



Holy Trinity School

A Church of England Secondary School



Art Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.



We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work. Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.



Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.



Whole School Learning Principles:

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".



Art Intent Statement:

- At HTS, our art curriculum is designed to inspire, challenge and equip students with the knowledge and skills to express themselves creatively and confidently. We believe that art is a powerful form of communication and a vital part of a well-rounded education.

Our Intentions Are to:

- **Foster Creativity and Expression**
- Encourage students to explore their imagination, develop original ideas, and express their thoughts and feelings through a wide range of artistic media.
- **Build Technical Proficiency**
- Develop student's skills in drawing, painting, print making, sculpture, ceramics, photography and digital art, ensuring a strong foundation in the formal elements of art.
- **Promote Cultural Awareness**
- Introduce students to diverse artists, movements, and traditions from around the world, helping them appreciate the role of art in different cultures and historical contexts.
- **Inclusivity and Accessibility**
- Ensure all students feel represented and valued in the curriculum
- Adapt teaching to support different learning needs and styles
- **Support Personal Growth**
- Provide a safe and inclusive environment where students can take risks, build resilience, and develop confidence in their abilities.
- **Encourage Critical Thinking**
- Teach students to analyse and evaluate their own work and that of others, using appropriate artistic vocabulary and reflective practices.
- **Ethical and Sustainable Practice**
- Promote responsible use of materials and awareness of environmental impact.
- Have a developing awareness of art in shaping a just and sustainable world
- **Prepare for Future Pathways**
- Equip students with the skills and portfolio development needed for further study in art and design, and for careers in creative industries

Art Curriculum Aim:

- To cultivate creativity, wisdom, and spiritual awareness through a rich and inclusive education that reflects the Christian ethos of HTS. The curriculum seeks to nurture each students' unique talents and identity, encouraging self-expression, critical thinking, and compassion. Through exploration of diverse artistic traditions, ethical reflection, and collaborative practice, encouraging connections with numeracy and literacy, students will develop the skills and character to contribute meaningfully to their communities and the wider world.



Through hands-on experiences and reflective practice, students will build confidence, resilience, and an appreciation for their own world and the world around them.

Art Curriculum Principles:

- The formal elements of art; line, shape, form, colour, texture, tone, space, and pattern form the foundation of visual expression and analysis. A well-designed curriculum introduces these elements progressively, enabling students to develop technical skills and creative confidence, through practical exploration and critical reflection, learners gain an understanding of how these elements interact to convey meaning, emotion and narrative. Emphasis is placed on both traditional and contemporary applications, encouraging students to experiment, interpret, and communicate with clarity and purpose.

Key Stage 3:

- To provide a broad, balanced and inclusive art education that develops students; creativity, technical skills and cultural understanding, The curriculum fosters personal expression, critical thinking and appreciation of diverse artistic traditions.
- In Year 7, the art curriculum is carefully designed to support students as they transition into secondary school, with a strong emphasis on building confidence and self-worth through creative exploration. Students are introduced to foundational techniques in drawing painting and mixed media. These early experiences are structured to encourage experimentation, personal expression and pride in their work. By fostering a safe and inclusive environment, the curriculum helps students see themselves as capable artists, laying the groundwork for future artistic growth and a positive sense of identity.
- In Year 8, the art curriculum deepens students' understanding of shape and form through a dynamic exploration of scale, structure and materials. Learners engage in large scale painting projects that challenge their compositional awareness and encourage bold creative decisions. They also explore three-dimensional form through ceramics, developing hand building techniques and surface decoration. Tonal observational drawings sharpen their ability to see and render depth and detail, introduction to photography allows them to frame and capture form through a digital lens. Students study both traditional and contemporary artists, encouraging them to make connections between historical content and current practice. This year builds on foundational skills while encouraging greater independence, experimentation and a personal voice.
- In Year 9, students are encouraged to take creative risks and develop their personal voice through a range of expressive media and culturally rich



themes. The curriculum emphasises mixed media experimentation, including the creation of zines that combine observational drawings, painting, artist studies, painting, and printmaking. Large scale painting projects allow students to refine their technical skills while working with bold imagery and layered meaning. Artistic inspiration is drawn from a diverse range of sources, including Chris Ofili's vibrant narratives. Zimbabwean painting and street art, the symbolism of Dia de los Muertos, the emotional depth of Frida Kahlo, and the provocative artwork of Damien Hirst. This year fosters independence, critical thinking, cultural awareness, preparing students for further study in the arts and beyond.

Key Stage 4 Art and Design:

- In Year 10 the students may choose one or both of the following; **GCSE Art and Design** and **GCSE Photography**

What Will Students Learn?

