

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 7

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	In KS2, students develop simple skills in drawing, colour mixing, painting techniques, sculpture and experimenting with various materials. These basics prepare them to build more complex techniques, personal expression and critical understanding in Y7 Art.
	Conscious curriculum links	Geography Links – Landscapes Exploring lines and textures within landscapes. Waterfalls, Coasts and the form of waves. History Links - Exploring the timeline between 1880-1960s. Pre and Post war art influences.
	Extra-Curricular	Art club weekly with a focus on school show props to start moving into group large scale pieces. End of year Art Exhibition showcasing work from all Key Stages.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Visual Elements All students will know: •Understand the visual elements: line, tone, texture, colour, form, pattern and shape. •Be able to identify and describe how these elements are used in different artworks. •Use a range of materials and techniques to explore each visual element in their own creative work. •Develop confidence in experimenting with ideas and making artistic choices. •Learn about the artist Edward Ruscha, focusing on his use of text, colour and shape. •Understand how Ruscha's work connects to the visual elements and how it can inspire their own art. •Create a final piece that shows their understanding of the visual elements and reflects ideas from their artist research.	Art Movements All students will know: •Understand how different art movements from 1860 onward used visual elements like line, colour, form and composition in new and experimental ways. •Be able to identify and describe how Post-Impressionism, Cubism, Surrealism and Pop Art each challenged traditional artistic techniques and perspectives. •Use a range of materials and techniques to explore the styles and innovations of these movements in their own creative work. •Understand how artists responded to their time by breaking conventions and redefining what art could be. •Create a 3D piece that reflects their understanding of a contemporary art and demonstrates thoughtful use of visual elements and artistic intent.	Abstract Art All students will know: •Introduced to the key concepts of Abstract Art, focusing on how artists use non-representational forms to express ideas and emotions. •Learn about the artist Oscar Murillo, exploring his use of materials, mark making and energetic compositions. •Develop confidence in using abstraction to communicate mood, movement and personal ideas in their own artwork. •Explore how abstraction can be produced through paper collage, using layering, tearing and composition to create expressive, non-representational forms. •Create a final piece that demonstrates their understanding of abstraction by applying the styles, techniques and materials explored throughout the unit, presented in a gallery-style format to showcase their artistic development.
SKILLS	• Observational drawing • Tonal shading • Paper manipulation sculpture • Relief block printing • Mixed media collage • Oil pastel blending • Tonal pencil shading • Compositional development • 3D construction • Textured mixed media backgrounds • Abstraction of still life • Advanced compositional planning • Layered painting techniques		
ASSESSMENT	Each project will have a mid and two end of project assessment. The mid-project assessment will be a skills test which will be live marked providing goaled feedback. The first end of project assessment will be the creation of skills based final outcome showcasing all the skills taught in project, this will be teacher marked. The final assessment will be a knowledge-based test built from question based on knowledge taught through project. Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
VOCAB	Formative: Live marking and feedback on tonal observational drawings.	Formative: Cubist tonal drawing assessment.	Formative: Live marking of abstraction processes.
	Summative: Relief block printing and final outcomes assessed against success criteria.	Summative: 3D art movement pyramid showcasing all movements studied.	Summative: Final abstract mixed media painting assessed on composition, control of materials and application of colour theory.
	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.
VOCAB	•Visual Elements •Space •Colour •Line •Shape •Tone •Texture •Pattern •Form •Scale •Size •Primary source •Grid method •Primary colours •Secondary colours •Positive space •Negative space	•Observational •Record •Free hand •Mark making •Tints •Hues •Shades •Overlapping •Organic shapes •Geometric shapes •Layer	•Composition •Interlocking •Complimentary •Tertiary •Depth •Contrast •Monochrome •Proportion •Pop Art •Post Impressionism •Cubism •Surrealism •Abstract •Art Movement

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 7 students could read is "The Boy Who Harnessed the Wind: Picture Book Edition" by William Kamkwamba, which explores creativity and resilience through powerful visuals and storytelling.

PERSONAL DEVELOPMENT

CAREERS - Gallery Curator – Managing exhibitions and collections in art galleries or museums.
CORE – Excellence - Learning higher level skills to develop own artistic style and independence.

