

Art & Photography Curriculum Intent Statement:

Our curriculum is designed to ignite creativity and foster a profound appreciation for artistic expression. We integrate the National Curriculum to create a dynamic and inclusive learning environment. Through innovative teaching methods and a diverse curriculum, we empower students to explore their unique artistic voices, develop critical thinking skills, and cultivate a lifelong passion for the arts.

Central to our approach is the promotion of kindness and empathy. We believe that nurturing these values alongside creativity, resilience, and artistic confidence helps build a supportive and collaborative community. Our aim is to inspire and prepare the next generation of visionary artists and thinkers who are not only skilled and imaginative but also compassionate and considerate, who engage with the world in imaginative and insightful ways.

By integrating creativity with kindness, we strive to enrich our students' artistic journeys and equip them to contribute positively to society.

YEAR 7

<u>Term</u>	<u>Theme</u>	<u>What students will learn</u>	<u>Key assessment</u>	<u>How you can support your child</u>
Autumn Term Sept -Dec YEAR 7	Baseline testing FORMAL ELEMENTS	Practising the Key formal elements. VALUE/TONE, SHAPE, COLOUR, SPACE, PATTERN/LINE & TEXTURE Drawing skills. Colour skills. Materials skills	A4 4x sections biscuit drawing Watercolour wheel Pattern/zentangle outcome Mark making Space drawings Artist research page Tonal Eye first hand observations	Independent studies: 1- Creating a title page ART 2- Research page on MC Escher Museum visits Art Galleries. Practice drawing skills from home Practice colour theory
Spring Term Jan - April YEAR 7	LANDSCAPES	Developing the formal elements further. Colour use, tones and effectiveness. Brush strokes and movement with marks. Printing techniques.	Painting compositions. Complimentary Colour tables. Response to Claude Monet. Illustrative Ink landscapes. Monoprinting from own images/photos. Recognising Patterns for use of Shade/tone.	Independent studies: 1- Research & Response to students own choice to a Pointillism artist using their own choice materials. 2- Own Landscape Photography Museum visits Art Galleries. Practice drawing landscapes Tonal gradient practice going from light to dark
Summer Term May-July YEAR 7	NATURAL FORMS	Refining the formal elements. 3d sculptural work Photography skills. Observational skills. Drawing from nature Printmaking/transfer skills	Chalk, charcoal and pencil observations Clay work Observational skills	Independent studies: 1- Photography response to artist Susanna Blaxhill. 2-Research page Lisa Stevens (Sea urchins) Museum visits Art Galleries. Use a camera to familiarise with settings/editing tools

YEAR 8

<u>Term</u>	<u>Theme</u>	<u>What students will learn</u>	<u>Key assessment</u>	<u>How you can support your child</u>
Autumn Term Sept -Dec YEAR 8	The Formal elements	Recap/Develop formal elements: -VALUE/TONE, LINE/PATTERN, TEXTURE, PATTERN, TEXTURE, SPACE & COLOUR Develop drawing skills. Colour skills using Acrylic Paint Developing creative drawing. Use of mark making in images and illustration.	Colour wheel - Acrylic paints (Boosting previous skills with a more complex material) Sweet observations and drawing techniques. Cardboard manipulation skills making Cakes/food Painting/drawing sounds Artist research page Name art using shape/space	Independent studies: 1 - Title page ART ELEMENTS 2 - Research page on artist of Class teachers choice Museum visits Art Galleries. Practice drawing skills from home Practice colour theory
Spring Term Jan - Apri YEAR 8	Still Life	Drawing skill using Illustrations techniques. Annotations and opinion building skills Photography set up, light and camera techniques Observational skills Materials transferable skills showing tone/shade Printmaking technique Responding to artists appropriately	Students use of Key words using art language to annotate work and voice own opinion Students use of the camera and understanding how lighting affects an image/object ability to record what they can see from direct observation adapt to materials given and use each sensitively following the key elements of a successful research page or response.	Independent studies: 1 - Own set of a personal still life from home using personal objects and symbolic objects 2- Artist research page on Roy Lichenstien Museum visits Art Galleries. Use a camera to familiarise with settings/editing tools Tonal gradient practice going from light to dark look into own artists of own interest
Summer Term May-Jul YEAR 8	Buildings	Develop drawing/perspective 3D skills. Colour skills. Developing creative drawing. Use of mark making in images and illustration. Transfer skills like Mono/Carbon print Oil pastel techniques Collaborative piece building	RECORD skills Understanding of colour theory & complementary pairs students understanding of how using marks can create textures how actually students can transfer an image given use of the material given and used sensitively Teamwork and ability to give constructive feedback.	Independent studies: 1 - Own Photography/artwork based on buildings 2- Artist research page on Hundertwasser Museum visits Art Galleries. Sketch on the go looking at aspects of buildings or the shape of buildings