- Studying **GCSE Art and Design** equips students with a rich blend of creative, practical, and personal skills. Through hands-on exploration, students learn how to communicate original ideas, emotions, and meanings using a wide range of artistic media and techniques. They develop strong investigative, analytical, and experimental abilities, alongside a deeper aesthetic and critical understanding of art.
- Students also gain valuable cultural insight by exploring how art, craft, and design have evolved across different times, societies, and technologies. This broad perspective helps them appreciate the diverse ways in which creativity shapes the world.
- Beyond artistic skills, the course nurtures essential personal attributes such as:
 - **Self-confidence and resilience**
 - **Perseverance and self-discipline**
 - **Commitment and independent thinking**
- GCSE Art and Design and GCSE Photography also fosters **transferable skills** that benefit students across all areas of learning and future careers. These include:
 - Research and digital literacy
 - Independent project management
 - Visual communication and creative problem-solving
 - The ability to see and interpret the world from multiple perspectives
- At **Key Stage 4**, students are supported with structured sketchbook that promote independence and provide a clear weekly guide to exam preparation in Year 11. Themes are intentionally broad, encouraging self-direction and original outcomes. Students also benefit from access to **Mac computers** and a wide range of **art books** to support their



contextual and historical research.

- **What Will Students Learn?**

- Studying **GCSE Photography** provides students with a dynamic and creative platform to explore visual storytelling through digital and traditional photographic techniques. Students learn how to communicate ideas, emotions, and narratives using composition, lighting, editing, and presentation methods. They develop technical proficiency alongside conceptual thinking, gaining confidence in both practical execution and creative decision-making.
- Throughout the course, students build strong investigative and analytical skills, learning to critically evaluate their own work and the work of others. They also gain cultural awareness by exploring how photography has evolved across different historical periods, societies, and technological advancements.
- In addition to creative and technical skills, students develop key personal attributes such as:
 - **Self-confidence and resilience**
 - **Perseverance and self-discipline**
 - **Commitment and independent thinking**
- GCSE Photography also fosters **transferable skills** that are valuable across academic and professional contexts, including:
 - Digital literacy and image editing
 - Independent project planning and time management
 - Visual communication and creative problem-solving
 - The ability to interpret and respond to the world through a photographic lens
- At **Key Stage 4**, students are supported with a structured project journal that promotes independence and provide a clear weekly guide to exam preparation in Year 11. Themes are broad and open-ended, encouraging personal interpretation and original outcomes. Students also benefit from access to **Darkroom, Mac computers, DSLR cameras**, and a wide range of resources to support their technical development and contextual research



How are the courses structured?

- The **GCSE Art and Design** and **GCSE Photography** course breaks down into two distinct phases and involves a coursework element and an end of course Externally Set Question .
- Both subjects are assessed using four key assessment objectives: Developing ideas, refining techniques, recording observations and presenting a personal response.
- **Coursework 60%**
The coursework for both GCSE Art and Design and GCSE Photography forms 60% of the final grade and is centred around a personal portfolio of work.
In Art, students will complete two sustained units of work that explore a chosen theme through artist research, observational studies, media experimentations, and a final piece. This process is documented in a sketch book, which will include visual mind maps, moods boards, annotations and evaluations.
- In Photography students develop projects using traditional or digital portfolios showcasing their understanding of photographic techniques, editing and composition. They research photographers. Experiment with camera settings and software and presenting a final photographic outcome.
- **Externally Set Assignment – Exam Component 40%**
Students are given a paper by the exam board with a selection of themes to choose from. They have a preparatory period of around 8-10 weeks to develop a response to their chosen theme, following the same structure as their coursework. This culminates in a 10-hour practical exam during which the students create a final piece under controlled conditions. This is marked against the 4 Assessment Objectives: Developing ideas, refining techniques, recording observations and presenting a personal response.

Where does the course lead?

- GCSE Art and GCSE Photography can lead to a wide range of exciting and creative pathways, both in further education and future careers. After completing the course, many students go on to study A-level Art and Design, A-level Photography, or other creative qualifications such as BTECs in Art & Design, Media, or Creative Digital Media. These subjects can then lead to foundation diplomas or university degrees in areas like: Fine Art, Graphic Design, Photography, Fashion Design, Architecture, Illustration, Animation, Film and Media Production, Interior Design, Game Design.
- Beyond education, the skills developed—such as creativity, visual communication, critical thinking, and project development—are highly valued in many industries. Careers might include becoming a



professional artist, photographer, designer, art teacher, curator, or creative director, among many others

Key Stage 5:

Empowering Creativity and Independence at KS5

- At KS5, students enjoy access to their own dedicated independent workspace—an inspiring environment designed to foster creativity and self-directed learning. This vibrant area features curated displays of current news articles, exhibition reviews, and up-to-date information on post-18 art courses and careers in the creative industries.
- Each student receives a comprehensive course handbook packed with enriching resources, including suggested reading lists, thought-provoking TED Talks, and guides to galleries and museums. Our project briefs are thoughtfully designed to nurture independence, offering structured weekly tasks that build self-discipline and encourage a confident, self-regulated approach to learning.
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Learning Environment and Resources

- KS5 Art and Photography students benefit from a **dedicated independent workspace**, designed to support focused, self-directed learning. This space features:
- Displays of current news articles, exhibition reviews, and career information
- Access to **Mac computers**, editing software, and a wide range of photographic equipment
- Project briefs are structured to promote independence, with **weekly tasks** that guide students through the creative process while encouraging a self-regulated approach to learning

Fine Art A level - Unleash Your Creativity Through Fine Art

- A Level Fine Art is an exciting, inspiring and immersive course designed for students who are passionate about visual creativity and artistic expression. Whether you dream of becoming a professional artist, designer or simply want to explore your creative potential.
- Students are encouraged to develop a strong sense of **commitment, independence, and perseverance** as they expand their creative knowledge and technical skills.