SUPPORTING STUDENT'S AT HOME

Students will receive homework weekly or fortnightly to build skills alongside lessons. They can also revise and be tested using their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 8

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	In Year 7, students are introduced to the fundamentals of visual elements and key art movements, developing core skills in tone, proportion, colour theory and composition. Year 8 builds on this foundation by applying these principles in more advanced contexts such as typography, cultural symbolism and textiles, while deepening students' ability to analyse, interpret and refine their observational and media-handling techniques."
	Conscious curriculum links	English – Using Lewis Carrolls Alice in Wonderland descriptive writing to form imagery. Geography - Understanding urbanisation and cultural identity. Music - explore Samba and Reggae music delivering the history and application of these cultured sounds.
	Extra-Curricular	Art club weekly with a focus on school show props to start moving into group large scale pieces. End of year Art Exhibition showcasing work from all Key Stages.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Mad Haters All students will know: •Students introduced to the story and themes of Alice in Wonderland, exploring its imaginative world and literary significance. •Learn about typography as a form of visual communication, understanding how font, layout and lettering style can convey meaning and mood. •Study the work of illustrator John Tenniel, focusing on his detailed pen-and-ink illustrations and how they bring characters and scenes to life. •Develop confidence in using pencil tone to creatively to enhance storytelling and visual impact. •Create a final 3D piece in the form of a hat or teacup that integrates illustration and typographic design, demonstrating their understanding of visual communication and narrative imagery.	Urbanisation All students will know: •Explore how culture, geography and social conditions in favela communities shape creative expression. •Studying a range of textile processes and how they can be used to communicate ideas. •Develop observational drawing skills to support the use of transfer techniques in textile design. •Learn and experiment with resist dyeing methods such as tie-dye to explore pattern and colour. •Explore monoprinting as a way to add expressive, layered imagery to fabric surfaces. •Practise hand stitching techniques to add detail, texture and personal expression to textile work. •Use mixed media layering and textile embellishment to build complex, tactile surfaces. •Create a final textile piece that reflects an understanding of urban environments and favela culture, incorporating a range of learned techniques and processes.	Where in the World All students will know: •Explore how art reflects and shapes cultural identity through the study of global traditions including African masks, Aboriginal painting, the Staffordshire Hoard, Kente cloth, totem poles and Mehndi. •Understand the symbolic meanings, materials and techniques used in different cultural art forms and how they communicate heritage, beliefs and community values. •Experiment with a range of techniques such as pen mark-making, dot painting, embossing, weaving, sgraffito and Mehndi-inspired pattern work. •Develop skills in cultural analysis by comparing and reflecting on the visual language and purpose of each tradition. •Practise advanced observational drawing using a variety of materials to capture texture, pattern and form from cultural artefacts and references.
SKILLS	• Typography design • 3D mixed media construction • Experimentation with scale and composition • Observation drawing for transfer techniques • Resist dyeing (tie-dye) • Monoprinting • Hand stitching • Mixed media layering • Textile embellishment • Pen mark-making • Dot painting • Embossing • Weaving • Sgraffito • Cultural analysis • Advanced observational drawing across – pencil and pen.		
ASSESSMENT	Each project will have a mid and two end of project assessment. The mid-project assessment will be a skills test which will be live marked providing goaled feedback. The first end of project assessment will be the creation of skills based final outcome showcasing all the skills taught in project, this will be teacher marked. The final assessment will be a knowledge-based test built from question based on knowledge taught through project.		
	Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
	Formative: Tonal tea cup observation drawing.	Formative: Continuous line drawing assessment.	Formative: Staffordshire Hoards tonal pencil drawing.
	Summative: Final 3D Mad Hatter's hat or tea cup sculpture.	Summative: Textile and mixed media piece with image transfer and embellishment.	Summative: African mask pen drawing and Mehndi sgraffito design.
VOCAB	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.
	•Typography •Serif •Sans-serif •Whimsical Fonts •Illustration •Composition •Mixed Media •Embellishment •Transparency •Scale •Proportion •Layering •Collage	• Urbanisation • Favela • Resist Dyeing • Tie-Dye • Monoprinting • Image Transfer • Hand Stitching • Embellishment • Composition • Contrast • Depth • Continuous Line	•Artefact •Mark Making •Sgraffito •Weaving •Kente Cloth •Aboriginal Art •Totem Pole •Mehndi •Proportion •Gradient •Texture •Mixed Media •Cultural Identity

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 8 students could read is "Radiant Child: The Story of Young Artist Jean-Michel Basquiat" by Javaka Steptoe, which celebrates artistic expression and individuality through vibrant illustrations and the inspiring story of a groundbreaking young artist.

PERSONAL DEVELOPMENT

CAREERS - Illustrator – Creating visual artwork for books, advertisements and digital media.
CORE – Character - Showing respect for other ideas/opinions and the contributions of others.