YEAR 9

<u>Term</u>	<u>Theme</u>	<u>What students will learn</u>	<u>Key assessment</u>	<u>How you can support your child</u>
Autumn Term	GCSE Style Project	A combination of GCSE Assessment Objectives 1-4	AO1- Artists research & response	Local food stalls for reference drawings/Photography
Sept -Dec	Title:	Starting points for projects (mindmaps/titles/research)		Build on drawing skills using packaging from home
YEAR 9	Food Glorious Food	Using different materials such as:, media, digital, Printing, drawing, 3D (ceramics/cardboard), painting, collage and photography. observational drawings/recordings annotational and opinion writing skills Artist Research & Responses.	AO2- Developing and experimenting AO3- Record ideas AO4 -Outcomes	Talk about and try recipes at home Example of Independent studies: 1) Title page 'Food glorious food' 2) Research page chosen by class teacher 3) Moodboard 4) Own chosen artist research page 5) Design page
Spring Term	GCSE Style Project	Using different materials such as:, media, digital, Printing, drawing, 3D (ceramics/cardboard), painting, collage and photography.	AO1- Artists research & response	Examples of Artist used in project:
Jan - Apri	Title:			-Nancy Standee -Roy Lichenstien -Burton Morris -Still life (photography) -David Meldrum- -Georgina Luck -Pop art (printing & 3D)
YEAR 9	Food Glorious Food	Observational drawings/recordings Annotational and opinion writing skills Realising intentions- refining abilities and own chosen skill Refining their chosen pathway/favoured art path i.e. Textiles, photography, ceramics or other.	AO2- Developing and experimenting AO3- Record ideas AO4 - Outcomes	
Summer Term	GCSE Style Project	How to build up to create a personal and informed final piece/outcome to sum up the project.	AO1- Artists research & response	-Refine their skill at home whether they like photography, drawing, digital or painting etc.
May-Jul	Title			
YEAR 9	:Food Glorious Food	Using different materials/medias Evaluation writing Linking intentions/outcome Personal Final Piece & presentation	AO2- Developing and experimenting AO3- Record ideas AO4 - Outcomes	Continue building on their recording skills by getting them to use their skills out and about such as drawing in sketchbooks or taking photos.

KS4 ART

Term	Theme	What students will learn	Key assessment	How you can support your child
Autumn Term Sept -Dec YEAR 10 ART	<p>GCSE Coursework: 1st Themed project on 'PORTRAIT & IDENTITY'</p> <p>Towards coursework grade =60% of overall GRADE</p>	<p>How to work in a larger sketchbook - A3</p> <p>Starting point for project (mindmaps/titles/research)</p> <p>Using different materials such as:, media, digital, Printing, drawing, 3D (ceramics/cardboard), painting, collage and photography.</p> <p>observational drawings/recordings</p> <p>annotational and opinion writing skills</p> <p>Artist Research & Responses specific to the current theme</p> <p>Exploring what does Identity mean? To them or others?</p> <p>-Students will develop various 2D and 3D skills which will support their investigations mainly through photography, graphic manipulation and art skills.</p> <p>-Creating observational skills and records in various materials and styles.</p>	<p>Main focus: AO1- Artists research & response</p> <p>Sub focus: AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Support can come from research or visiting galleries linked to the theme Identity.</p> <p>Some artists we may look at: -Marc Powell- biro drawing onto paper/ tracing paper/ maps, mono-printing and carbon paper -David Hockney- photo-montage Portrait photos. -Julian Opie- simplified outline portraits. -Vanitas- objects of identity- painting. _Michael Craig Martin- personal objects of identity- painter/ printer.</p> <p>Students will be asked to pick their own personal favourite artists to independently research and respond to.</p>
Spring Term Jan - Apri YEAR 10 ART	<p>GCSE Coursework: 1st Themed project on 'PORTRAIT & IDENTITY'</p> <p>Towards coursework grade =60% of overall GRADE</p> <p>Project ENDS March with 10hr Mock, present personal final piece and evaluation</p> <p>Students given time after MOCK to reflect and revised Project 1</p>	<p>-Students will develop various 2D and 3D skills which will support their investigations mainly through photography, graphic manipulation and art skills.</p> <p>Observational drawings/recordings</p> <p>Annotational and opinion writing skills</p> <p>Personal reflections looking at artist research and responses of their own choosing.</p> <p>Realising intentions- refining abilities and own chosen skill</p> <p>Refining the theme to Portrait or Identity PEOPLE/PLACES/OBJECTS</p> <p>Refining a final piece idea through realising their intentions.</p>	<p>AO1- Artists research & response</p> <p>AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Lunch time clubs</p> <p>After school catch up session</p> <p>Linked galleries, spaces or places linked to their specific chosen theme for final piece outcome.</p> <p>Support with art materials access at home.</p>