- Lessons follow a **workshop-style format**, beginning with teacher-led demonstrations and guided starting points. From there, students are expected to take initiative—experimenting with techniques, refining their practice, and pushing their creative boundaries in their own time.
- To support their personal development and artistic vision, students are encouraged to **regularly take photographs, gather visual references** from a variety of sources, and **visit galleries**—both locally and in London. These experiences are essential in helping students explore their interests, build confidence, and develop a unique creative voice.

Components of Fine Art A level and Photography Core Components

1. Personal Investigation

- a. A self-directed project based on a theme or concept of the student's choice.
- b. Includes practical work and a written element (1,000–3,000 words) exploring artists, techniques, and personal development.

2. Externally Set Assignment

- a. A project based on a theme provided by the exam board.
- b. Includes a preparatory period followed by a 15-hour practical exam to create a final piece.

3. Practical Techniques & Media

- a. Drawing, painting, printmaking, sculpture, mixed media, digital art, and photography.
- b. Emphasis on experimentation and refinement of skills.

4. Critical & Contextual Studies

- a. Analysis of historical and contemporary artists.
- b. Visits to galleries and exhibitions to inspire and inform personal work.

5. Sketchbook Development

- a. A visual diary of ideas, research, experimentation, and reflection.
- b. Encourages creative risk-taking and personal expression.

6. Portfolio Building

- a. Preparation for higher education or careers in the creative industries.
- b. Guidance on presenting work for university applications, including art foundation courses

- **Component 1:**

- **Element 1: Practical Portfolio**

- Students will produce a practical portfolio that demonstrates a personal and meaningful response to a theme—either set by the centre or chosen by the student. This portfolio should reflect a sustained project or course of study and will include both practical work and supporting contextual research.
- Work may be presented in a variety of formats appropriate to the student's chosen specialism, such as:



- Sketchbooks or journals
- Mounted sheets
- Maquettes or prototypes
- Digital presentations or animations
- Scale models or illustrated written work
- There are no restrictions on the scale or timeframe of the work, but students must carefully select and organise their submission to ensure it clearly evidences all four assessment objectives.

- **Assessment Objectives Covered:**

- Students must demonstrate that they have:
- Independently developed ideas through sustained and focused investigations
- Informed their work through contextual and other relevant sources
- Explored appropriate techniques, materials, and processes
- Recorded observations relevant to their intentions
- Critically reviewed and refined their work throughout the process
- Used planning and preparation to produce coherent and resolved outcomes
- The portfolio will be assessed holistically, with judgements made across the entire body of work to determine how effectively the assessment objectives have been met

- **Element 2: Related Study – Connecting Practice with Context(within Component 01)**

- The **Related Study** is a vital written and, where appropriate, illustrated component of the A Level Fine Art course. It allows students to explore the broader context in which their practical work exists—whether through genre, subject matter, artistic movement, or historical framework.
- This element encourages students to deepen their understanding of how art evolves over time and within different cultural and societal settings. Through independent research, learners investigate key art historical movements, influential practitioners, and significant artworks, developing their ability to analyse, interpret, and evaluate creative work using appropriate terminology and critical frameworks.
- Importantly, the Related Study is distinct from the contextual research found in the practical portfolio. Students must clearly identify their own original work and differentiate it from sourced or referenced material.

Presentation Formats May Include:

- Illustrated essays
- Digital presentations or blogs
- Annotated study sheets
- Written reports



- All submissions must include a full bibliography, with all sources clearly acknowledged.
- This component not only strengthens academic writing and research skills but also enriches students' practical work by grounding it in meaningful artistic and cultural contexts.

Component 02: Externally Set Task – Showcase Your Creative Independence

The **Externally Set Task** is a culminating component of the A Level Fine Art course, offering students the opportunity to demonstrate their creativity, independence, and technical skill in response to a theme or stimulus provided by the exam board.

• Planning and Preparation

- During the preparatory period, students explore their chosen starting point through research, experimentation, and idea development. Teachers may offer limited guidance on materials, health and safety, and how to meet assessment requirements—but the creative direction and final decisions must be entirely the student's own.
- Students are encouraged to work independently, developing a personal and meaningful response. Preparatory work continues until the start of the supervised exam period and must be used to inform the final outcome.

• Realising Intentions – The 15-Hour Supervised Task

- Students are given **15 hours of supervised time** to bring their ideas to life. During this period, they must independently produce a final piece (or pieces) that clearly demonstrate all four assessment objectives: developing ideas, experimenting with media, recording observations, and presenting a personal response.
- All preparatory work—including research, planning, and development—must be submitted alongside the final outcome for assessment.

A Level Photography – See the World Differently

- A Level Photography course is a dynamic and thought-provoking course that enhances students' ability to think both critically and creatively. It offers a rich blend of practical skill development, conceptual exploration, and independent learning—perfect for those passionate about visual storytelling and image-making.