SUPPORTING STUDENT'S AT HOME

Students will receive homework weekly or fortnightly to build skills alongside lessons. They can also revise and be tested using their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 9

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	Throughout Key Stage 3, students build a strong foundation in the visual elements of art. In Year 7, they develop skills in observation, tone, colour theory and composition. Year 8 introduces cultural understanding, mixed media and textiles experimentation. By Year 9, students confidently apply these principles across various media, analyse artists' work and plan compositions independently. This final year consolidates learning and encourages more personal and ambitious artistic responses.
	Conscious curriculum links	Music – Dramatic imagery shaped from horror genre forming dramatic music assemblage. Geography - Sustainability in architecture and product design. Maths - Proportions, measuring and scale in portraiture.
	Extra-Curricular	Art club weekly with a focus on school show props to start moving into group large scale pieces. End of year Art Exhibition showcasing work from all Key Stages.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Biomechanical All students will know: •Explore the concept of biomechanical art, focusing on the fusion of organic and mechanical forms to create imaginative and surreal compositions. •Research the work of H.R. Giger, analysing how he blends anatomical and industrial elements to evoke mood and narrative. •Develop skills in composition planning, using sketching and layout techniques to organise complex visual ideas. •Practise tonal observational drawing to accurately represent form, texture and contrast in both organic and mechanical subjects. •Learn how to construct 3D relief elements to add depth and dimension to artwork. •Create a final 3D cardboard relief piece that demonstrates an understanding of biomechanical aesthetics, incorporating researched influences and a range of developed techniques.	Creative Careers All students will know: •Students are introduced to a range of professional pathways in Art and Design, including architecture, graphic design, fashion, automotive design and illustration. •Understand how creative careers apply artistic skills in real-world industries and how different disciplines contribute to visual culture and innovation. •Learn how to respond to design briefs by developing ideas that meet specific goals, audiences and functions. •Explore and apply industry-standard methods such as CAD, brand identity development, clay prototyping and conceptual sketching. •Develop confidence to communicate design ideas effectively. •Reflect on how professional methods and creative thinking are used across different design industries to solve problems and communicate ideas.	Portraiture All students will know: •Explore the history and interpretation of portraiture, understanding how artists across time have represented identity, emotion and character. •Study the work of artists including Pablo Picasso, Patrick Bremer, Khris Trappeniers and Kelvin Okafor, analysing their unique approaches to portraiture through abstraction, collage, realism and tone. •Experiment with collage techniques to construct expressive and layered portrait compositions. •Practise line-based studies to explore structure, proportion and expressive mark-making in portraiture. •Develop skills in hyper-realistic tonal portrait drawing to capture fine detail, depth and texture. •Combine learned techniques in a mixed-media composition that uses a fragmented layout inspired by all artists studied, demonstrating a personal interpretation of portraiture through creative experimentation.
SKILLS	• Composition planning • Tonal observational drawing • Mixed media experimentation • 3D relief construction • Applying industry methods such as CAD • Brand identity development • Clay prototyping • Conceptual sketching • Understanding how design briefs inform practice • Collage portrait construction • Line-based studies • Hyper-realistic tonal drawing • Final mixed-media composition integrating learned techniques		
ASSESSMENT	Each project will have a mid and two end of project assessment. The mid-project assessment will be a skills test which will be live marked providing goaled feedback. The first end of project assessment will be the creation of skills based final outcome showcasing all the skills taught in project, this will be teacher marked. The final assessment will be a knowledge-based test built from question based on knowledge taught through project.		
	Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
	Formative: Tonal drawing of HR Gigers biomechanical form.	Formative: Creation of tattoo design, considering the key principles of illustration, using oil pastel transfer.	Formative: Collage portrait and facial feature studies.
	Summative: 3D mixed media cardboard relief biomechanical relief tile.	Summative: Graphic design branding, composition creation using coloured pencil tone.	Summative: Hyper-realistic portrait pencil drawing.
VOCAB	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.	Formative: End of term question-based test based on terms key knowledge.
	• Biomechanical • Composition • Collage • Tonal Value • Mixed Media • Steampunk • Transparency • Burnishing • Texture • Scale • Form • Structure	• Typography • CAD • Prototype • Branding • Aesthetic • Ergonomics • Visual Communication • Upcycling • Conceptual Design • Pattern • Sustainability	•Portraiture •Contour •Proportion •Fragmentation •Line Density •Hyper-realism •Expression •Narrative •Composition •Self-portrait •Identity

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 9 students could read is *Steal Like an Artist: 10 Things Nobody Told You About Being Creative* by Austin Kleon, which empowers young artists to embrace inspiration, remix ideas and build their own creative voice with accessible advice and engaging visuals

PERSONAL DEVELOPMENT

CAREERS - Fine Artist – Producing original artworks for galleries, collectors and public exhibitions.
CORE – Character – Respect for diverse artistic traditions and career paths

SUPPORTING STUDENT'S AT HOME

Students will receive homework weekly or fortnightly to build skills alongside lessons. They can also revise and be tested using their knowledge organisers.

