love the journey

Curriculum Implementation 2026-27

Secondary

LCA Strand	Expressive Arts
Subject	**Art**
Key Stage	**Key Stage 3 (Chapter 7-9)**

What are the key concepts taught?	All of the lessons at KS3 relate to the concepts and skills of Critical and Contextual Studies, Creative Making and Thinking, Record and Review, Personal Presentation. Sub - topics include: Implementation of the formal elements • Drawing and Mark making • Multimedia • Collage • Textiles • Painting • Composition • Perspective • Photography • 3D Construction • Sculpture • Printmaking • Stencil and spray paint

What is the sequencing of units?	**Chapter 7** • **Unit 1** – Our Visual World • Experimentation, Mark Making, understanding the Formal Elements, Textiles and Collage within creating a multimedia piece based upon their own personal experience, those of others and the work of Perry, Blake, Olmstead. • **Unit 2** – Local Landscape • Colour Theory, Painting, Oil Pastel, Design, Perspective, Architecture, Photography and Landscape creating

	responses based upon the work of Derain, Van Gogh and Moon. • **Unit 3** - Superstructures • Architecture, Texture, Slab and slip, ergonomics, embossing, relief producing creative pots based upon the work of Gaudi, Pavlin and Hundertwasser. **Chapter 8** • **Unit 4 – Viewpoints** • Discovering Sculpture and Carving through the work of First Nations, Inuit and Metis people of Canada and North America**.** • **Unit 5** – Mexican Day of The Dead • Discovering design,3D construction and decoration through Mexican culture. • **Unit 6 Aboriginal Journeys and Stories** • Organic form and animals as discovered through Aboriginal artwork and instillation through the work of Goldsworthy. **Chapter 9** • **Unit 7**– Mersey Arts Scene • Printmaking, Drawing, Painting and stencil work creatively used to produce an image reflecting talent in the arts in Liverpool and surrounding areas. • **Unit 8 –** Modern Myths and Legends • Photography, surrealism, colour theory, painting and drawing. • **Unit 9**– Street Art and Social Activism, stencil work, paint, photography, logos and graphic design.

How do we encourage pupils to see the links between different units and concepts?	Broadly through developing skills and use of the Formal Elements through a range of topics and disciplines. Skills in Critical and Contextual Studies, Creative Making and Thinking, Recording and Reviewing, and Personal Presentation throughout KS3 with opportunities for each skill to develop throughout Ch 7-9. Each unit of work provides opportunity for pupils to continuously develop and explore new skills in all four areas and often interdimensional.

What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?	Through adaptive teaching pupils are challenged at an appropriate level and their needs met e.g. giving additional tasks or re-visiting previous skills. We share our overviews and good practise with support teachers. Scaffolding of taught concepts/practical skills Equipment is made available for pupils to practice skills at break and lunch times should they wish to develop their skills away from lesson time or need further support with class or homework.

	We regularly offer support through Saturday and holiday sessions. We follow strategies implemented by SEND. We ensure we know the students and their needs though regular dialogue with SEND and the individual student

What are the planned opportunities for retrieval and reflection by pupils?	'Do it now' activities at the start of each lesson provide opportunity for pupils to retrieve knowledge previously taught. Skill and muscle memory. Keywords - Subject/unit specific terminology is listed at the start of each unit and are re-visited as pupils progress through each unit. Dialogic Teaching Refinement and reflection throughout various assessment strategies across the unit. Students from different key stages will provide workshops for younger students in areas they have developed.

What are the opportunities for feed forward by the teacher post assessment outcomes?	Teachers and students continually review and reflect through assessments, following on from each unit / progress point, pupils set a target for development during the next progress period, based on the elements studied and the keywords. Pupils are encouraged to set a specific target to address and improve upon during the following unit. Teachers review and analyse data using tools such as SISRA and marksheets. Student voice and surveys are also used to inform planning.

What are the planned opportunities for developing Reading?	Keywords, definitions and spelling tests are used consistently throughout each unit. Critical and conceptual studies are a vital part of every unit. Students are expected to develop their critical review work as they develop through the key stage with a particular emphasis on their opinions about the work studied.

What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?	**Literacy:** Correct spelling of subject-specific terminology and vocabulary is taught at relevant points throughout KS3. **Numeracy:** Composition, gridding /scaling, estimating, symmetry, repetition, perspective and pattern cutting develop numeracy. **Oracy:** Pupils are encouraged to discuss the art work they study, using a greater amount of appraising language as they pass through KS3.They also discuss their own art work and the work of their peers to review designs ideas and experiments. **SMSC:** Knowledge of a wide range of artists and cultures. Links made to a variety of in art through the following units:

	Ch 7: Our Visual World Ch 8: Viewpoints, Mexican Day of the Dead Aboriginal Journeys and Stories. Ch 9: Street Art and Social Activism