What Will Students Learn?

- Throughout the course, students will:
- Develop technical skills in both **digital photography** and **traditional darkroom processes**
- Explore a wide range of photographic techniques, tools, and editing software



- Analyse photography within its **historical, cultural, and social contexts**
- Learn to communicate ideas, emotions, and narratives through visual imagery

Creative Independence and Critical Thinking

- Lessons are delivered in a **workshop-style format**, beginning with demonstrations and guided starting points. Students are then encouraged to take ownership of their learning by:
- Experimenting with techniques independently
- Taking photographs regularly and collecting visual references
- Visiting galleries—both locally and in London—to deepen their understanding and fuel their personal interests
- This approach nurtures **self-discipline, perseverance, and creative risk-taking**, all essential qualities for success in the creative industries.

A Level Photography – Course Components

A Level Photography is assessed through two key components that together showcase a student's creative development, technical skill, and critical understanding.

Component 01: Personal Investigation (60%)

- This component is a **practical investigation** supported by a written element. Students independently explore an idea, issue, concept, or theme of personal interest, leading to a final outcome or a series of related outcomes.

What It Involves:

- A sustained, in-depth body of practical work
- A clearly defined focus chosen by the student
- Evidence of research, experimentation, and development
- A final realisation that reflects the creative journey

The investigation must demonstrate a coherent line of reasoning from initial intentions to final outcomes, and be informed by the work of relevant artists, photographers, designers, or craftspeople.

Element 2: Contextual Study – Connecting Practice with Context (within Component 01)

This is a **written and, where appropriate, illustrated study** that explores the context in which the student's practical work exists. It should examine the genre, subject matter, movement, or historical framework related to the chosen theme.



Key Aims:

- Develop understanding of art and photography in historical and social contexts
- Explore how visual culture evolves over time
- Demonstrate research, analysis, and interpretation skills

The contextual study must be clearly separate from the practical portfolio and include a full bibliography. It can be presented as an illustrated essay, digital presentation, blog, study sheets, or written report.

Component 02: Externally Set Task (40%)

In this component, students respond to a theme set by the exam board. They will:

- Select a starting point from a range of externally set themes
- Conduct research and practical experimentation
- Develop a body of preparatory work over a 10-week period

This culminates in a **15-hour supervised session** where students produce a final outcome that reflects their creative journey and demonstrates all four assessment objectives.

Curriculum Overview for Year 7:

Y7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Sketch Books	Drawing Skills	Mark making		Printmaking	
Artists	Themselves	Natural Forms	SH Raza		Claire Youngs	Daisy Jordan
BAME & Equality	Themselves	Themselves	French/Asian		Female	Female
Materials and Techniques	Acrylic Painting	Pencils	Pencils		Pencils	
	Felt Pens	Colour Pencils	IPads		Poly Print	
	Composition	Oil Pastel	Oil Pastel		Printing Ink	
	Planning	Block Paints	Block Paint		Gelli Prints	
	Lettering	Felt Pens	Tissue		Scissors	
		Wax Resist	PVA Glue		PVA Glue	
Key skills	Colour Spectrum	Blending	Mark Making		Print making	



	Paint Application	Tone	Tonal Skills	Pattern
	Brush Control	Layer	Textures	Texture
	Composition	Wax Resist	Patterns	Positive/Negative
	Presentation	Montage	Wax Resist	Collage
	Pride	Composition		Frottage
Outcome	Personalised Sketch book	Mixed Media Insect	Sketch book work and Mixed Media Zine	Sketch book work and Collaged Bird
Assessment (PIA)	AO2	AO2	AO3	AO1/AO4

Assessment Key skills Based on the 4 Assessment Objectives	A01 Develop Ideas through investigations, demonstrating critical understanding of sources	A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques	A03 Record Ideas, observations and insights relevant to intentions as the work progresses	A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	1 or 2 Assessment Objectives will be marked for each unit
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Curriculum Overview for Year 8:

Y8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Shape & Form	Printmaking	Shape & Form	Ceramics	Shape & Form	Painting
Artists	Patrick Caulfield		Grayson Perry		Giorgio Morandi	



BAME & Equality					
Material s and Techniq ues	Biro	Card	Clay	Pencil	
	Pencil	Collage	Oxides	Charcoal	
	Block Paints	Printing Inks	Glaze	Translating 3-d to 2-d	
	Poster Paints	Collagraph	Pencil	Tonal Painting	
	Black Pen	Printing Press	Marker pen	Oil pastel	
			Collage		
Key skills	Continuou s Line Drawing	Colour	Design	Large Scale Painting	
	Observatio nal Drawing	Scissor	Composition	Tonal Observational Drawing	
	Cutting	Presentati on	Cutting	Blending	
	Presentati on	Annotation	Digital skills	Light and Shade	
	Block Painting		3D Ceramic Skills	Shape and Form	
	Brush Control			Typography	
Outcom e	Sketch book work and Collagraph		Sketch Book work and 3-D Ceramic Pot	Sketch Book work and A2 Painting	
Assess ment (PIA)	AO1		AO2/AO4	AO3	
Assessmen t Key skills Based on the 4 Assessmen t Objectives	AO1 Develop Ideas through investigations, demonstrating critical understanding of sources	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques	AO3 Record Ideas, observations and insights relevant to intentions as the work progresses	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	1 or 2 Assessmen t Objectives will be marked for each unit