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 10

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

 	Prior learning	Students enter Year 10 with a secure knowledge in the visual elements, compositional planning, observational drawing, mixed media and contextual analysis developed throughout KS3 Art & Design. They have experience in basic digital editing, image manipulation and interpreting artistic influences, as well as confidence in experimenting with a range of materials. The transition to GCSE Art and Design subjects builds on these strong foundations, challenging students to apply their knowledge with greater technical precision, creative purpose and independence. They will integrate research, annotation and extended project development into their work, deepening their ability to plan sustained investigations, articulate their intentions and present outcomes that demonstrate personal engagement, sophisticated analytical skills and refined techniques.
	Conscious curriculum links	English - Annotation and critical analysis. Science - Study of natural forms and biological structures. History - Contextual understanding of art movements. Technology - Material experimentation and process control. ICT - Digital editing and file management.
	Extra-Curricular	After school open studio sessions and studio practice provide time to develop creative work. Students can also participate in art/photography competitions, visit galleries and exhibited their work in our school showcase.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Workshop Stages Art All students will know: • Explore Natural Forms through advanced tonal drawing, printing, collage and mixed media techniques. • Develop accurate observational skills and experiment with a variety of wet and dry media. • Refine tonal control, composition and use of visual elements to express meaning with confidence. Workshop Stages Photography All students will know: • Explore DSLR photography within the theme of Confectionery, focusing on manual settings, framing, composition and editing. • Master key camera functions including aperture, shutter speed, ISO, depth of field and white balance. • Build confidence in image capture and post-production techniques to create visually engaging photographs.	NEA Portfolio: Personal Investigation All students will know: • Develop a project by selecting a theme like Surrealism or Natural Forms, generating original ideas and exploring materials, techniques and processes to realise your concepts. • Research and analyse contextual sources including artists, art movements and visual references to inform your creative direction. Use critical thinking and reflective annotation to support the evolution of your ideas. • Explore a range of tools and techniques, both manual and digitally to enhance your visual communication. This includes compositional planning, technical experimentation and process-based discovery. • Apply design principles to create visually strong, conceptually clear outcomes; document and refine your work through continuous evaluation.	NEA Portfolio: Personal Investigation All students will know: • In-depth exploration of materials, processes and compositional approaches, drawing on the techniques and visual strategies of relevant artists to produce extended, resolved outcomes. • Applying learning from workshops and artist case studies to independently create and refine practical work, building a cohesive portfolio that demonstrates creativity, contextual awareness and technical control. • Refining imagery through iterative experimentation informed by research into artist practices, developing a cohesive narrative that reflects both personal intent and contextual understanding. • Annotating, critically evaluating and presenting work with clear reference to artist influences and creative decisions, effectively meeting assessment criteria and communicating your project journey.
SKILLS	Art & Design Skills • Conduct research and analysis • Develop accurate observational recording • Record observations and ideas experimentally • Build confidence in using visual elements to communicate meaning • Purposefully refine ideas through practical work • Apply learning from workshops to independently create and refine work • Document process using annotation, critically evaluate and present work to meet assessment criteria • Build a cohesive portfolio demonstrating creativity and technical control	Art Specific Skills • Experiment with a range of wet and dry media • Refine tonal application and composition	Photography Specific Skills • Generate original ideas using advanced photographic methods • Create contact sheets and edited outcomes • Develop confidence in image capture and post-production techniques • Master photographic techniques: aperture, shutter speed, ISO, depth of field and white balance
ASSESSMENT	Each term will include ongoing formative assessment through continuous feedback during workshop or NEA development. Summative assessment will take place four times during the term, providing a holistic evaluation of coursework against all Assessment Objectives (AO1–AO4). Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
	Formative: Ongoing feedback during workshops, peer observation assessment.	Formative: Ongoing feedback during NEA development.	Formative: Ongoing feedback during NEA development.
	Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).
VOCAB	Fine Art - Tonal Range, Surrealism, Composition, Collage, Printmaking, Mixed Media, Texture, Transparency, Balance, Layering, Contrast, Visual Language, Annotation, Refinement, Observational Drawing, Conceptual Development. Photography - Aperture, Shutter Speed, ISO, Composition, Rule of Thirds, Depth of Field, Juxtaposition, Saturation, Exposure, Conceptual, Contact Sheet, Retouching, Annotation.		

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 10 students could read is How to Be an Explorer of the World: Portable Life Museum by Keri Smith, which encourages young artists to observe their surroundings, collect inspiration and develop creative thinking. As well as providing accessible guidance that supports sketchbook development and independent exploration.

PERSONAL DEVELOPMENT

CAREERS - Graphic Designer - creates visual content for print and digital media like logos, ads and websites.
Art Director - leads creative teams to develop the visual style of projects.
CORE – Resilience – Iterative improvement of imagery and concepts.

