observational tonal drawing using the grid method, understanding and applying linear perspective, watercolour techniques: washes, dry brush, layering, creating a coloured pencil transcription of Hockney’s Garrowby Hill, developing a personal A5 watercolour landscape using brushwork and mark making, digital painting inspired by Hockney’s iPad works and research and artist analysis using CCTV framework (Context, Concept, Technical, Visual).</p>
6	Unit 6: Landscape Revisited: Watercolour & Colour pencil techniques & skills	<p>Topic: Line, Tone, and Colour in Landscape: Exploring Nature through Technique</p> <p>Knowledge focus: Developing understanding of mark making, tonal shading, and colour application in landscape art. Students analyse how different artists - past and present - represent natural environments, focusing on mood, texture, and light. The unit builds on previous learning by introducing monochromatic painting, artist research, and expressive watercolour techniques.</p> <p>Associated Art Movements/Artists: J.M.W. Turner – Romantic landscapes, tone, light, and atmosphere, Heaton Cooper – tonal pencil and watercolour landscapes of the Lake District, Claude Monet – Impressionism and expressive colour in landscapes, David Hockney – Pop Art and emotional, vibrant interpretations of place</p> <p>Skill focus: Tonal landscape drawing using pencil and pen techniques (hatching, scumbling, stippling), exploring line weight and mark making to suggest texture and depth, creating a monochromatic landscape painting using tints, tones, and shades, transcribing from artists (Turner, Monet) in pencil and watercolour, developing a final A4/A3 watercolour landscape using layering and expressive colour, completing CCTV artist research pages and written evaluations of personal work.</p>

	Term	Year 9
1	Unit 1: Identity	<p>Topic: Exploring Identity through Portraiture, Symbolism, and Mixed Media</p> <p>Knowledge focus: Students investigate the theme of identity, exploring how artists express personal, cultural, and social identity through portraiture, symbolism, and material choice. The project develops understanding of self-representation, facial proportion, the human form, and how art can reflect diverse perspectives and lived experiences. Students also examine themes of memory, heritage, marginalisation, and self-expression.</p> <p>Associated Art Movements/Artists: Expressionism, Realism, Contemporary Figurative Art, Chuck Close – photorealism and grid-based self-portraits, Delita Martin – layered mixed media exploring Black female identity and spirituality, David Bailey – iconic high-key photographic portraiture.</p> <p>Skill focus: Drawing accurate facial features using pencil and biro, Creating a tonal self-portrait using the grid method, Researching and analysing artists using the CCTV framework (Context, Concept, Technical, Visual), Artist transcription of Delita Martin’s mixed media work, Mixed media experiments: biro, oil pastel transfer, charcoal, monoprint, and collage, Developing ideas through photography, material exploration, and annotation, creating a final double-page spread of experiments/developments and an evaluative reflection.</p>
2	Unit 2: Manmade	<p>Topic: Man Made: Architecture, Structure and Experimental Surfaces</p> <p>Knowledge focus: Students explore architectural forms, industrial design, and man-made structures, using both traditional and experimental methods to record, interpret, and deconstruct the built environment. The unit encourages students to understand how artists represent the human-made world through surface, texture, and composition, while also making connections between architecture, history, and culture.</p>

		<p>Associated Art Movements/Artists: Expressionism, Impressionism, Suprematism, Futurism, Dada, Ian Murphy – industrial-inspired architecture, texture, and gestural mark making, John Piper – historic architecture, watercolour, and ink.</p> <p>Skill focus: Creating mind maps and mood boards to generate ideas around architecture and man-made forms, observational drawing of architecture using varied mark making techniques (scumbling, hatching, stippling), developing textured mixed media backgrounds with gesso, tissue, collage, and ink, annotating and analysing artwork using CCTV structure, completing a John Piper-inspired coffee and fine liner wash drawing, conducting material experiments using biro, oil pastel transfer, charcoal, and watercolour, planning and executing a double-page sketchbook spread that records experimentation, development, and evaluation.</p>
3	Unit 3: Urban Decay	<p>Topic: Street Art: Urban Decay, Activism and Artistic Rebellion</p> <p>Knowledge focus: Students explore the visual language of street art and graffiti, examining how artists use public space to express political messages, cultural identity, and social commentary. Through a focus on urban decay and ethical debates surrounding street art, students consider the purpose, materials, and techniques of artists like ROA and Banksy. The unit also investigates site-specific artwork, the transformation of ordinary surfaces, and how art can disrupt or inspire within public environments.</p> <p>Associated Art Movements/Artists: ROA – Belgian street artist known for anatomical murals of animals exploring life, death, and decay, Banksy – anonymous UK artist using satire and stencils to critique politics, consumerism, and social issues, Influences of Graffiti Culture, Urban Art, and Mixed Media Collage.</p> <p>Skill focus: Creating a mixed media title page, moodboard and mind map exploring the theme 'Urban Decay', Biro tonal studies and anatomical transcription of ROA's work on stained and textured backgrounds, developing an artist research and analysis page using the CCTV structure, exploring graffiti fonts, collage, and dry brush watercolour techniques, stencil design and printing inspired by Banksy, tonal skull drawing using pencil and chalk with a focus on highlights, midtones, and shadows, experimenting with oil pastel transfers, layered backgrounds, and composition planning, annotating and reflecting on process, symbolism, and the ethical debates surrounding street art.</p>