Curriculum Overview for Year 9:



Y9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Skill Development				Shape & Form	Start of Y10
Artists	Chris Ofili' Zimbabwean Art		Los Dias Da Muertos Damien Hirst		Frida Kahlo Hannah Hoch	
BAME & Equality	Black British Zimbabwean		Mexican		Mexican Female	
Material s and Techniq ues	Pencil	Colour pencil	Charcoal and Chalk		Photographs	
	Oil pastel	Sgraffito	Emulsion Paint		Collage	
	Mono-print	Acrylic	Felt Pens		Montage	
	Watercolour	Pen & Ink	Poster Paints		Composition	
	Biro pen	Poly print	Acrylic Paint			
	Collage	Frottage				
Key skills	Observational	Composition	Observation	Tonal	Arrangement	
	Brush Control	Annotation	Up-scaling	Blending	Cutting	
	Continuous Line	Mixed Media	Brush Control	Expressive	Identity	
	Development	Connection	Surface Pattern	Cultural	Sticking	
	Print making			Connection	Connection	
Outcome	Sketch Book work and Zine		Sketch Book work and Large Scale Painting		Sketch book work A4 Montage	
Assessment (PIA)	AO1		AO2/AO4		AO3	

Assessment Key skills Based on the 4 Assessment Objectives	AO1 Develop Ideas through investigations, demonstrating critical	AO2 Refine work by exploring ideas, selecting and experimenting with	AO3 Record Ideas, observations and insights relevant to intentions	AO4 Present a personal and meaningful response that realises intentions	1 or 2 Assessment Objectives will be marked for each unit
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	understanding of sources	appropriate media, materials and techniques	as the work progresses	and demonstrates understanding of visual language	
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Curriculum Overview for Year 10 and 11 GCSE Art and Design:

Exam Board AQA 8200/U			
Coursework		Externally Set Paper 10 wks Prep 10 Hour timed Final Outcome	
Component 1	60%	Component 2	40%

Y9/Y10	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Theme	Sketch Books Natural Forms Monochrome	Sketch Books Natural Forms Polychrome	Sculpture or Ceramics		Personalised Unit of work Starting Point given	
BAME & Equality		Female	Female Asian	Female	Dependent on the named artists and/or crafts person on the starting point	
Artist	Peter Randall- Page Sir Terry Frost	Beatriz Milhazes Sir Terry Frost	Barbara Hepworth Yumi Kosama Henry Moore Peter Randall - Page	Kate Malone Clare Mahoney Art Nouveau	Artist covered will be issued in the starting point These are to be researched and then individuals can add their own	
Materials and Techniques	Pencil	Oil Pastel	Developing Ideas		This Unit will cover the AO's required for the GCSE	
	Acrylic Paint	Acrylic Paint	Drawing with Scissor			
	Water Colour	Gouache	Refining Ideas			



	Monoprinting	Colour Pencil	Ceramics		
	Erasers	Annotation	Sculpture		
	Montage	Photography			
	Research	Collagraph			
Outcome	Sketch Book work	Sketch Book work and 2-D Final Piece	Sketch Book	Sketch Book and 3-D Final Piece	Sketch Book Work and Final Piece
Assessment	AO1/AO2	AO2/AO3/AO4	AO1/AO3	AO2/AO4	AO1/AO3
Y11	Term 6	Term 7	Term 8	Term 9	Externally Set Paper
Theme	Personalised Unit of work Starting Point given		Externally Set Assessment Preparation Component 2		Externally Set Assessment Preparation Component 2
Artists	Additional Photographers selected		Dependent on Question selected		Dependent on Question selected
Materials and Techniques Key skills	Teacher Led Workshop style lessons to allow personal selection of choices of materials and techniques Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Teacher Led starting preparatory studies Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Personalised Learning through 1:1 Tutorials to ensure target setting and ambition. Final development and connection to final realisation
			AO1/AO2/AO3		AO1/AO2/AO3/AO4
Outcome	Journal and Final Realisation		Journal		Final Realisation 10 Hour in Timed Exam Conditions
Marked	Component 1: 60%		Component 2: 40%		

Assessment Key skills Based on the 4	AO1 Develop Ideas through investigation	AO2 Refine work by exploring ideas, selecting	AO3 Record Ideas, observations and	AO4 Present a personal and meaningful	Each Assessment Objective marked out of 96
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Assessment Objectives	ns, demonstrating critical understanding of sources	and experimenting with appropriate media, materials and techniques	insights relevant to intentions as the work progresses	response that realises intentions and demonstrates understanding of visual language	
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Curriculum Overview for Year 10 and 11 GCSE Photography:

Exam Board AQA Photography 8206/U			
Coursework		Externally Set Paper 10 wks Prep 10 Hour timed Final Outcome	
Component 1	60%	Component 2	40%