SUPPORTING STUDENT'S AT HOME

Students will receive personalised homework weekly to build skills alongside lesson and or complete coursework imagery.

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 11

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	By the time students enter Year 11, they have developed a strong portfolio that reflects their ability to plan, experiment and refine creative work across a range of media. They demonstrate confidence in using tools, techniques and processes, as well as in analysing and responding to visual and contextual sources. This final year builds on those foundations, encouraging students to work with increasing independence and to produce resolved, meaningful outcomes that express their personal ideas. Year 11 challenges them to synthesise these skills into mature, individual work that meets the expectations of GCSE Art and Design assessment applying these to their Externally Set Task.
	Conscious curriculum links	English - Annotation and critical analysis. Science - Study of natural forms and biological structures. History - Contextual understanding of art movements. Technology - Material experimentation and process control. ICT - Digital editing and file management.
	Extra-Curricular	After school open studio sessions and studio practice provide time to develop creative work. Students can also participate in art/photography competitions, visit galleries and exhibited their work in our school showcase.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	NEA Portfolio: Personal Investigation All students will know: • Explore a range of materials, processes and compositional techniques, drawing on the visual strategies of relevant artists to inform their own creative outcomes. • Apply knowledge gained from workshops and artist case studies to independently develop and refine practical work. • Use iterative experimentation and research to enhance imagery, building a cohesive visual narrative that reflects personal intent and contextual understanding. • Critically evaluate and annotate their work, making clear connections to artist influences and creative decisions and effectively communicate their project journey.	EST: External Set Task Jan- Early May All students will know: • How to respond creatively and personally to an externally set theme. • Investigate a range of relevant artists, designers and movements across historical and contemporary contexts. • Apply critical analysis to understand how visual language communicates meaning, mood and narrative. • Make clear connections between your research and your own creative practice, showing how influences shape your decisions. • Learning how to plan and structure an art and design project from initial ideas through to a final outcome. • Developing conceptual thinking and the ability to experiment with a range of materials, techniques and creative approaches. • Gaining insight into how to build a coherent and meaningful body of work that shows progression, personal development and refinement. • Develop a personal and imaginative response to a given theme by exploring your own interests, experiences and viewpoints. • Reflect on your progress through ongoing annotation and evaluation, refining your direction as needed. • Present your work in a visually coherent and professionally considered format, with thoughtful curation and annotation. • Complete the 10-hour controlled assessment by confidently realising your final outcome, using your preparatory work to guide your decisions. • Show independence, time management and technical skill during the exam, ensuring your final piece reflects your intentions and creative journey.	
SKILLS	Art & Design Skills • Independence in selecting and integrating materials and techniques • Thoughtful annotation to articulate creative decisions • Synthesis of contextual research with personal ideas • Mixed media composition • Layering techniques • Confident presentation of resolved work • Application of mixed media or experimental processes • Application of compositional approaches • Development of conceptual imagery • Annotated research and visual studies • Ability to produce ambitious and personal outcomes	Art Specific Skills • Advanced drawing, painting, colour imagery • Refine tonal application and composition • Experiment with a range of wet and dry media • Refine tonal application and composition	Photography Specific Skills • Curation of best photographs • Refinement of edits for consistency and quality • Advanced use of camera controls • Creative lighting techniques • Editing in Photoshop or equivalent software • Use of high-key and low-key lighting • Technical competence in photography
ASSESSMENT	Each term will include ongoing formative assessment through continuous feedback during NEA or EST development. Summative assessment will take place four times during the term, providing a holistic evaluation of coursework against all Assessment Objectives (AO1–AO4). Students will also be formatively assessed using questioning, mini whiteboards, verbal live marking within each lesson.		
	Formative: Ongoing feedback during NEA development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Formative: Ongoing feedback during EST development. Summative: Holistic assessment of exam unit against all Assessment Objectives (AO1–AO4). Summative: NEA (60% of final grade) and EST (40%).	Formative: Ongoing feedback during EST development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4). Summative: NEA (60% of final grade) and EST (40%).
VOCAB	Fine Art - Tonal Range, Surrealism, Composition, Collage, Mixed Media, Texture, Transparency, Balance, Layering, Contrast, Annotation, Refinement, Observational Drawing, Conceptual Development, Intentions, Critical Analysis, Visual Language, Presentation. Photography - Aperture, Shutter Speed, ISO, Composition, Rule of Thirds, Depth of Field, Juxtaposition, Saturation, Exposure, Conceptual, Contact Sheet, Retouching, Annotation, Narrative, Refinement, Synthesis, Visual Impact, Presentation, Resolution.		