<p>Summer Term May-Jul YEAR 10</p>	<p>GCSE Coursework: 2nd Themed project on 'Workshops: STILL LIFE' Towards coursework grade =60% of overall GRADE</p>	<p>This project allows students to look at more specific techniques and more challenging materials to use.</p> <p>Workshops allow students to gain knowledge of different techniques building on their skill sets prior to the ESA.</p> <ul style="list-style-type: none"> -Lino -Etching -Stencilling -Gelli print -Various printing skills -Painting (oils/acrylics) -Advance use of watercolours 	<p>A01- Artists research & response</p> <p>A02- Developing and experimenting</p> <p>A03- Record ideas</p> <p>A04 - Outcomes</p>	<p>external courses for specialist art techniques for example:</p> <p>Glass fusion workshops.</p>
<p>Autumn Term Sept -Dec YEAR 11 ART</p>	<p>GCSE Coursework: 2nd Themed project on 'Workshops: STILL LIFE' Towards coursework grade =60% of overall GRADE</p> <p><i>At the end of the project students will be given set time to revisit both Projects to ensure they have covered the Assessment objects, this is led by feedback from class teacher.</i></p> <p>Project END - deadline for ALL coursework before Dec break</p>	<p>Students continue 'Workshops' to develop their portfolio of knowledge as this allows them to explore different possibilities for their ESA.</p> <p>Class teacher to continue to add to students knowledge of specialist techniques.</p> <p>AOs associated to their individual projects</p> <p>Included will be a separately presented A1 mood board based on trip to London or own Gallery trip if not attend in school trip</p>	<p>A01/ A02/ A03/ A04: hierarchical transition of assessments focusing on JUST/ ADEQUATELY/ CLEARLY and CONVINCINGLY.</p> <p>A01- Artists research & response</p> <p>A02- Developing and experimenting</p> <p>A03- Record ideas</p> <p>A04 - Outcomes</p>	<p>Support with engagement of assessment objects understanding + individual tutorials.</p> <p>BBC bitesize and AQA website for wording of assessment and what each assessment may look like.</p>
<p>Spring Term Jan - Apri YEAR 11 ART</p>	<p>ESA work: Themes TBC =40% of overall GRADE</p> <p>Issuing Externally Set Assessment</p>	<p>Development of a variety of media use, development of ideas to realising intentions</p> <p>Using starting points: Mind Maps Visual boards Artist research & Responses</p>	<p>A01- Artists research & response</p> <p>A02- Developing and experimenting</p> <p>A03- Record ideas</p>	<p>Continued lunch & after school catch up/support sessions</p>

Students to Pick one of the themes and complete x 3 artist research and responses

AO4 - Outcomes

Record - based on chosen theme

Mid evaluations

Annotational skills - talking about the direction of the piece and reasoning/link to the theme.

Review & refine ideas to realising intentions

Summer Term

ESA work: Themes TBC

Review & refine ideas to realising intentions

AO1- Artists research & response

Purchasing of specific materials, in prep for 4x weeks in class 10 Hour mock exams.

May-Jul

Continued

developing and experimenting for a final outcome.

AO2- Developing and experimenting

Evaluation of project.

YEAR 11

May final 10 hour exam is set.

Ensuring all AOs 1- 4 are covered.

AO3- Record ideas

Exam 10hrs
May

=40% of overall GRADE

AO4 - OutcomesInternal final assessment and moderation process prior to submitting marks to AQA.