Y9/Y10	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5
Theme	Intro Photography	Light and Shadow	Colour	Portrait	Personalised Unit of work Starting Point given	
BAME & Equality		Olivia Parker	Sara Cwynar	Sarah Waisa	Dependent on the named artists and/or crafts person on the starting point	
				Patty Struik		
				Hattie Stewart		
				Annegret Soltau		
Photographers	Man Ray	Olivia Parker	Sara Cwynar	Sarah Waisa	Photographers covered will be issued in the starting point These are to be researched and then individuals can add their own	
	Fox Talbot	Irvin Penn	Adam Hillman	Patty Struik		
				Hattie Stewart		
				Annegret Soltau		
Materials and Techniques	Darkroom	SLR Camera	Digital Editing	SLR Camera	This Unit will cover the AO's required for the GCSE	
	Journal	Ipad	Physical Editing	Physical Editing		
	Photograms	Contact Sheet	Montage	Montage		



	Pin Hole	Refinement	Collage	Collage	
	Annotation	Cropping	Mixed Media	Mixed Media	
	Analysis	Composition	Composition	Digital Editing	
			Presentation	iPad Photography	
Outcome	Photography Journal Darkroom	Photography Journal Digital	Final Realisation Developing Ideas	Photography Journal Portrait	Photography Journal Development of Ideas Understanding of connections between own work and that of others
Assessment	AO1/AO2	AO2/AO3/AO4	AO1/AO3	AO2/AO4	AO1/AO3
Y11	Term 6	Term 7	Term 8	Term 9	Externally Set Paper
Theme	Personalised Unit of work Starting Point given		Externally Set Assessment Preparation Component 2		Externally Set Assessment Preparation Component 2
Photographers	Additional Photographers selected		Dependent on Question selected		Dependent on Question selected
Materials and Techniques Key skills	Teacher Led Workshop style lessons to allow personal selection of choices of materials and techniques Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Teacher Led starting preparatory studies Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Personalised Learning through 1:1 Tutorials to ensure target setting and ambition. Final development and connection to final realisation
			AO1/AO2/AO3		AO1/AO2/AO3/AO4
Outcome	Journal and Final Realisation		Journal		Final Realisation 10 Hour in Timed Exam Conditions
Marked	Component 1: 60%		Component 2: 40%		

Assessment Key skills	AO1 Develop Ideas	AO2 Refine work by exploring	AO3 Record Ideas,	AO4 Present a personal	Each Assessment Objective
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Based on the 4 Assessment Objectives	through investigations, demonstrating critical understanding of sources	ideas, selecting and experimenting with appropriate media, materials and techniques	observations and insights relevant to intentions as the work progresses	and meaningful response that realises intentions and demonstrates understanding of visual language	marked out of 96
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Curriculum Overview for Year 12:

Exam Board AQA A Level Art					
Coursework		Externally Set Paper 10 wks Prep 15 Hours timed Final Outcome			
Component 1 And Element 2		60%	Component 2	40%	
Assessment Key skills Based on the 4 Assessment Objectives	A01 Develop Ideas through investigations, demonstrating critical understanding of sources	A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques	A03 Record Ideas, observations and insights relevant to intentions as the work progresses	A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Each Assessment Objective marked out of 96

Y12 Art	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	View Bridging work Sketch Books Foundation Skills Collections Component 1		Starting Point Given		Personal Investigation Component 1 (Element 2)	
	Hardaker				Own Choice	



Artist	Matisse	Minimum of 3 selected Artists and 1 of their own which connects to the chosen theme	Minimum 3
	Lisa Milroy		
	Jim Dine		
	Anon		
Material s and Techniq ues	Experimented with materials and techniques	Experimented with materials and techniques	Suited to their area of research
Key skills	Documented observations and sketches Refined and improved their artwork	Documented observations and sketches Refined and improved their artwork	Analysis
			Critical thinking
			Use of art-specific terminology
			Interpretation skills
Outcom e	Sketch Book/Portfolio Final Realisation	Sketch Book/Portfolio Final Realisation	1,000 – 3.000-word essay with accompanying sketchbook showing practical exploration and experimentation
Assessm ent	On-going Assessment verbal and written feedback/ Group Critiques/ PPE's Feedback given through marking matrix of AQA A Level criteria		

Y13	Term 7	Term 8	Term 9	Term10	Term 11	Term 12
Theme	Practical Element of Personal Investigation		Component 2 Externally Set Assessment Preparation		Externally Set Paper 15 Hours Timed Outcome	
Artist	Own Set Project Connecting to their Personal Investigation		Externally Set Assessment Preparation Component 2		Externally Set Assessment Preparation Component 2	
	Develpment from their Personal Investigation					
Material s and Techniq ues	Student Led – Teacher guided starting preparatory studies		Teacher Led starting preparatory studies Personalised Learning through 1:1 Tutorials		Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.	



	Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.	to ensure target setting and ambition.	Final development and connection to final realisation
Key skills	Art and Design Workshops In the first steps of the preparatory sketch book work	Art and Design Workshops In the first steps of the preparatory sketch book work	Final development and connection to final realisation
Outcome	Sketch Book with connection to Personal Investigation and Final Outcome	Preparatory work and sketch book	Preparatory work and final outcome
Marked	Component 1: 60%	Component 2: 40%	

Exam Board AQA A Level Photography					
Coursework			Externally Set Paper 10 wks Prep 15 Hours timed Final Outcome		
Component 1 And Element 2		60%	Component 2	40%	
Assessment Key skills Based on the 4 Assessment Objectives	A01 Develop Ideas through investigations, demonstrating critical understanding of sources	A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques	A03 Record Ideas, observations and insights relevant to intentions as the work progresses	A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Each Assessment Objective marked out of 96



Y12 Py	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	View Bridging work Sketch Books Foundation Skills Safari Component 1		Starting Point Given		Personal Investigation Component 1 (Element 2)	
Photographers	#		Minimum of 3 selected Artists and 1 of their own which connects to the chosen theme		Own Choice Minimum 3	
Materials and Techniques	Elements and Principles - Investigation of the Elements and Principles of photography and introduction to traditional darkroom methods. Students will learn how to make photograms while exploring visual language - line, form, pattern and texture. Students will be introduced to a manual camera and explore the different settings and controls - exposure, aperture, shutter speed, focus, film loading, lenses. They will learn to develop film, create test prints, use filters, create contact sheets and window mount a set of final prints.		Experimented with materials and techniques Documented observations and sketches Refined and improved their artwork		Suited to their area of research	
Analysis						
Critical thinking						
Use of art-specific terminology						
Interpretation skills						
Key skills						
Outcome	Sketch Book/Portfolio		Sketch Book/Portfolio		1,000 – 3.000-word essay with	



	Final Realisation	Final Realisation	accompanying sketchbook showing practical exploration and experimentation
Assessment	On-going Assessment verbal and written feedback/ Group Critiques/ PPE's Feedback given through marking matrix of AQA A Level criteria		

Y13	Term 7	Term 8	Term 9	Term10	Term 11	Term 12
Theme	Practical Element of Personal Investigation		Component 2 Externally Set Assessment Preparation		Externally Set Paper 15 Hours Timed Outcome	
Artist	Own Set Project Connecting to their Personal Investigation		Externally Set Assessment Preparation Component 2		Externally Set Assessment Preparation Component 2	
	Development from their Personal Investigation					
Materials and Techniques	Student Led – Teacher guided starting preparatory studies		Teacher Led starting preparatory studies		Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.	
	Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Personalised Learning through 1:1 Tutorials to ensure target setting and ambition.		Final development and connection to final realisation	
Key skills	Art and Design Workshops In the first steps of the preparatory sketch book work		Art and Design Workshops In the first steps of the preparatory sketch book work		Final development and connection to final realisation	
Outcome	Sketch Book with connection to Personal Investigation and Final Outcome		Preparatory work and sketch book		Preparatory work and final outcome	
Marked	Component 1: 60%		Component 2: 40%			

Suggestions for independent study and home support:



The Photographer's Gallery was the first public gallery in the United Kingdom devoted solely to photography

<https://thephotographersgallery.org.uk/>

The Saatchi Gallery is a major London gallery exhibiting contemporary art

<http://www.saatchigallery.com/>

Tate is an institution that houses the UK's national collection of British art, and international modern and contemporary art.

<http://www.tate.org.uk/>

The Victoria and Albert Museum, London, is the world's largest museum of decorative arts and design.

<https://www.vam.ac.uk/>

Art Babbel is an excellent platform that features a treasure trove of videos on art and artists from more than 50 cultural institutions from around the world.

<http://www.artbabble.org/educators>

The Student Art Guide helps students excel in a wide range of high school Art qualifications, such as IGCSE, GCSE, A Level, NCEA, AP Studio and IB Art

<https://www.studentartguide.com/>

Art Department Assessment Reporting and Recording:

This policy has been mapped against the school's assessment policy and statutory requirements; allowing Art teachers to deliver their subject in an appropriate manner, to provide support for students in order to maximise their success, for parents to support their children and for use as an accountability tool.

- **The overall aim of the school for marking and therefore the department is to:**

- Let students know what they need to do to improve in order to set realistic goals and targets.
- Monitor students' progress and give them an indication of their level of achievement.
- Provide information for parents about students' progress.
- Acknowledge achievement.

- **The Art Department will achieve these aims by planning the following types of assessment into their schemes of work:**

- Formative/diagnostic - what do students need to do to improve?
- Summative - recording of overall achievement/attainment at critical points, e.g., end of year exams, Teacher Assessments at end of KS3, KS4 & KS5 which is moderated.

As a result of these assessments, teachers will adjust their lesson plans to meet the needs of their pupils and schemes of work as appropriate in order to meet the needs of future pupils.

Teachers will record marks in order to:



- monitor progress over time.
- provide accurate historic information for students/parents/other teachers.
- provide evidence to support reporting and target setting.

Marks should be accessible to Line Managers and will be recorded in either a paper or an electronic mark book.

In order to support these aims:

- Teachers will access baseline data, attendance and other information such as DSEN, EAL and G&T in order to inform their planning and teaching.