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 11 students could read is **"From Ordinary to Extraordinary"** by **Ken Vietlth**. This book encourages young artists to think outside the box, explore new perspectives and develop their own artistic voice. It supports sketchbook development through engaging prompts and project ideas, while also fostering independent exploration and critical thinking skills essential for GCSE students.

PERSONAL DEVELOPMENT

CAREERS - Fine Artist – creates original art like paintings, sculptures, or installations to share personal ideas or explore big topics like culture, emotions or society.
Character – Confidence in expressing ideas visually.
Organisation – Managing deadlines and independent research.

SUPPORTING STUDENT'S AT HOME

Students will receive personalised homework weekly to build skills alongside lesson and or complete coursework imagery.

INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

 	Prior learning	Students begin Year 12 with a secure foundation of observational skills, contextual understanding and practical experience developed throughout KS3 and GCSE. They are accustomed to planning projects, researching influences, refining ideas through iterative experimentation and presenting resolved outcomes. At A-Level, these capabilities are further extended through sustained, self-directed enquiry and a greater emphasis on critical reflection and analysis. Students build on their prior knowledge of visual elements, processes and media, developing more conceptually driven work that demonstrates confidence in selecting, combining and manipulating materials and techniques. As they advance, students expand their technical skills, deepen their understanding of contextual and cultural influences and cultivate the ability to produce cohesive projects that integrate both traditional and innovative approaches to art and design
	Conscious curriculum links	•English Language - Visual storytelling and semiotics. •Technology - Advanced use of editing software. •Sociology - Art as a reflection of societal change. •Philosophy - Exploring aesthetic theory and meaning.
	Extra-Curricular	After school studio sessions provide students with hands-on experience and mentorship. Exhibition opportunities to showcase their work publicly, art/photography competitions and inspiring gallery visits. In addition, dedicated portfolio preparation workshops support applications to universities and foundation programs.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	Workshop Stages Fine Art All students will know: •Understand and analyse the expressive potential of various wet and dry media. •Explore how materials and techniques evoke mood, atmosphere and narrative. •Recognise the influence of social, cultural and historical contexts on visual language. •Develop refined tonal observation and compositional skills (balance, negative space, focal points). •Build advanced mixed media and mark-making techniques. •Make purposeful, original creative decisions beyond imitation. Workshop Stages Photography All students will know: •Explore the expressive potential of photographic techniques like long exposure, studio lighting and multiple exposure. •Analyse how photographers build narrative, manipulate light and use visual symbolism. •Master manual camera controls (ISO, aperture, shutter speed) and digital editing software. •Experiment with alternative photographic processes such as cyanotype and hand colouring.	NEA Portfolio: Personal Investigation All students will know: •Investigate personal themes through a nuanced exploration of their visual, cultural and conceptual contexts to develop a distinctive artistic voice. •Engage in critical research of historical and contemporary artists to contextualise and inform thematic concerns and visual approaches. •Experiment with a diverse range of media and techniques—including drawing, painting, printmaking and mixed media—to explore and evolve ideas both visually and materially. •Critically analyse compositional strategies, material explorations and creative processes through detailed, reflective annotation to demonstrate conceptual development. •Integrate relevant critical theories and contextual research to underpin and enrich creative practice, fostering deeper artistic inquiry.	NEA Portfolio: Personal Investigation All students will know: •Students synthesise research and experimentation into a cohesive visual story, exploring how photography and art can be curated to communicate meaning. •Students study how the arrangement and display of work—whether photographic or artistic—affect interpretation, emotional impact and audience engagement. •Students demonstrate autonomy in planning ambitious final pieces that integrate visual, contextual and conceptual insights from both art and photography. •Emphasis is placed on producing refined, technically confident work that reflects a mature and personal response to their chosen themes. •Students focus on editing and selecting work that best represents their creative journey, ensuring clarity and cohesion in their visual storytelling. •Students prepare for a timed assessment by curating and presenting a body of work that showcases their ability to combine technical skill with conceptual depth.
SKILLS	Art & Design Skills • Producing final edits, curating work to tell a visual story and preparing for a timed mock exam that demonstrates independence and technical confidence. • Developing sophisticated experimentation by combining drawing, painting, print and mixed media to test ideas; creating compositional studies and material tests with annotated analysis evidencing thought process and critical engagement. • Producing resolved studies and preparing for the Y13 mock exam, demonstrating ability to independently plan and create a substantial, ambitious piece that integrates visual, contextual and conceptual insights.	Art Specific Skills • Practising refined tonal observation and compositional strategies, including balance, negative space and focal points; developing advanced printmaking, mixed media layering and controlled mark-making, while making purposeful decisions that move beyond imitation into originality.	Photography Specific Skills • Creating contact sheets, refined edits and experimental studies; annotating with detailed analysis of intentions, techniques and contextual influences • Mastery of manual camera controls (ISO, aperture, shutter speed), use of digital editing software and experimentation with alternative processes like cyanotype and hand colouring.
ASSESSMENT	Each term will include ongoing formative assessment through continuous feedback during workshop or NEA development. Summative assessment will take place four times during the term, providing a holistic evaluation of coursework against all Assessment Objectives (AO1–AO4). Students will also be formatively assessed using questioning, group critiques, mini whiteboards, verbal live marking within each lesson.		
	Formative: Ongoing feedback during workshops, personalised tonal based assessment. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Formative: Ongoing feedback during NEA development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Formative: Ongoing feedback during NEA development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).
VOCAB	Fine Art - Tonal Range, Composition, Collage, Printmaking, Mixed Media, Texture, Transparency, Balance, Layering, Contrast, Annotation, Refinement, Observational Drawing, Conceptual Development, Synthesis, Conceptual Narrative, Chiaroscuro, Intentions, Resolution, Visual Cohesion, Aesthetic Decisions, Substrate, Translucency, Articulation, Abstraction, Contextual Integration, Semiotics. Photography - Aperture, Shutter Speed, ISO, Composition, Rule of Thirds, Depth of Field, Saturation, Exposure, Conceptual, Contact Sheet, Retouching, Annotation, Narrative Construction, Visual Semiotics, Exposure Bracketing, Multiplicity, Conceptual Framework, Negative Space, Juxtaposition, Chromatic Control, Visual Metaphor, Curation.		