Date TBC

Deadline for all work end of the 10hr exam

KS4 PHOTOGRAPHY

Term	Theme	What students will learn	Key assessment	How you can support your child
Autumn Term Sept -Dec YEAR 10 ART	GCSE Coursework: 1st Themed project on 'PORTRAIT & IDENTITY' Towards coursework grade =60% of overall GRADE	<p>How to work in a digital format portfolio-</p> <p>Starting point for project (mindmaps/titles/research)</p> <p>Using different Photography terms: Crop, focal point, shutter speed, rule of 3rds, perspective, saturation, opacity.</p> <p>observational recordings and contact sheets.</p> <p>annotational and opinion writing skills</p> <p>Artist Research & Responses specific to the current theme</p> <p>Exploring what does Identity mean? To them or others?</p> <p>-Students will develop various 2D and 3D skills which will support their investigations mainly through photography, graphic manipulation and art skills (Hand edits).</p> <p>-Creating observational skills and records in various techniques, edits and styles.</p>	<p>Main focus: AO1- Artists research & response</p> <p>Sub focus: AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Support can come from research or visiting galleries linked to the theme Identity.</p> <p>Some artists we may look at: -David Hockney - Joiners photography -stefan sagmeister - use of projectors and wording -Alphabet - hidden letters in every day objects/buildings -Loui Jover - hand edits of photography based outcome -Rich McCor - force perspective (illusions) -Ansel Adams - black & white textured landscapes -Jim Golden - objects with arrangements</p> <p>Students will be asked to pick their own personal favourite artists to independently research and respond to.</p>
Spring Term Jan - Apri YEAR 10 ART	GCSE Coursework: 1st Themed project on 'PORTRAIT & IDENTITY' Towards coursework grade =60% of overall GRADE	<p>-Students will develop various 2D and 3D skills which will support their investigations mainly through photography, graphic manipulation and art skills (hand edits).</p> <p>observational recordings and contact sheets.</p> <p>annotational and opinion writing skills</p> <p>Personal reflections looking at artist research and responses of their own choosing.</p> <p>Realising intentions- refining abilities and own chosen skill</p> <p>Refining the theme to Portrait or Identity PEOPLE/PLACES/OBJECTS</p> <p>Refining a final piece idea through realising their intentions.</p>	<p>AO1- Artists research & response</p> <p>AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Lunch time clubs</p> <p>After school catch up session</p> <p>Linked galleries, spaces or places linked to their specific chosen theme for final piece outcome.</p> <p>Support with art materials access at home.</p>

<p>Summer Term May-Jul YEAR 10</p>	<p>GCSE Coursework: 2nd Themed project on 'Workshops: STILL LIFE' Towards coursework grade =60% of overall GRADE</p>	<p>This project allows students to look at more specific techniques and more challenging materials to use.</p> <p>Workshops allow students to gain knowledge of different techniques building on their skill sets prior to the ESA.</p> <ul style="list-style-type: none"> -Drawing with light (long exposure) -Decoupage (layered image) -Ghost layering -Hand edits -Weaving -Macro lens -Cyanotype exposure -Cellulose printing 	<p>AO1- Artists research & response</p> <p>AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Help students to build on their photography skills by collecting images, some which may be of use for their ESA project.</p> <p>Where possible students should take photos and experiment with editing and effects.</p>
<p>Autumn Term Sept -Dec YEAR 11 ART</p>	<p>GCSE Coursework: 2nd Themed project on 'Workshops: STILL LIFE' Towards coursework grade =60% of overall GRADE</p> <p><i>At the end of the project students will be given set time to revisit both Projects to ensure they have covered the Assessment objects, this is led by feedback from class teacher.</i></p> <p>Project END - deadline for ALL coursework before Dec break</p>	<p>Students continue 'Workshops' to develop their portfolio of knowledge as this allows them to explore different possibilities for their ESA.</p> <p>Class teacher to continue to add to students knowledge of specialist techniques.</p> <p>AOs associated to their individual projects</p> <p>Included will be a separately presented A1 mood board based on trip to London or own Gallery trip if not attend in school trip</p>	<p>A01/ A02/ A03/ A04: hierarchical transition of assessments focusing on JUST/ ADEQUATELY/ CLEARLY and CONVINCINGLY.</p> <p>AO1- Artists research & response</p> <p>AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Support with engagement of assessment objects understanding + individual tutorials.</p>
<p>Spring Term Jan - Apri YEAR 11 ART</p>	<p>ESA work: Themes TBC =40% of overall GRADE</p> <p>Issuing Externally Set Assessment</p>	<p>Development of a variety of media use, development of ideas to realising intentions</p> <p>Using starting points: Mind Maps Visual boards Artist research & Responses</p> <p>Students to Pick one of the themes and complete x 3 artist research and responses</p>	<p>AO1- Artists research & response</p> <p>AO2- Developing and experimenting</p> <p>AO3- Record ideas</p> <p>AO4 - Outcomes</p>	<p>Continued lunch & after school catch up/support sessions</p>

Record - based on chosen theme
 Mid evaluations
 Annotational skills - talking about the direction of the piece and reasoning/link to the theme.
 Review & refine ideas to realising intentions

Summer Term	ESA work: Themes TBC	Review & refine ideas to realising intentions	AO1- Artists research & response	Purchasing of specific materials, in prep for 4x weeks in class 10 Hour mock exams.
May-Jul	Continued	developing and experimenting for a final outcome.	AO2- Developing and experimenting	Evaluation of project.
YEAR 11	May final 10 hour exam is set.	Ensuring all AOs 1- 4 are covered.	AO3- Record ideas	
Exam 10hrs	May		AO4 - OutcomesInternal final assessment and moderation process prior to submitting marks to AQA.	
Date TBC	=40% of overall GRADE			
Deadline for all work end of the 10hr exam				