Key Responsibilities

Responsibilities of students:

In line with school policy:

- Students need to fill out a student record sheet, which will be stuck at the front of their sketchbooks. They will make reference to the assessment ladders stuck at the back of their sketchbooks.
- Students should also note verbal feedback that has been given on their student record sheet.
- There should be student response to teacher comments; something should be done as a result of the feedback; teacher set task, redo a piece of work, complete or improve work, complete a new task, to set a new target to ensure that future goals are understood.
- Student response should be completed in green pen. Where this is not possible e.g. adding to a drawing then the work should be clearly labelled that it has been responded to.

Students should complete the PIA sheets at KS3 to demonstrate an acknowledgement of the verbal feedback (state focus) or to state what has been done as a result of verbal feedback.

- At KS4 and 5 students should complete the DIRT activities as directed by their teacher.

Responsibilities of teachers:

Work will be marked according to the descriptors identified in the assessment ladder, GCSE and A'level descriptors, and will enable students to understand what they have achieved and what they need to do to improve. The principles of PIAS should be followed

- The school marking codes should be used for Literacy Feedback within written work
- Marks, attendance and baseline data should be accessible to Line Managers at all times and will normally be recorded in a planner or mark book which may be electronic.
- Marking will show the student the progress they are making against their target.
- Completion of homework should be checked.
- Teachers will dedicate time for reflection and improving work (DIRT) within the scheme of work.



- Verbal assessment will take place as appropriate. Teachers should ask pupils to record this feedback on the record sheet at the front of their sketchbook.

Key Stage 3:

The teacher will assess work regularly (approximately every 3 weeks) against the skills identified on the ladder and must provide written feedback that can be acted upon at least twice during a project.

A final assessment will take place at the end of each project to establish if students are:

- 'Exceeding National Standards' is that of a student who is building up skills towards a 9/8 at GCSE Level
 - 'Working Above National Standards' is that of a student who is building skills towards a 7/6 at GCSE Level
 - 'At Expected National Standard' is that of a student who is building skills towards a 5 at GCSE Level
 - 'Working Towards National Standard' is a student who is building skills towards a 4/3 at GCSE Level.
 - 'Working Below National Standards' is a student who is building skills towards an outcome of an 2/1 or lower at GCSE Level.
- Teachers will need to keep their own records (manual or electronic mark book) of the performance of each Key Stage 3 pupil for each project taught e.g. attainment of pieces of work, classwork effort, homework effort or other information that will aid the progress of pupils. This will provide information for accurate data sweeps, identifying trends and will inform future planning.

Key Stage 4 and 5

- Controlled assessment / coursework should be tracked regularly and feedback should be given in line with guidance given by the exam boards.
- Homework should be marked regularly using the sheet at the back of students' sketchbooks and allowing for student to respond with an action.
- From records be able to inform the schools intervention co-ordinator /s which pupils are not making the necessary progress towards their target
- Calculate the progress being made towards targets at various intervals during the course and when the final results are published evaluate the performance against targets. This information will be used as discussion at performance management meetings and as part of the appraisal process.

For consistency across the school:

- Teachers will use the PIAS criteria
- The school marking codes should be used for Literacy Feedback within written work.
- At the beginning of each Key Stage a Target Level or Grade will be decided for each student by the school. Marking will show the student the progress they are making against their target.
- Each term all teachers will give a progress report against National Standards and Individual Progress. The following pattern will be adhered to:

Year group Pattern of reporting



Yr 7 Each term, reporting classwork & homework effort and progress (student is working at expected level etc). The judgement is to be based on the outcomes of the projects that have been assessed.

Yr 8 Each term, reporting classwork & homework effort and progress (student is working at expected level etc). The judgement is to be based on the outcomes of the projects that have been assessed.

Yr 9 Each term, reporting classwork & homework effort and progress (student is working at expected level etc). The judgement is to be based on the outcomes of the projects that have been assessed.

Yr 10 Predicted grade & classwork & homework effort grades each half term.

Yr 11 Predicted grade & classwork & homework effort grades, one per half term until the May half term.

Yr 12 Predicted grade & classwork & homework effort grades each half term

Yr13 Predicted grade & classwork & homework effort grades, one per half term until the May half term.

All assessments will be supported by evidence and moderated by the department. These results will be analysed in order to identify any underachievement where intervention may be necessary.

PIA

P – Positive

What is really good about this work? Which skills have been demonstrated really well here?

I – Improvement

What skills do you need to develop?

A – Action

You need to state what the student needs to do next as a result of the feed-back.

What should be done now to make progress?

Which ways can a student review/make further progress on this topic?

S – Student Response

This is the next part of the feedback and represents a part of the ongoing dialogue in the form of carrying out the action.

DIRT

Moderation procedures:

At KS3:

1. Moderation will take place half termly in line with the KS3 art assessment ladders



At KS4 and 5:

1. Moderation will take place based on examination board guidelines.
 2. Teachers will follow standardised procedures for creating predicted grades using assessment data with reference to internal / mock exams the examination board grade boundaries will be used.
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