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 12 students could read is Show Your Work! by Austin Kleon, which encourages young artists to share their creative process, connect with others and develop confidence in presenting their ideas. As well as providing accessible guidance that supports portfolio development and independent artistic exploration.

PERSONAL DEVELOPMENT

CAREERS - Illustrator - creates drawings and images for books, magazines, advertisements and digital media.
Animator - produces moving images and visual effects for films, television, games and online content
CORE - Excellence - Striving for mastery and originality in all aspects of work, from research to final presentation.

SUPPORTING STUDENT'S AT HOME

Students will receive personalised homework weekly to build skills alongside lesson and or complete coursework imagery.

CURRICULUM AND ASSESSMENT PLAN

ART & DESIGN YEAR 13



INTENT

Our Art and Design curriculum emphasizes a broad and deep learning, exposing students to diverse skills and developed ideas. We challenge all students to excel by providing knowledge and skills that foster retention and application. We develop students' Character, Resilience, Organisation and Excellence (C.O.R.E.) to nurture resilient lifelong learners. The curriculum deepens an understanding of the world, builds ambition and supports qualifications for future artistic education and careers. Our mission is to engage students in the creative process, developing practical skills and critical understanding through exploration of various materials and techniques, inspiring curiosity and independent creativity.

	Prior learning	Students enter Year 13 with a well-established foundation of technical competence, conceptual awareness and independence developed through the workshop phase and personal investigations in Year 12. They have practiced applying formal elements across a range of media and approaches and have gained confidence in critical analysis, annotation and iterative refinement. In the final year, students are expected to consolidate and elevate these skills into a coherent, high-level portfolio that reflects their creative identity. This stage requires them to engage with increasing depth, originality and sophistication, synthesising all prior experiences into a body of work that demonstrates ambition, sustained commitment and the ability to critically evaluate their processes. Through managing complex, self-directed projects, students produce resolved, high-quality outcomes that communicate mature and nuanced conceptual intentions.
	Conscious curriculum links	•English Lit & Lang - Analytical writing and narrative construction in the personal study. •History - Exploration of art in historical and political contexts. •Sociology - Understanding how social issues influence artistic practice. •Philosophy and Ethics - Debating aesthetic theory and the purpose of art.
	Extra-Curricular	After school studio sessions provide students with hands on experience and mentorship. Exhibition opportunities to showcase their work publicly, art/photography competitions and inspiring gallery visits. In addition, dedicated portfolio preparation workshops support applications to universities and foundation programs.

	AUTUMN	SPRING	SUMMER
TOPIC/KNOWLEDGE	NEA Portfolio: Personal Investigation All students will know: •Develop ideas through sustained investigations, combining research, contextual sources and practical explore to a personal theme. •Refine work by selecting and applying appropriate media, materials and techniques, showing increasing technical control and conceptual clarity. •Record observations and insights through visual and written annotation, reflecting critically on creative decisions and development. •Present a personal and meaningful response that realises intentions and integrates visual and written elements effectively. •Demonstrate understanding of contextual sources, evaluating how artists, designers and cultural influences shape ideas and outcomes. •Curate and sequence work thoughtfully, using layout and presentation to enhance clarity and audience engagement. •Produce a high-quality Personal Study, clearly articulating conceptual rationale and contextual influences using appropriate terminology.	EST: External Set Task All students will know: •Students independently engage with the externally set theme, developing personal and meaningful responses that reflect critical interpretation and thoughtful enquiry. •They explore relevant cultural, historical and social contexts, using this research to inform and shape their ideas. This supports the development of a conceptual framework that underpins their creative intentions. •Students undertake sustained investigations using both primary and secondary sources, including the work of artists and designers working in similar conceptual spaces, to build contextual understanding. •A substantial body of preparatory work is produced, including compositional studies, material and technique trials, colour experiments and visual explorations that demonstrate ambition and creativity. •Students refine their ideas through critical reflection and iterative development, showing increasing control and confidence in their use of materials, techniques and processes. •Throughout the project, students demonstrate self-reliance, mature decision-making and a consistent refinement of their visual language, ensuring that technical and creative choices align with their conceptual aims. •In the 15-hour controlled assessment, students synthesise their research, experimentation and development into a resolved final outcome that demonstrates conceptual clarity, technical skill and originality.	
SKILLS	Art & Design Skills • Articulating the contextual influences and conceptual rationale behind their work. • Completing the personal study essay with a professional standard of analysis. • Producing a substantial preparatory including compositional planning. • Producing a wide body of preparatory work. • Demonstrating ambitious experimentation with techniques and materials. • Developing compositional studies, colour trials and material tests, leading to a resolved final piece in a 15-hour controlled assessment. • Annotation that expresses critical thinking. • Demonstrating technical excellence across media, from large-scale mixed media to refined drawings. • Evidencing ambition, originality and technical skill. • Producing final pieces showing a fully developed understanding of chosen theme. • Exploring ways to present the portfolio with clarity and impact.	Art Specific Skills • Experiment with a range of wet and dry media • Refine tonal application and composition	Photography Specific Skills • Create contact sheets and edited outcomes • Demonstrating sophisticated control of camera techniques and digital manipulation while maintaining conceptual focus. • Producing a series of final edits and accompanying annotations that demonstrate clear, critical understanding of the creative journey.
ASSESSMENT	Each term will include ongoing formative assessment through continuous feedback during NEA or EST completion. Summative assessment will take place four times during the term, providing a holistic evaluation of coursework against all Assessment Objectives (AO1–AO4). Students will also be formatively assessed using questioning, group critiques, mini whiteboards, verbal live marking within each lesson.		
	Formative: Ongoing feedback during NEA development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4).	Formative: Ongoing feedback during EST development. Summative: Holistic assessment of exam unit against all Assessment Objectives (AO1–AO4). Summative: NEA (60% of final grade) and EST (40%).	Formative: Ongoing feedback during EST development. Summative: Holistic assessment of coursework against all Assessment Objectives (AO1–AO4). Summative: NEA (60% of final grade) and EST (40%).
VOCAB	Fine Art - Tonal Range, Composition, Collage, Printmaking, Mixed Media, Texture, Transparency, Balance, Layering, Contrast, Annotation, Refinement, Observational Drawing, Conceptual Development, Synthesis, Conceptual Narrative, Chiaroscuro, Intentions, Resolution, Visual Cohesion, Aesthetic Decisions, Substrate, Translucency, Articulation, Abstraction, Contextual Integration, Semiotics. Photography - Aperture, Shutter Speed, ISO, Composition, Rule of Thirds, Depth of Field, Saturation, Exposure, Conceptual, Contact Sheet, Retouching, Annotation, Narrative Construction, Visual Semiotics, Exposure Bracketing, Multiplicity, Conceptual Framework, Negative Space, Juxtaposition, Chromatic Control, Visual Metaphor, Curation.		

READING SKILLS

In art, we use the careful reading strategy before we read, we pre-teach key art vocabulary and practise using it in context. After reading, we answer comprehension questions and discuss how different perspectives and interpretations can influence our understanding of art.

A book Year 13 art students could read is Ways of Seeing by John Berger, which challenges traditional perspectives on art and visual culture. It encourages students to think critically about how images and artworks are interpreted and understood. This book provides a strong theoretical foundation that supports deeper analysis and helps students develop their own informed viewpoints in their art practice.

PERSONAL DEVELOPMENT

CAREERS - Sculptor – creates 3D artworks using materials like clay, metal, or wood for galleries and public spaces.
Graphic Designer – designs visuals for branding, marketing, websites and packaging.
CORE – Excellence – Producing outcomes that evidence ambition, originality and sustained commitment to high standards.

SUPPORTING STUDENT'S AT HOME

Students will receive personalised homework weekly to build skills alongside lesson and or complete coursework imagery.